

**THE USE OF FREE4TALK WEBSITE AS AN  
ONLINE LEARNING PLATFORM IN TEACHING SPEAKING  
AT ELEVENTH GRADE OF SMA N 1 JATILAWANG,  
BANYUMAS**



**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)  
Degree**

**By**

**Oktarina Lis Wahida  
Student Number: 2017404133**

**ENGLISH EDUCATION STUDY PROGRAM  
EDUCATION DEPARTMENT  
FACULTY OF TARBIYA AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
2024**

## STATEMENT OF ORIGINALITY

### STATEMENT OF ORIGINALITY

Here with I,

Name : Oktarina Lis Wahida  
Student Number : 2017404133  
Grade : Undergraduate  
Study Program : English Education  
Faculty : Tarbiya and Teacher Training

Declare that this thesis with the title, **“The Implementation of Free4talk Website as An Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas”** is truly my own work and is not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

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Purwokerto, November 2024

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Oktarina Lis Wahida

S.N. 2017404133

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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.uinsaizu.ac.id

PAGE OF APPROVAL

This thesis, entitled

**THE USE OF FREE4TALK WEBSITE  
AS AN ONLINE LEARNING PLATFORM IN TEACHING SPEAKING  
AT ELEVENTH GRADE OF SMA N 1 JATILAWANG, BANYUMAS**

written by Oktarina Lis Wahida (Student Number. 2017404133) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on 22 November 2024 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.

Purwokerto, Desember 10<sup>th</sup> 2024

Approved by:

Examiner I/Head of Examiners,

Desi Wijavanti Ma'rufah, M.Pd.  
NIP. 199212152018012003

Examiner II/ Secretary,

Agus Husein As Sabiq, M.Pd.  
NIP. 198708112020121006

Supervisor,

Endang Sartika, S.Pd., M.A.  
NIP. 199110302073212040

The Main Examiner,

Muflihah, S.S., M.Pd.  
NIP. 197209232000032001

Legalized by:

The Head of Education Department,



Dr. Maria Ulpah, M.Si.  
NIP. 198011152005012004

## OFFICIAL NOTE OF SUPERVISOR

To:  
The Head of Educational Department  
Faculty of Tarbiya and Teaching Training  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
In Purwokerto

*Assalamu'alaikum Wr.Wb.*

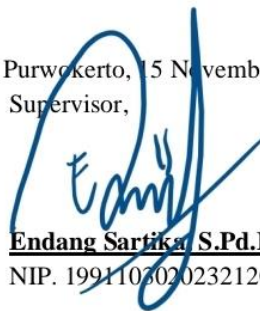
After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name	: Oktarina Lis Wahida
Student Number	: 2017404133
Grade	: Undergraduate
Study Program	: English Education Study Program
Faculty	: Tarbiya and Teaching Training
Title	: The Implementation of Free4talk Website as an Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas

I recommended this thesis to be submitted to the Head of Educational Department, Faculty of Tarbiya and Teaching Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

*Wassalamu'alaikum Wr.Wb.*

Purwokerto, 15 November 2024  
Supervisor,



**Endang Sartika S.Pd.I., M.A.**  
NIP. 199110302023212040

**THE USE OF FREE4TALK WEBSITE  
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**Oktarina Lis Wahida**

**2017404133**

**ABSTRACT**

**Abstract:** Free4Talk is a website for practicing speaking English, which is capable to find a conversation partner, practice speaking the language, make friends, and exchange languages. Students can utilize the Free4talk website to communicate with individuals from different languages in order to gain more than one common target language. This research purposes to analyze the implementation of the free4talk website in teaching speaking. This research was conducted at the eleventh grade of SMA N 1 Jatilawang, Banyumas. The subjects of this research were the English teacher and students in the eleventh grade, and the object was the implementation of the free4talk website in teaching speaking. A qualitative descriptive method was utilized for this study. The data were collected through observations, interviews, and documentation. The data reduction, data display, and data verification were used as the data analysis techniques. The result of the research show that the teacher used the free4talk website in teaching speaking through several steps, such as (1) planning and preparation, (2) implementation, and (3) evaluation. The planning and preparation step was carried out to prepare anything needed in teaching speaking using the free4talk website. In the implementation step, the free4talk website started to be used by the teacher to teaching speaking for students. The evaluation was carried out with the teacher gave students an assignment to have a conversation on the free4talk website.

**Keywords:** Free4Talk website, online learning platform, teaching speaking.

## MOTTO

*“Hidup ini bagai skripsi, banyak bab dan revisi yang harus dilewati. Tapi akan selalu berakhir indah, bagi yang pantang menyerah”*

(Life is like a thesis, there are many chapters and revisions that must be passed.  
But it will always end nicely, for those who never give up.)

-Alit Susanto-

Do not back down before trying, the heavy burden is only in the mind.



## **DEDICATION**

*I dedicate this an undergraduate thesis to:*

*My beloved parents*

*My beloved big family*

*Myself*

*And all the readers*



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In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with mercy and guidance to finish this thesis entitle “The Use of Free4Talk Website as An Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas” could be completed.

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The researcher is aware that there are several errors and inadequacies in this thesis. As a consequence, comments and criticism are always welcome. Hopefully, the thesis will be useful to the readers. Aamiin.

Purwokerto, 15 November 2024

The researcher,



Oktarina Lis Wahida

S.N. 2017404133

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# CHAPTER I

## INTRODUCTION

This chapter discusses research background, clarification of key terms, research question, aim and significance of the research, organization of the paper.

### A. Research Background

Speaking is one of the important skills beside listening, reading, writing, grammar and vocabulary skill. Speaking is an oral communication that is used to stay connected with others. Speaking is an act of conveying ideas between individuals, as well as knowledge, information, opinions, and feelings (Kuning, 2020). It can also be referred to as speaking with the mouth, whether in a monologue, dialogue, or another format. Speaking skill is crucial since how people convey their messages to others determines everything (Rao, 2019). People cannot accomplish their goals, objectives, and aspirations if they do not communicate using appropriate language. Therefore, it is necessary for learners to learn speaking skills.

The English language learners should realize the value of speaking skill and make an effort to develop it to do well in this competitive environment. Mastering English, especially speaking skills, can be an added value for learners to achieve their goals (Rao, 2019). For example, when applying for a job, doing presentations, interviews, and so on, speaking skill will make it easier.

Teaching speaking in Indonesia is applying the native speaker model as a guide for learners in speaking (Asanti & Sudirman, 2020). It means that it is important for students to imitate the native speaker when they speak, for example using American or British accent. Asanti and Sudirman (2020) also argues that, the native speaker model creates anxiety and burden for students, and they feel struggling if they wish to deliver their message in verbal communication since there is a standard on how to utter it correctly.

Speaking skill is essential for language teaching and learning because it can be applied in conversation (Fitriani et al., 2020). There are several things that teachers encounter when conduct teaching speaking such as limited teaching duration, students' lack in vocabulary, student bullying their friend, and student ignore the learning process (Maryanti et al., 2021). When learning to speak, students sometimes struggle with fluency, pronunciation, accuracy, intonation, filler words, shyness, and self-consciousness (Fitria et al., 2021). These problems can be overcome by practicing frequently.

There are many ways that can be done in mastering and learning speaking. Moreover, with the development of technology, there are many apps and platforms to practice speaking that can be accessed online. Students and teachers have to be able to grab the benefit of the online speaking platform (Dwijaksara, 2023). This can make it easier for learners because it can be used anytime and anywhere. In this case, teachers are also required to master technology and explore learning media to be applied to their students.

Several platforms available online to study English, specifically in learning speaking skills. The platforms that can be used to practice speaking are Learn to Speak English with Busuu, BBC Learning English, Duolingo, Learn English with Aco, HelloTalk, Memrise, Hello English and Rosetta Stone (Kuning, 2020). From that platforms, the student are not only can learn speaking, but also can learn vocabulary and grammar. The students can choose the platforms that are easy and accessible for them.

Besides that, there is a platform that can be used to practice speaking called free4talk website. Free4talk website is a website that can be used to practice speaking with other people from another country. Learners can utilize the Free4talk website to communicate with individuals from different languages in order to gain more than one common target languages (Gelen & Tozluoglu, 2021). In Free4talk website, learners are not only can practice English speaking but also practice speaking in other languages, such as

Arabic, Indian, Vietnamese, etc. It is the greatest website for speaking English, which is capable of finding a conversation partner, practice speaking the language, make friends, and exchange languages (Apandi et al., 2022).

Based on observation at SMA N 1 Jatilawang and interview with the English teacher (on December 5<sup>th</sup>, 2022). In learning speaking, students at SMA N 1 Jatilawang usually practice the dialog with classmates according to the material. Throughout the pandemic COVID-19 and the implementation of online learning, teacher had difficulty in teaching speaking to their student. It requires a speaking partner and a supportive environment to keep practicing speaking. Due to the pandemic, students must learn distantly, their motivation is adversely affected by their disengagement due to the lack of real-life interaction (Ma'rufah et al., 2024). So, the teacher used Free4talk website in teaching speaking for their learners. In addition, in this school, it appears that teachers have applied technology when teaching in classroom. The lack of duration of the lesson schedule is one of the obstacle in teaching learning process.

There are some previous research have been conducted about Free4talk website. The first research conducted by Gelen & Tozluoglu (2021) show that this platform provides a safe and free atmosphere for learners to practice their foreign language skills. The program improves expressive language proficiency and creates a motivating social environment for language learners, whether they have completed official training or are still in school.

The second previous research was conducted by Lestari et al., (2023) show that because it uses English for both thinking and speaking, the free4talk.com website is useful for developing good fluency in spoken-verbal communication. Based on spoken language assessments, every student has a unique level of fluency in verbal communication.

Another previous research was conducted by Salhy (2023) found that online chat platforms like Free4Talk can be beneficial for Moroccan

EFL learners to practice their English speaking skills. The platform to be user-friendly and helpful in improving their pronunciation, fluency, vocabulary, and confidence in speaking English. However, some participants also reported encountering challenges, such as poor internet connections, and difficulty understanding partners' accents or speaking styles.

According to that previous researches, first research focus on evaluation of online language exchange platforms: the example of free4talk. The second research focus on using a digital platform to examine students' verbal communication fluency. The third research focus on the impact of online chat platforms on Moroccan learners. From those previous researches, no one have focus on the implementation of free4talk. Based on the statement above, the writer decided to conduct a study with the title *“The Use of Free4talk Website as an Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas”*. The researcher takes this title above because this website has been applied in this school yet. Thus, the researcher wants to investigate the implementation of this website.

## **B. Clarification of Key Terms**

The goal of clarifying key terms is to improve comprehension and prevent misconceptions. The definitions of the terminologies used in this study are provided below:

### **1. Free4talk Website**

Free4talk website is a website that can be used to practice speaking with other people from another country. Learners can utilize the Free4talk website to communicate with individuals from different languages in order to gain more than one common target languages (Gelen & Tozluoglu, 2021). In free4talk website, learners not only can

practice English speaking but also practice speaking in other languages, such as Arabic, Indian, Vietnamese, etc.

It is the greatest website for speaking English, which is capable of finding a conversation partner, practice speaking the language, make friends, and exchange languages (Apandi et al., 2022). Free4talk website can be access through any browser. The room-user's preferred topic, level, and country are provided by free4talk.com (Lestari et al., 2023). While using this website, learners can have the conversation using video call or only voice.

## **2. Teaching Speaking**

According to Nunan in Bahadorfar & Omidvar (2014), teaching speaking is teach students how to employ the second language's rhythm, intonation patterns, and word and sentence emphasis. It also teaches them how to use language to express their opinions and ideals (Bahadorfar & Omidvar, 2014). Speaking is an oral communication that is used to stay connected with others. Intensive, responsive, transactional, interpersonal, and extensive are the roles of student in learning speaking.

Communicative efficiency is the main objective of teaching speaking skill (Bahrani, 2012). With their current level of skill, language learners should be able to communicate with others. To help the learners develop communicative efficiency, the teacher should master technology and explore learning media, activities, and materials to be applied to their students.

## **C. Research Question**

Based on the research background, the research question in this research is: How does the teacher use Free4talk website in teaching speaking at eleventh grade of SMA N 1 Jatilawang, Banyumas?

## **D. Aim and Significance of the Research**

### **1. Aim of The Research**

To analyze how the teacher use free4talk website in teaching speaking at eleventh grade of SMA N 1 Jatilawang.

### **2. Significance of The Research**

#### **a. Theoretical significance**

The result of the research is expected to enriching the information about free4talk website in teaching speaking.

#### **b. Practical significance**

##### **1) For the teachers**

To add information about another platform or technology that can be used in teaching speaking.

##### **2) For the other researcher**

To be an inspiration or reference for other researcher to make relevant research in teaching speaking.

## **E. Organization of the Paper**

A systematic discussion of the subject was provided in this section to make it easier to determine the content of the research, which is divided in to five chapters as follow:

Chapter I is an introduction which consist of the background of the research, conceptual definition, research question, objective and significances of the research.

Chapter II is literature review with the theories “The Use of Free4talk Website as an Online Learning in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas”. Which include a review of related theories about the implementation of free4talk website in teaching speaking.

Chapter III is research method. This chapter deals with the research design, subject and object of the research, technique of data collection, technique of data analysis.

Chapter IV is the finding and discussion. It presents the result of the research.

Chapter V is the conclusion and suggestion of the research. In this chapter, the data will be concluded and suggestion given recommendation the research.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the theoretical framework used in this study and previous studies.

#### **A. Speaking**

##### **1. Definition of Speaking**

Speaking is more than just closing and opening the mouth. It is believed that speaking is a speaker's voluntary behavior intended to sway the listener in a particular direction (Islam, 2015). It means that, in speaking the speaker can interact with the interlocutor with certain intentions and purposes such as commanding, stating, requesting, promising, and so on.

Speaking is the act of communicating thoughts, ideas, and emotions to an audience by through audible symbols or visibly manifested body language with the expectation that they will get the meaning of the message we are trying to convey (Asilestari, 2018). In the other words, speaking is not only done verbally with the mouth but can also use body language or body movement to clarify the speaking message.

##### **2. Principles in Teaching Speaking**

According to Bailey in Suban, there are five fundamental principles of teaching speaking in an EFL context (Suban, 2021).

###### **a. Give pupils practice with accuracy and fluency.**

Improving pronunciation, sentence structure, and vocabulary is crucial when it comes to accuracy. This can be done by either stopping the speaker or by pointing out errors and offering comments after the speaker has finished. When practicing for fluency, it is crucial to encourage learners to confidently articulate their meaning without fear

of making faults or guilt. The important thing is that the meaning is comprehended.

- b. Limit teacher talks and use group or pair work to give students a chance to speak.

Most students have little time to practice speaking outside of class. Pair and group work are the most efficient and successful ways to use classroom time (Ur, 2012). With this method, learners talking time grows while teacher talking time decreases. Children will have more opportunities to negotiate meaning, have real conversations, and learn to take turns if pair and group work goes smoothly.

- c. Arrange speaking exercises that call for meaning negotiation.

The goal of this type of assignment is to encourage pupils to understand how to define meaning. Since miscommunication happens frequently, students must learn how to explain what they mean or how to ask others to explain it. More misunderstanding-related assignments are therefore created to encourage students to use this communication technique as one of the elements of communicative competence.

- d. Create learning activities that incorporate instruction and practice in both transactional and interactive speaking.

Since transactional and interactive speaking predominate in our everyday language use, they ought to be incorporated into our instruction. Students get benefit from a wide range of language use and communication contexts through guidance and practice.

- e. Recognize how second language and foreign language learning context differ from one another.

Individuals learning English in an EFL situation may be doing so for a variety of reasons, such as business, education, etc. Every country has a different definition of EFL. An EFL instructor must therefore take into account local, national, and international contexts

when teaching. He or she must understand why, how, and when students utilize English.

### 3. Techniques in Teaching Speaking

Teaching speaking techniques are techniques that implemented by English teachers in order to assist their students learn how to communicate in English in the classroom. Students should be really interested in the technique, it should be delivered in an enjoyable and active way, and the students should understand the technique's goal (Noviyenty, 2018).

According to Brown in Noviyenty (2018), some principles for creating speaking techniques such as:

- a. Methods should promote the use of authentic language in contexts that meaningful.
- b. The variety of learner demands should be addressed by techniques, shifting from a language-based emphasis on accuracy to a message-based focus on meaning, fluency, and interaction.
- c. Techniques ought to be inherently motivating.
- d. Make the most of the natural connection between listening and speaking.
- e. Promote the growth of speaking strategies.
- f. Giving proper correction and feedback.

According to Noviyenty (2018), the techniques that can be used by the English teachers in teaching speaking such as:

- a. Roleplay (the act of imitating the character and behavior of someone)
- b. Group presentation (convey information in front of the audience)
- c. Group discussion (a gathering of individuals to discuss a certain subject or topic)
- d. Dialogues (conversation between two people or more)
- e. Games (the game chosen is still related to speaking)
- f. Conversation with native speaker with specific topics
- g. Listening song

#### 4. Media in Teaching Speaking

Media is one of the necessary tools in teaching and learning activity. All physical tools that can convey lessons and encourage learning are considered teaching media (Marhamah et al., 2022). Teaching media will make easier for the teachers when delivering the material to their students. According to Sudjana and Rifai in Marhamah et al., (2022), there are some functions of media in learning. First, utilizing instructional media can gather students' attention and encourage them to participate more actively in the teaching and learning activity. Second, in order to assist students get their learning objectives, it increases understanding and simplifies the course material. Third, because they pay attention to what the professors are saying and engage in other activities like watching, demonstrating, and so on, students can be more active. In short, teaching media is very beneficial to both educators and learners in classroom activities.

There are several kinds of media in teaching and learning process, those are (Rahmi, 2014);

##### a. Audio Media

Audio media can provide a variety of chances for education that include verbal information and guidance for the development of intellectual and motor skills. Example: radio, song, music, tape recorder and cassette recorder.

##### b. Visual Media

Visual media are those that have a form in the form of a picture or model that can be viewed by students' eyes (Waloyo & Fatekha, 2022). Example: flashcard, picture/poster, magazine or newspaper, textbook, and real object.

##### c. Audio-visual Media

Instructional materials that use the senses of sight and hearing are known as audio-visual materials. The examples of audio-visual media

are: video, television, computer, etc. Videos are often accessed through YouTube application. Since learning materials are typically made more interesting so that everyone who knows, particularly students, won't become bored, they can comprehend the material better through YouTube than through textbooks (Setyaningsih & Wahidiyati, 2022).

Many media that can be use in teaching speaking. Every media has a function that can assist teachers and students in getting their goals (Dwijaksara, 2023). When selecting media types for online instruction, teachers should take into consideration elements to ensure a relevant learning experience (As Sabiq & Fahmi, 2020). It would be great if they choose the most appropriate media and adjust to the needs to achieve their learning goals. For example, teachers can use song, video, or learning platforms that available in internet to teaching speaking.

Several media for teaching speaking that teachers can apply to their students, such as (Habibah, 2018):

a. Images and pictures

Teachers can use pictures in the form of flashcards, huge wall graphics, flashcards, cue cards, photographs, and illustrations. That can facilitate the students learn in various ways, including drilling, comprehension, games, and conversations.

b. Realia

Intrinsically appealing objects can serve as a useful beginning point for learning various language and communication skills. For example, the teacher may appear in the classroom with two telephones to encourage phone conversations. Realia can also be used by students to simulate and role play, as well as to act out a script.

c. Language Laboratory

Language laboratories offer several occasions for learners to learn speaking skills through repetition and drills. Learners' own

discussions and speeches can be recorded so they can listen back and make changes. It can also inspire students to practice the language on which they have lately focused.

In the school environment, language laboratory is one of the school infrastructure facilities. In order to achieve successful learning, facilities and infrastructure play a crucial role in education (Hazimah et al., 2022). According to Sumiharsono & Hasanah in Hazimah et al. (2022), learning facilities include learning spaces, office space, learning tools, teaching aids, learning media, laboratories and others.

d. Computer-based Materials

Computer-based assets such as CDs, DVDs, videos, learning platforms, and movies can provide acceptable models of native speakers' speech and assist students in increasing their cultural understanding. It also provides real-world perspective in the classroom.

Before applying learning media in the classroom, of course, there are things that must be prepared. According to Marpanaji et al., (2018), the three primary elements that teachers must complete in order to carry out the learning process are as follows:

a. Planning and preparation process

Planning and preparation is the first stage before doing the learning activity. Learning tools or resources that will be utilized to enforce the learning process will be produced in this process. A well-planned learning process will achieve the goals that have been set (Adnyani, 2021). Adnyani also stated that the creation of learning objectives, learning materials, learning method and infrastructure, and learning evaluations are all part of the execution of learning planning.

The example stage such as, creating learning objectives, preparing teaching materials, selecting the best teaching strategy, deciding media to be utilized, and selecting the learning evaluation

method (Marpanaji et al., 2018). So, in choosing learning media, it must be ensured that the media is in line with the material, learning objectives and student needs.

b. Implementation process

Implementation is the second element must be complete in order to enforce the learning process. When communication occurs in the classroom or other activities are required to accomplish the learning objective, the teacher is actually carrying out the implementation process (Marpanaji et al., 2018). In other words, in the implementation process there is interaction and communication between teachers and learners. Between communication and interaction with learning media are interrelated. The explanation of the media used in learning also influences the achievement of learning objectives. For example, to achieve this, teachers can explain and assist students in using learning media and build fun interactions.

c. Evaluation process

The evaluation process checks whether learning objectives are being accomplished (Marpanaji et al., 2018). With evaluation, teachers can also find out whether the learning media used is effective or not. Teachers can use a variety of evaluation methods by adjusting their needs.

## **B. Online Learning Platform**

Online learning is a technology-based learning system that uses digital devices to improve education quality with limited resources and infrastructure (Aldholay et al., 2020). Because conduct in online way, the learning process require digital tools, such as computer, gadget or smartphone, laptop, etc.

According to Costa et al., (2012), Educational computer applications are referred to by a variety of names, including Virtual Learning

Environment (VLE), Course Management System (CMS), Learning Management System (LMS), and e-learning systems. In these systems, students can access courses' materials in numerous media (text, image, sound), as well as engage with teachers and/or colleagues, via message boards, forums, chats, video-conference or other types of communication tools.

The platforms offer a range of customizable features that enable the development of online courses, subject sites, work groups, and learning communities (Paulsen, 2003). These systems also enable the management of contents through the Internet and include a number of features for teacher and student registration, monitoring, and evaluation. Online learning platform have many advantages, such as being flexible, easy to use, attractive, and meeting learning objectives (Muzdalifah & Herningias, 2021).

Several platforms available in online way to learning English, specifically in learning speaking skill. The learners can choose the platforms that easy and comfort to be used for them. According to Kuning (2020), the platforms that can be used to practice speaking are:

1. Learn to Speak English with Busuu

Learn to Speak English with Busuu is an application that offers a variety of tools to aid in learning English, particularly speaking. In addition to speaking, we may also learn grammar, pronunciation, vocabulary, and other things. Busuu makes learning English simple, enjoyable, and efficient.

2. Hello English

Hello English is a social networking platform that promotes student engagement and innovation. This program has a lot of features, such as chat, vocabulary, and grammar. This program also incorporates games to boost user involvement. The users can converse with other Hello English users to get better at speaking the language.

3. BBC Learning English

The software uses simple dialogues to teach English. It originates from The English We Speak, English at Work, BBC News, and the BBC Learning English Program: 6 Minute English. To help with improving English grammar, speaking, and vocabulary, each session contains audio, transcripts, and vocabulary.

4. Learn English with Aco

Reading, writing, speaking, listening, conversation, pronunciation, translation, grammar, and vocabulary are all supported by this software for teaching English. It is now feasible to learn English on a regular basis without taking a formal course. Students can receive instruction in English without going to class. Learn to read and write in English for free while on the road.

5. Memrise

The Memrise app prioritizes vocabulary learning in English. This software offers users creative and entertaining ways to learn and remember words. Memrise offers a user-friendly design and facilitates communication between users. Memrise provides thirty learning degrees. Users can monitor their learning progress with this program.

6. Duolingo

Duolingo gives an exercise to users several languages, including English. It supports several languages, including Mandarin, Russian, Polish, and others. Similar to Memrise, Duolingo seeks to enhance language proficiency by adding new words every day. Science, health, and education are some subjects that can be studied in English.

7. HelloTalk

Among the applications for learning English is HelloTalk, which supports multiple languages. The main objective of HelloTalk is to make language learning easier, pair language learners with native speakers and members of the target culture.

8. Rosetta Stone

Teenagers and kids alike can use this program. The "Rosetta Stone" software provides thousands of words to aid with vocabulary growth along with user-friendly interfaces. This program offers stimulating activities to improve learning, making it more comfortable, entertaining, and pleasurable. French, German, Italian, and 19 more languages are among the other language learning options available through the app.

## **C. Free4Talk Website**

### **1. Definition of Free4Talk Website**

Free4talk website is a website that can be used as media to practice speaking with other people even people from another country. Learners can utilize the Free4talk website to communicate with individuals from different languages in order to gain more than one common target languages (Gelen & Tozluoglu, 2021). In Free4talk website, learners not only can practice English speaking but also practice speaking in other languages, such as Arabic, Indian, Vietnamese, etc.

A web-based communication tool called Free4Talk was created for anyone who wish to work or interact with others beyond geographic boundaries (Salhy, 2023). With its many capabilities, users may exchange messages, share files, hold group conversations, and make both audio and video calls. It's a great tool for remote presentations and group work because it lets users share their screens with others.

It is the website for speaking English, which is capable of finding a conversation partner, practice speaking the language, make friends, and exchange languages (Apandi et al., 2022). Free4talk website can be access through any browser. The room-user's preferred topic, level, and country are provided by free4talk.com (Lestari, 2023).

While using this website, learners can have the conversation using video call or only voice.

Users of the Free4talk website can communicate and learn from others who speak different languages by using this free language exchange website. In addition to being available without charge, Free4talk comes within the category of Computer Mediated Communication (CMC), which is the exchange of messages between two or more individuals using different computers. Engage via various computers, hence it's regarded as a communication medium (Saputri & Fuady, 2023).

## 2. Features of Free4Talk Website

There are features that provide in free4talk website such as:

### a. Logo of Free4talk Website



*Picture 2. 1. Logo of Free4talk Website*

### b. Home Screen

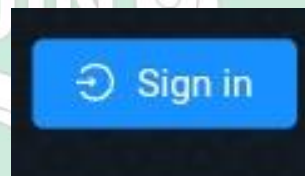
The free4talk website has a home screen that display several features such as login button, create group, search field (language, level, topic, username), language group options, and available groups.



Picture 2. 2. Free4talk Website's Home Screen

c. Creating Account

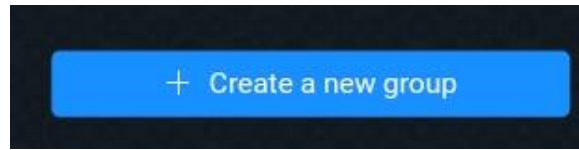
To use the free4talk website, users can sign-in or login using a Gmail account. The sign-in button is located on the top right side of the home screen. The username and profile photo on the free4talk website will follow the username and profile photo of the registered Gmail account.



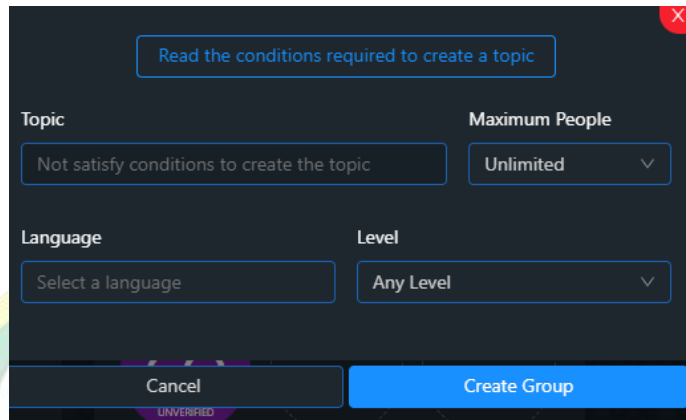
Picture 2. 3 Sign-in Button

d. Creating Group

The users can create a group by selecting *create a new group* button that located on the home screen. The users can set the topic, language, maximum people, and level according to their willingness.



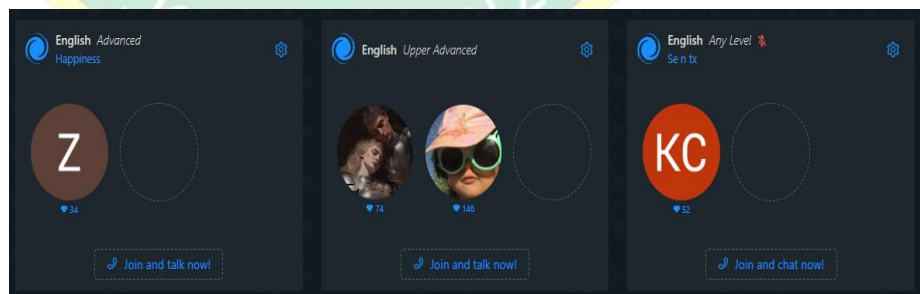
Picture 2. 4 Create Group Button



Picture 2. 5 Setting a New Group

e. Join Group Available

In addition to creating new groups, users can also join existing groups that have been created by other users. There are many groups with various topics and levels, the user can join group based on their interest. The users can join by pressing the *join and talk now!* button.

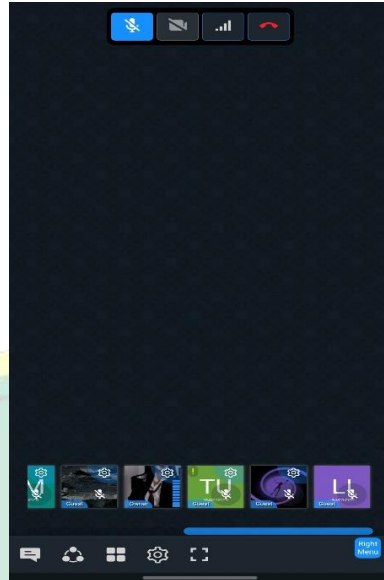


Picture 2. 6 Join Group Available

f. Group Customization

The users can use several features when joining the group. On the top, there are the audio/microphone, camera, signal strength,

and exit buttons. On the bottom, there some options such as chat box, relation, tools, setting, and full-screen option.



*Picture 2. 7 Group View*



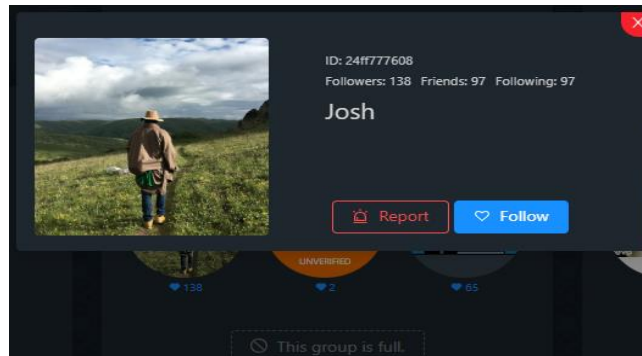
*Picture 2. 8 Microphone, Camera, Signal Strength, and Exit Button*



*Picture 2. 9 Chatbox, Relation, Tools, Setting, and Full-Screen*

g. Relation

The users can become friends or follow other users account through checking on their profile.



*Picture 2. 10 Follow Other Users*

### **3. Advantages of Free4Talk Website**

Lestari et al., (2023) states that there are advantages and disadvantages of free4talk website. The advantages of free4talk website are:

- a. The feature is quite simple and easy to use;
- b. In the case of racism or other inappropriate behavior, the participant may kick another user;
- c. Unlike another application, there is no time limit without upgrading to premium;
- d. The users more heterogeneous because the users come from different;
- e. The user has the ability to transmit pictures, make video calls, share screens, and type messages in the chat box.

### **4. Disadvantages of Free4Talk Website**

Besides the advantages, there are the disadvantages of free4talk website, such as:

- a. Sometimes the room is unavailable even though it is not yet fully occupied;
- b. Participants are unaware of the user's accent before to entering the room;
- c. The image cannot be sent from an unconfirmed account;

- d. A small percentage of careless users of the platform exist;
- e. Since free4talk.com is a website rather than an application, there is no notification when retrieving information from Chrome.

#### **D. Preview of Relevant Studies**

This section will outline a number of earlier studies that are connected to this research, drawing from a variety of sources. The results of the comparison between this study and earlier studies are as follows:

The first research conducted by Gelen & Tozluoglu (2021) with the title *Evaluation of Online Language Exchange Platforms: The Example of "Free4Talk"*. Focus of that research to assess online venues for language exchange, with a primary focus on the website "www.free4talk.com" as an example. That study conducted by using qualitative and quantitative research method and designed as a descriptive research which is one of the survey model. Analyzing the data gathered from using the instrument on 413 website users yielded the results. This study was carried out by first examining the website and creating a general profile, then conducting semi-structured interviews with the platform's administrator and founder, conducting semi-structured interviews with a few platform users, and finally creating a questionnaire. Result of the research show that this platform provides a safe and free environment for learners to practice their foreign language skills. The program improves expressive language proficiency and creates a motivating social environment for language learners, whether they have completed official training or are still in school. The similarity of this research with previous research is free4talk website as the focus of research. The difference between the previous research and this research is the previous research use qualitative and quantitative research method, while this research use qualitative research method.

The second previous research was conducted by Lestari et al., (2023) with the title *Investigating Student's Fluency in Verbal Communication*

*through Digital Platform.* This study aims to examine students' verbal communication fluency using the Free4talk.com website and the contribution of the website to students' verbal communication fluency. The descriptive qualitative method was used in that study, and the Free4talk.com website was used to gather data on how well the pupils conversed with foreigners. The findings of that study demonstrate that the use of English for thinking and communication on the free4talk.com website contributes to the development of good fluency in spoken-verbal communication. This digital platform is the most efficient way to improve verbal communication fluency through dialogue. Based on spoken-language assessments, each student's level of fluency in spoken-verbal communication varies. The similarity of this research and previous research is free4talk website as the digital platform and focus of research. The difference between the previous research and this research is the previous research focus on investigating students' fluency in verbal communication through Free4talk, while this research focus on the implementation of free4talk website in teaching speaking.

Another previous research was conducted by Salhy (2023) with the title *The Impact of Online Chat Platforms on Moroccan EFL Learners' Fluency: Free4Talk as a case study.* Focus of that research to investigate the impact of online chat platforms on Moroccan EFL Learners' Fluency using free4talk website. The mixed-methods approach is chosen to gather the data. The data collection that used in the research are survey and semi-structured interviews. The result shows the majority of the participants reported an improvement in their English proficiency level after using the platform. One of the main benefit using free4talk to Moroccan learners is gaining more confidence in speaking English. The similarity of this research with previous research is the free4talk website as online platform as the focus of research. The difference between the previous research and this research is the previous research conducted on Moroccan learners, while this research is at eleventh grade of SMA N 1 Jatilawang.

## **CHAPTER III**

### **METHODOLOGY**

This chapter discusses research design, time and place of the research, object and subject of the research, data collection techniques, and data analysis techniques.

#### **A. Research Design**

Qualitative research was used in this study. Using a particular set of research techniques, including in-depth interviews, focus groups, observation, content analysis, visual methods, and life histories or biographies, qualitative research enables researchers to thoroughly examine people's (Hennink et al., 2011). Finding a contextualized understanding of events, elucidating behavior and beliefs, identifying processes, and comprehending the background of people's experiences are the goals of qualitative research.

In order to study the ordinary and/or extraordinary lives of people, groups, societies, and organizations, qualitative research involves close interaction with participants in a naturalistic environment (Miles et al., 2014). Qualitative research is a method for investigating and comprehending the significance that people or groups assign to a social or human issue (Creswell, 2014). The purpose of this study is to explain how the teachers implement free4talk website. Therefore, qualitative research is the appropriate research method to analyze how teachers implement free4talk website in teaching speaking.

#### **B. Time and Place of The Research**

This research was carried out on 30 September-2 October 2024 at the 2024/2025 academic year. This research was conducted at SMA N 1

Jatilawang, Banyumas, located on Jl. Raya Jatilawang no. 376, Jatilawang, Banyumas, Central Java 53174, to be precise in eleventh grade in the 2024/2025 academic year. The reason for choosing this school because SMA N 1 Jatilawang is a school where the teacher used free4talk website as a supporting media in teaching speaking. In addition, teachers in this school use technology and interesting media in teaching English in their classrooms.

### **C. Object and Subject of The Research**

The subjects of this research were the English teacher and eleventh grade students in SMA N 1 Jatilawang. In this school, free4talk website is only used by English teacher who teaches at eleventh grade. The total of English teachers in this school are 4 English teachers. Only teacher A that used free4talk in teaching speaking. The eleventh grade consists of 11 classes in which every class consists of around 35 students. The researcher only took 3 classes for research, namely XI A, XI H, and XI J. The three classes were chosen as research subject because it followed the teacher's recommendation, and the teacher stated that the use of free4talk website was almost same in every class. This is the reason why the English teacher and eleventh grade students were chosen as the subject of this research. The object of this research is the implementation of free4talk website in teaching speaking at eleventh grade of SMA N 1 Jatilawang, Banyumas.

### **D. Data Collection Techniques**

This research used observation, interview, and documentation techniques in data collection.

#### **1. Observations**

In qualitative research, one of the methods and instruments for gathering data is observation. Observation is the process of gathering

information by looking closely and determining how spacious the subject of the study is. Observation as a data collection technique is observing events with the five senses or with electronic devices (Suwendra, 2018). It is possible to get the conclusion that observation is a method of gathering information by visiting the field that will be the subject of the study. The purpose of observation in this research is to see how the teacher applies free4talk website in the classroom.

The observation focused on the process of learning during the implementation of free4talk website in teaching speaking. The type of observation was non-participatory observation. Non-participant observation is an observation method where observer does not take part in the life of the observee (Hasanah, 2017). The observation carried out directly using observation checklist and documentation through photos. Therefore, the observation was conducted three times at the eleventh grade of SMA N 1 Jatilawang, Banyumas. The information was shown in the table below for more detailed description.

No.	Date	Activity
1.	30 September 2024	Observation 1
2.	1 October 2024	Observation 2
3.	2 October 2024	Observation 3

*Table 1. Observation Activity*

## 2. Interview

Interview is a treatment carried out by researchers to obtain in-depth data (Anggito & Setiawan, 2018). Interviews are activities to obtain data or information carried out by researchers asking questions to respondents related to the research topic being conducted. The purpose of interview in this research is to get deeper understanding or information about the implementation of free4talk website. In this research, the interview was conducted with English teacher who teach at eleventh grade using free4talk and several students at SMA N 1 Jatilawang, who have used the free4talk website in classroom.

The interview was conducted directly and a list of questions were prepared before the interview to collect the data for this research. The type of interview was semi-structured interview. Sugiyono (2010) states that semi-structured interviews entail asking each other in-depth questions about their thoughts and opinions. This type of interviewing was done with an interview guide in an attempt to identify more open problems. During the interview, the researcher used voice recorder as supporting tool. The interview was conducted once with the English teacher. Three students were interviewed once for each student. The students selected for the interview were students who used free4talk website in the classroom. The information is shown in the table below for more detailed description.

No.	Date	Activity
1.	30 September 2024	Interview 1 (with student 1)
2.	1 October 2024	Interview 2 (with student 2 & 3)
3.	2 October 2024	Interview 3 (with the teacher)

*Table 2. Interview Activity*

### 3. Documentation

Documentation techniques are used to collect data from non-human sources (Suwendra, 2018). In this research, documentation collected from SMA N 1 Jatilawang by taking lesson plan. The lesson plan was used as a research guide to test the suitability of teacher in teaching English using free4talk website. This part was used as additional data to support other data from observation and interview.

## **E. Data Analysis Techniques**

According to Miles & Huberman, (1994), stated that data reduction, data display, and conclusion drawing or verification were the activities involved in analyzing data.

## **1. Data Reduction**

The process of selecting, focusing, simplifying, abstracting, and transforming the information found in transcriptions or written field notes is known as data reduction. In order to obtain information, this study employed data reduction, which made data collection simple for the researcher. The researcher got the data from interview, observation, and documentation. Then the result of interview, observation, and documentation showed how the free4talk website used in teaching speaking.

## **2. Data Display**

Graphics, matrices, networks, charts, and narrative text can all be used to display the data. In this step, the researcher compiled the data from interviews, observation, and documentation. In this research, the data was presented in the form of narrative text. The information was organized so that its structure was clear.

## **3. Conclusion Drawing or Verification**

Conclusion is the last step in analyzing the data. The researcher had to draw a brief conclusion when during data collection. Verification entails drawing a judgment, and it will be legitimate if there is evidence. In this step, the result of data was obtained by observation, interview, and documentation. Then, the result of the research was able to answer of research question from earlier.

## CHAPTER IV

### FINDINGS AND DISCUSSION

The purpose of this research, as stated in the first chapter, was to analyze the implementation of free4talk website in teaching speaking at eleventh grade of SMA N 1 Jatilawang, Banyumas. In this chapter, the results of research were discussed according to the method used, namely qualitative method. The outcome of teaching speaking using free4talk website was determined based on information from observation, interview, and documentation. Direct observations were done to figure out how teaching speaking using free4talk website was applied in the classroom. Before doing the observations, the researcher created observation checklist as research instrument in collecting the data. The interviews with teacher and students were made to gain more information about using free4talk website. Written information, including lesson plan, was collected as documentation.

This research was conducted from 30 September to 2 October 2024 at eleventh grade of SMA N 1 Jatilawang, Banyumas. In eleventh grade of this school, there are 11 classes, namely XI-A until XI-K that consist of around 35 students in each class. However, in this research took only 3 classes for data collection, namely XI-A, XI-H, XI-J. According to this research on the implementation of free4talk website in teaching speaking at eleventh grade of SMA N 1 Jatilawang, it was found that the teacher had implemented free4talk website in teaching speaking through several steps, namely planning and preparation, implementation, and evaluation.

#### **A. Planning and Preparation**

The first stage in learning English is the planning and preparation stage. In this study, planning and preparation was carried out to prepare everything needed in teaching speaking with the free4talk website. According to Marpanaji et al. (2018), the activities in planning and preparation stage such as, creating learning objectives, preparing teaching materials, selecting the best teaching strategy, deciding media to be utilized, and selecting the learning

evaluation method. In this case, it focused more on the preparation done by the teacher before teaching speaking with free4talk website in the classroom.

In the preparation stage, the teacher started by making lesson plan as a guide in teaching in the classroom. When research was conducted, the curriculum used by teacher was the independent learning curriculum, as stated in the following interview.

*“Yes, before that I made a lesson plan. The point is that it is written in the ATP (Alur Tujuan Pembelajaran). For the new curriculum, it is called ATP.”* (Interview with English teacher, 2 October 2024).

In independent learning curriculum, ATP (Alur Tujuan Pembelajaran) is a learning plan for a longer period of time within the scope of an education unit (Purnawanto, 2022). According to Boang in Putri et al., (2022), ATP (Alur Tujuan Pembelajaran) is a set of learning objectives that have been arranged systematically and logically in the learning achievement phase as a whole from the beginning to the end. It can be seen in the following picture.

*Alur Tujuan Pembelajaran*

<b>Elemen:</b>			
<i>Menyimak – Berbicara</i>			
<b>Capaian Pembelajaran:</b>			
Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.			
<b>Materi*</b>	<b>Tujuan Pembelajaran</b>	<b>Modul Ajar**</b>	<b>JP</b>
1	Peserta didik dapat menggunakan strategi pertanyaan terbuka (open-ended questions) untuk memulai dan mempertahankan percakapan dan diskusi.	1	1
1	Peserta didik dapat menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman, atau orang lain dengan mengekspresikan kebahagiaan dan simpati.	1	1
<b>TOTAL JAM PELAJARAN (JP)</b>			<b>2</b>

*Picture 4. 1. Teacher's ATP*

The teacher matched the material in the book with the media that will be used in the teaching and learning process in the classroom. The material presented by the teacher when the researcher made observations was about subject and object question. The teacher determined the media to teach

speaking in the form of free4talk website. Besides free4talk website, the teacher also prepared other media that are suitable and still related to the material, namely in the form of pieces of paper with statements about subject and object question, as reflected in the following lesson plan.

## B. Komponen Inti

### Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik dapat:

1. menggunakan strategi pertanyaan terbuka (*open-ended questions*) untuk memulai dan mempertahankan percakapan dan diskusi.
2. menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman, atau orang lain dengan menggunakan subject question atau object question dengan website free4talk.com
3. memahami arti kosakata tertentu dalam konteks.

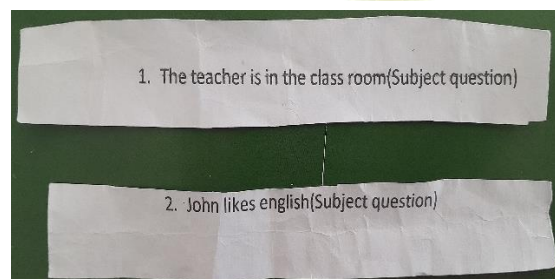
### Materi Pembelajaran

- *Open-ended questions* (Pathway to English XI hal. 5)
- <https://www.perfect-english-grammar.com/subject-questions-exercise-1.html>
- Subject and Object Question

Let's have a look at some more examples:

1. James dropped the glass.  
Object question: What did James drop?  
Subject question: Who dropped the glass?
2. We will read the book.  
Object question: What will you read?  
Subject question: Who will read the book?
3. Amanda washed the car.  
Object question: What did Amanda wash?  
Subject question: Who washed the car?
4. The students like their new professor.  
Object question: Who do the students like?  
Subject question: Who likes the new professor?
5. I'm buying some bread.  
Object question: What are you buying?  
Subject question: Who is buying some bread?

Picture 4. 2. Lesson Plan



Picture 4. 3. Another Media

In order to achieve successful learning, facilities and infrastructure play a crucial role in education (Hazimah et al., 2022). According to Sumiharsono & Hasanah in Hazimah et al. (2022), learning facilities include learning spaces, office space, learning tools, teaching aids, learning media, laboratories and others. In preparing the free4talk website, the teacher used additional tool by using speaker that was already available in each class. The device used to implement the free4talk website is the student's cell phone. Internet connection as a school facility is already available for students. So, teacher did not check the electricity or internet connection. The teacher did not make a written guideline for the students in using free4talk website. However, it will be explained directly to the students during class.

## **B. The Implementation**

The implementation stage is the stage where the teaching and learning process was carried out. When communication occurs in the classroom or other activities are required to accomplish the learning objective, the teacher is actually carrying out the implementation process (Marpanaji et al., 2018). Not only teacher, students were also involved in this implementation stage. The teacher began to implement free4talk website in classroom to teaching speaking for students. There are activities in the implementation stage, such as opening activity, main activity, and closing activity.

### **1. Opening Activity**

In the opening activity, the learning process began with the teacher opened the lesson with greeting and checking the students' attendance. Then, students and teacher reviewed the material that had been learned in the previous meeting. When the researcher conducted the observations, the meeting in the classes was the second meeting with the subject and object question material. The teacher also informed the students that at the meeting would use the free4talk website, as stated in the following lesson plan.

#### **Kegiatan awal (10')**

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik terkait subject and object question.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi subject and object question.

*Picture 4. 4. Lesson Plan*

## **2. Main Activity**

In the main activity, the teacher still delivered the material first. The use of free4talk was carried out after the teacher presented the material first.

*“After I explain the material, it will be applied in the free4talk. So that the students immediately apply how to express, for example, to express opinions. It can be practiced directly in free4talk.”*  
(Interview with English teacher)

Before this research was conducted, teacher and students had used free4talk website several times to learn speaking. Therefore, the teacher did not introduced and explained the features of the free4talk website in detail to students. The main activity reflected into the following lesson plan:

#### **Kegiatan Inti (70')**

- Peserta didik menyimak penjelasan guru mengenai subject dan object question.
- Peserta didik membentuk kelompok secara berpasangan.
- Setiap kelompok menerima sepotong kertas yang berisi suatu kalimat.
- Peserta didik menganalisa kalimat dan secara berkelompok berdiskusi untuk membuat subject dan object question berdasarkan kalimat yang diberikan.
- Peserta didik mempresentasikan hasilnya di depan kelas dan mengoreksi hasilnya bersama-sama.
- Peserta didik menyimak tips atau cara menggunakan free4talk.
- Peserta didik secara kelompok atau individu untuk praktik berbicara di aplikasi free4talk.

*Picture 4. 5 Lesson Plan*

### a. First Observation

The first observation was made on September 30<sup>th</sup>, 2024 in class XI-H. In that class, the material that learned by students was about subject and object question. After delivering the material, the teacher asked students to form groups in pairs. The teacher distributed pieces of paper containing statement sentences to students. A pair of students got one piece of paper. Then, students were assigned to make a subject or object question based on the statement on the paper. After completing the task, students presented by reading the results in front of the class. Students' answers were immediately corrected by the teacher if there were any errors.



*Picture 4. 6. First Observation*

The teacher asked students to open the free4talk website via chrome or other browsers on their cellphones. According to Gelen & Tozluoglu, (2021), entrance to the website is possible through any web browser. The teacher gave an explanation related to the points that students should know before joining the website. The points were related to tips and how to use the free4talk website. According to Lestari et al. (2023), if user use free4talk website consistently, it can practice the users' ability to speak English more quickly and fluently. Based on observations, the points conveyed by the teacher are as follows:

- 1) Join in the room. Students can choose the level available such as beginner, advance, and any level.
- 2) After join, listen carefully on the conversation. Students can be passive first and the interlocutor or room creator will greet them.
- 3) Students can speak. Don't be afraid to make mistakes.
- 4) Students can exchange languages or teach each other languages.
- 5) Students should use free4talk frequently if they want to master speaking. Take notes if there is new vocabulary.

The teacher modeled the use of free4talk website using her cellphone first by joining one of the groups/rooms. The teacher started greet the group member to open the conversation. Some students appointed to continue the conversation in turns. The conversation between students and group member began when they greet each other. Students and their interlocutors asked and answer question to each other, such as asking names, where they are from, hobbies, and so on. According to Bailey in Suban (2021), one of the principles of teaching speaking in an EFL context is design classroom activities that involve guidance and practice in speaking. In using the free4talk website, teachers accompany students and provide assistance if students encounter problems. The assistance provided such as clarifying the intent of the interlocutor, and providing ideas when students confused about the questions that must be given.



*Picture 4. 7 Student is having a conversation on Free4talk website*

The conversation between student and interlocutor in this observation as follow:

Student : “Hello.”

Interlocutor : “Hallo, can you introduce yourself?”

Student : “My name is Naila.”

Interlocutor : “Where are you from?”

Student :”I am from Indonesia.”

Interlocutor :”Nice to meet you.”

Student :”Nice to meet you.”

Interlocutor :”Are you a student?”

Student :”I am a student.”

Interlocutor :”How many brother or sister do you have?”

Student :”I have sister. 1 sister.”

Interlocutor :”Do you like read book? What kind of book do you like?”

Student :”Novel, I like novel.”

**b. Second Observation**

The second observation was made on October 1<sup>st</sup>, 2024 in class XI-A. In this class, the teacher delivered the material about subject and object question. In conveying the material, the teacher gave questions to test students' understanding of the material related to subject and object questions. The questions asked by the teacher such as “where is your mother?”, “who is teaching English?”, and “what are you doing?” Students were active in answering these questions. After that, students and teachers discussed and corrected the assignments in the textbook because in the previous meeting, students were given assignments to work on questions in the textbook.



*Picture 4. 8. Second Observation*

Then, the students started to open the free4talk website on their cellphones. The teacher gave an explanation related to the points that students should know before joining the website. The teacher's explanation was related to tips and how to use the free4talk website. Students tried to join the group/room that available in the free4talk website. In addition, there was a student that tried to create his own group/room, but no users entered his group/room. In joined the room and made the conversation, most students did it together, around 2-4 students using one device. The teachers accompany students and provide assistance when free4talk website was used. Sometime, some students were removed or kicked from the room by other members. This affected students to join another group/room. Sometime, a speaker was used as a supporting tool to clarify the voice.

There was student who used translator tool to translate the speech that she want to convey to the interlocutor. Some of students used chatbox as the feature in free4talk website. Students were conducted the conversations with interlocutors from other countries such as Columbia, India, etc. The conversation between student and interlocutor in this class as follow:

Student : "Where are you from?"

Interlocutor : "I'm from Columbia."

Student : "Can you teach me Columbia/Spanish language?"

Interlocutor : "Hmm spanish language."

Student : “What ‘how are you’ in spanish?”  
 Interlocutor : “How are you in Spanish. You can say como estas.”  
 Student : “Hmm, como estas. I get it. In Indonesian, you can say ‘apa kabar’.”  
 Interlocutor : “Apa kabar. What time in Indonesia right now?”  
 Student : “In Indonesia, its 10 in the morning.”  
 Interlocutor : “In the morning?”  
 Student : “Yeah, 10 am. How about in Columbia? What time now?”



*Picture 4. 9 Students open the free4talk website*



*Picture 4. 10 Students are having a conversation on free4talk website*



*Picture 4. 11 Using speaker as supporting tool*



*Picture 4. 12 Student using chatbox feature*

### **c. Third Observation**

The third observation was done on October 2<sup>nd</sup>, 2024 in class XI-J. The activity that carried out by students in this class are almost the same as class XI-H where the researcher made the first observation. Students were asked to make subject or object questions based on the paper distributed. The only difference was that students present the results by writing their answers on the board. Then, the teacher evaluated their answers. After the teacher explained the material to the students, the learning began to switch to using the free4talk website. The device used by teacher and students in implementing free4talk website was their own cellphones.



*Picture 4. 13. Third Observation*

The teacher asked students to open the free4talk website via chrome or other browsers on their cellphones. As in other classes, the teacher explained to the students related to the tips and how to use the free4talk website. The teacher modeled the use of free4talk website using her cellphone first by joining one of the groups/rooms. The teacher started greet the group member to open the conversation. Some students appointed to continue the conversation in turns. While some students were appointed to continue the conversation, other students try to join the group/room with their own cellphones.

Most students joined the room and made the conversation together with their seatmate using one device. The interlocutors were came from other countries such as India. Moreover, there were from Indonesia. Students had limitation in understanding what the interlocutor's said. Therefore, students often asked the interlocutor to repeat what he/she said, and needed the teacher's assistance to explain what the interlocutor said.



*Picture 4. 14 Students open the free4talk website*



*Picture 4. 15 Students are having a conversation on free4talk website*

The conversation between student and interlocutor in this class as follow:

Interlocutor : “What’s your purpose learning English?”

Student A : “Because I like English and to go abroad.”

Interlocutor : “How long you learn English subject?”

Student A : “6 years.”

Interlocutor : “Hi, what’s your name?”

Student B : “My name is Monika. Are you from India?”

Interlocutor : “Can you tell me your family?”

Student B : “My family, I have 3 sisters.”

Interlocutor : “What’s your hobby?”

Student B : “I like dancing, food, and then song.”

Interlocutor : “Tell me about your teacher.”

Student C : “Ok. My teacher’s name is Mardiyani. My teacher is beautiful.”

Interlocutor : “Can you tell me the culture in your country?”

Student C : “Ok. You know batik? and then you know Bali?”

Interlocutor : “Talk about culture.”

Student C : “There so many traditional dancing.

### 3. Closing Activity

In closing activity, the teacher gave feedback to students after using free4talk website. The feedback was teacher ask students to prepare by compiling questions before joined a group/room, so that the conversation can run smoothly. Students were given homework to use the free4talk website. The instructions that gave by the teacher were to concept the questions first that still related to the learning material, record the process,

and did it by one student speak with one interlocutor. Then, the lesson was closed with a closing greeting, as stated in the following lesson plan.

**Kegiatan Penutup (10')**

- Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan.
- Guru memberikan tugas untuk peserta didik menggunakan free4talk dengan subject and object question.
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam.

*Picture 4. 16. Lesson Plan*

### **C. The Evaluation**

In this study, the evaluation stage was a stage to see and measure students' speaking skills using the free4talk website. To assess students' speaking skills, the teacher used the free4talk website as an assessment tool. The evaluation was carried out by the teacher gave students a homework to have a conversation on the free4talk website. The instructions given by the teacher regarding the assignment were that each student speak with one interlocutor while recording the process. The teacher allowed students to do it together in pairs or groups, as long as one student had one interlocutor. That was in line with Bailey in Suban stated that, teacher can provide opportunities for students to talk by using group work or pair work (Suban, 2021). The teacher suggested students to doing it in a quiet place and composing questions in advance so that the conversation run smoothly.

From the recording of student conversations, the teacher used it to assess students' speaking skills. The teacher also asked students some questions related to the conversation task that have been carried out.

*“I ask again whose name, from where, what topic was discussed yesterday.”* (Interview with English teacher, October 2<sup>nd</sup>, 2024)

The teacher used an assessment rubric to assess student speaking skills using the free4talk website. However, because she often used it and had memorized the concept, the teacher immediately gave the score without using a rubric.

*“There is a rubric used during the assessment. But I usually understand it in general. For example, the average score of fluency is this much. Actually, it is a guide only because I often use it so I have memorized it. Actually there is a rubric.”*

(Interview with English teacher, October 2<sup>nd</sup>, 2024)

According to Gelen & Tozluoglu, (2021), free4talk website is a completely free and unconditional language exchange platform so the learners can engage with someone from diverse linguistic backgrounds. Based on the information obtained, the teacher had her own reasons for using free4talk website to teach speaking. She believes that free4talk is the easiest and cheapest website for students, and it is flexible. The student can access it anytime and anywhere.

*“In my opinion, free4talk is the easiest and cheapest application for students because there are so many features, such as for sending messages, pictures, video and also for video calls.”* (Interview with English teacher)

Free4talk website has been used by the teacher for about two years. Besides used free4talk website, teacher applied some ways to teaching speaking. Some of these methods were such as conducting a dialog with partner in front of the class. Besides that, giving assignments to students to make videos using English in the form of daily vlogs or video tutorials.

*“To teach speaking, there are a lot of methods, not only use free4talk. Sometimes students are asked to do dialogue with their classmates in the front of class.”* (Interview with English teacher)

S2: *“Yes, at that time we made a video vlog and it was full English.”*

S3: *“Tutorial or daily vlog, it's free, look like content creator.”*

(Interview with Student 2 &3, October 1<sup>st</sup>, 2024)

From the free4talk website, teacher and students can get benefits while using it in teaching and learning speaking. According to the teacher, the benefits received in using the free4talk website was that she can saw the progress of students' ability in speaking. Besides that, students can got knowledge or information other than English, for example knowledge according to their interests or hobbies. This

was in line with the result of previous study, stated that on this website, user can get chances to gain new knowledge about various civilizations (Gelen & Tozluoglu, 2021). The benefits of using free4talk are also felt by students. Based on what students said during the interview, they could increase vocabulary, exchange other languages with interlocutors, and expand relationships. That statement was in line with the result of previous research by Lestari et al., (2023) that stated, the users of free4talk website can get new relation from other countries, not only western but also from eastern country.

*“The advantage is that I as a teacher can see the development from A to Z, it means the development as long as I teach. So, I can see the progress of students. In every class, it can be guessed who can speak in English. In addition, the advantage is that students can also gain knowledge not only in English. For example, what the students likes, they will understand, they will increase they knowledge about their hobbies. For example, programmers, there is student who is in 12 grade, he said he had a community. In free4talk can create a room, the topic can be written about programmer, then people who like programmer will enter.”* (Interview with English teacher)

S3: *“We can improve our vocabulary. Exchange languages, like before I learned Columbia and he learned Indonesian.”*

S2: *“We can also add more relationships.”*

(Interview with Student 2 &3, October 1<sup>st</sup>, 2024)

Besides to the benefits, teacher and students also experience obstacles or difficulties when using the free4talk website. Because the use of free4talk was often used in classroom, the noisy atmosphere and unclear voice were one of the obstacles. Based on the research results by Lestari et al., (2023), the participant of free4talk website can kick another user due to bad behavior or racism. Some people were also nosy, for example asking for photos, so students felt uncomfortable. Students were often removed or kicked from the room suddenly. In addition, there were technical problems such as weak internet connection and error from the system. Limitations in language also occurred when using free4talk such as lack of vocabulary, not understanding the meaning conveyed by the interlocutor, and talking too fast.

*“In class, the voice is not focused. Then the second thing is that children often complain because they are often kicked because of the noisy atmosphere. Then it was an error so that students could not follow. Then, many people are nosy, sometimes students feel uncomfortable asking for photos.”* (Interview with English teacher)

*S1: “Sometimes I don't know new vocabulary and don't understand what they say. Sometimes the person talks too fast.”*

*S2: “Sometimes it's difficult to talk to people who are in connected because usually we and they are still learning together, so sometimes it's difficult to translate the words we want. Then sometimes the signal, audio too.”*

*S3: “Sometimes there are people who immediately kick us when we just came in.”*

(Interview with student 1, 2, & 3)

Based on the teacher's statement, the response of most students felt happy in using free4talk. Some students felt afraid and lazy because they were often kicked from the room by the interlocutor. Positive changes can be felt by students after using the free4talk website. Previously students felt nervous but after using free4talk they were more confident in speaking English. The same result also occurred in previous study, stated that learners is gaining more confidence in speaking English after use the website, that is one of main benefit of using free4talk website (Salhy, 2023). In addition, initially students were confused about what to say and felt awkward but afterwards, students felt exciting and improved a lot of vocabulary.

*S1: “Before, I was nervous when speaking English, but now I feel better than before. For the aftermath, maybe the pronunciation is more correct and more confident.”*

*S2: “Before using free4talk, I was confused about what I wanted to talk about and was afraid of being awkward too. Then when I tried it, it turned out to be fun, then it turned out that I could speak English. I also improved my vocabulary a lot. Then after using free4talk, I feel like I'm talking to people, sharing a lot.”*

(Interview with student 1 & 2)

From the several features available on the free4talk website, not all features were used by students. They did not activate the camera when free4talk was used. The features they often use are microphone and chat box. To support learning, teacher used school facilities in the form of speakers during the implementation of free4talk. However, teacher had difficulty to connecting between speaker and cellphone so that the speakers were not used. The school provided an internet connection that was intended for students. However, because many users accessed it, the internet signal was weak. Therefore, students prefer to use their own internet.

*S2: "We do not use the camera, we use the microphone and chat box. If we use the camera, the privacy is less."*

*S2: "There is Wi-Fi, but we use our own quota to make it work better."*

(Interview with student)

In conclusion, the application of free4talk website in teaching speaking has a positive impact. The implementation of free4talk website makes it easier for teachers to train students' speaking skills. Students get many benefits while using free4talk to learn speaking. It is characterized by increased students' confidence when speaking in English. In addition, free4talk website can improve student vocabulary. The free4talk website is easy to use and flexible. Therefore, it can easier for students to access the free4talk website in learning speaking anytime and anywhere.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions, limitations of the research, and suggestion that were determined based on the results as follows:

#### A. Conclusion

The purpose of this research was to analyze how the implementation of free4talk website as an online learning platform in teaching speaking at eleventh grade of SMA N 1 Jatilawang, Banyumas. The data were collected from observation, interview, and documentation. From the result of the research, it was found that the implementation of free4talk website as an online learning platform in teaching speaking at eleventh grade of SMA N 1 Jatilawang has been going since 2 years ago. In practice, the teacher applied free4talk website in teaching speaking for students through several steps such as: a) planning and preparation, b) implementation, and c) evaluation.

The planning and preparation stage was carried out to prepare anything needed in teaching speaking using free4talk website. The implementation stage, free4talk website started to use by teacher to teaching speaking for students. There are activities in the implementation stage, such as opening activity, main activity, and closing activity. In the opening activity, the teacher opened the lesson with greeting and checking students' attendance. The teacher informed the students that at the meeting would use the free4talk website. In the main activity, the teacher delivered the material first. After the teacher explained the material, the learning began to switch to using the free4talk website. The teacher told the tips how to use free4talk website. The students started to open the website on their cellphone. They joined the room and started conversations with the interlocutor in free4talk website. In the closing activity, the teacher give feedback to students after

using free4talk website. Also, the teacher asked students to use the website in their home as a homework. Then, the lesson was closed with a closing greeting. The evaluation was carried out with the teacher gave students a homework to have a conversation on the free4talk website. The teacher would checked the homework in the form of recording when conducting the conversation.

## **B. Limitations of the Research**

This research has limitation although it has been carried out with maximum effort. The research limitation of the thesis entitled “The Use of Free4Talk Website as an Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas” is limited time when researcher doing the research at the school. In this case, the researcher only took observations in three classes.

## **C. Suggestion**

Based on the implementation of Free4Talk website as an online learning platform in teaching speaking at eleventh grade of SMA N 1 Jatilawang, Banyumas, the following suggestions that researcher would like to convey.

### **1. For Teacher**

It is hoped that the teacher would be able to evaluate the implement of Free4Talk website and solve the obstacles that are discovered. In order to enhance students’ interest in the learning process, teacher is encourage to apply Free4Talk website in a more innovative and creative way.

### **2. For Students**

It is hoped that by providing additional resources, this research will help students improve their speaking ability. To increase their knowledge of speaking, students should also practice speaking.

3. For other researchers

It is hoped that other researchers are encourage to develop and carry out more in-depth research. Hopefully, this research can give benefits for other researcher that will conduct research in the same field.



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## APPENDICES

### *Appendix 1. Preliminary Permission Letter from the University*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.3517/Un.19/D.FTIK/PP.05.3/08/2024 30 Agustus 2024  
Lamp. : -  
Hal : **Permohonan Ijin Riset Individu**

Kepada  
Yth. Kepala SMA N 1 Jatilawang  
Kec. Jatilawang  
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Oktarina Lis Wahida
2. NIM : 2017404133
3. Semester : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Jalan Sanmiardja, Rt 08 Rw 03, Desa Karanganyar, Kec. Jatilawang, Kab. Banyumas, Jawa Tengah
6. Judul : The Implementation of Free4Talk Website as an Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : Guru Bahasa Inggris, Siswa-siswi kelas XI
2. Tempat / Lokasi : SMA N 1 Jatilawang
3. Tanggal Riset : 31-08-2024 s/d 31-10-2024
4. Metode Penelitian : Kualitatif

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. Bidang Kurikulum

## Appendix 2. Letter of Research Completion



PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SEKOLAH MENENGAH ATAS NEGERI 1  
JATILAWANG**

Jalan Raya Jatilawang Nomor 376 Jatilawang, Banyumas Kode Pos 53174  
Telepon 0281-6848823 Faximile 0281-6848823 Surat Elektronik smanjatilawang@yahoo.co.id

### **SURAT KETERANGAN**

NOMOR : 420/948

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Negeri 1 Jatilawang Kabupaten Banyumas Provinsi Jawa Tengah, menerangkan bahwa :

- a. Nama : OKTARINA LIS WAHIDA
- b. NIM : 2017404133
- c. Fakultas/Program Studi : FTIK/Tadris Bahasa Inggris
- d. Perguruan Tinggi : UIN Prof KH Saifudin Zuhri Purwokerto

Mahasiswa tersebut di atas melaksanakan penelitian di SMA Negeri 1 Jatilawang Kabupaten Banyumas Provinsi Jawa Tengah pada Hari Senin - Rabu tanggal 30 November s.d 2 Oktober 2024

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Jatilawang  
Pada tanggal : 2 Oktober 2024

Kepala,  
  
**EKO ADINURYADIN, S.Pd, M.Pd**  
Penata Muda Tk-I  
NIP.19780525 200801 1 011

*Appendix 3. Validation Instrument Sheet*

**SURAT KETERANGAN VALIDASI INSTRUMEN PENELITIAN**

Yang bertanda tangan dibawah ini:

Nama : Windhariyati Dyah Kusumawanti, M.A, M.Pd.

NIDN : 2001049001

Setelah membaca, menelaah dan mencermati instrument penelitian berupa lembar observation checklist yang akan digunakan untuk penelitian berjudul **“The Implementation of Free4Talk Website as an Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas”** yang dibuat oleh:

Nama : Oktarina Lis Wahida

NIM : 2017404133

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan instrumen lembar penelitian tersebut,

- |                                     |                               |
|-------------------------------------|-------------------------------|
| <input checked="" type="checkbox"/> | Layak digunakan               |
| <input checked="" type="checkbox"/> | Layak digunakan dengan revisi |
| <input type="checkbox"/>            | Tidak layak digunakan         |

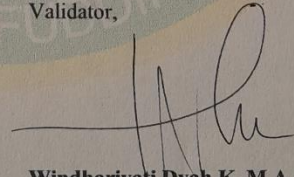
Catatan (bila perlu)

*Revisi sudah di-follow-up dengan baik.*

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 28 Agustus 2024

Validator,



**Windharivati Dyah K, M.A, M.Pd.**

NIDN. 2001049001

## ***Appendix 4. Research Instrument***

### **Instrumen Penelitian**

“The Implementation of Free4Talk Website as an Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas”

#### INDICATOR

The instrument indicator is based on Marpanaji et al., (2018) that consists of three indicators as the followings:

- A. Planning/Preparation
  - Creating planned activities using media
- B. Implementation
  - Explore the media and activities using media to learn speaking skill
- C. Evaluation
  - How to assess students’ speaking skill

### OBSERVATION CHECKLIST

The Implementation of Free4Talk Website as an Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas

Class:

Date:

No.	Statement	Yes	No	Note
<b>PLANNING</b>				
1	Teacher creates lesson/activity plan about free4talk website.			
2	Teacher creates learning objective related to speaking skill.			
3	Teacher matches the material in the syllabus/book with free4talk website.			
4	Teacher prepares the media.			
5	Teacher checks the electricity available / internet network.			
6	Teacher creates guidelines for students on using free4talk website.			
<b>IMPLEMENTATION</b>				
<b>Opening</b>				
7	Teacher opens the lesson with greeting, praying together.			
8	Teacher checks the attendance of students.			
9	Teacher explains the learning objective and the media that will be used.			
10	Students review the material from the previous meeting.			

Main Activity				
11	Teacher introduces free4talk as the media to be used in the lesson.			
12	Teacher conveys the learning material first and then uses free4talk as learning media.			
13	Teacher explains the features of free4talk website.			
14	Teacher explains the steps in using free4talk website.			
15	Teacher gives opportunity to students to ask about the free4talk website.			
16	Students create a free4talk account with their email account.			
17	Students join the English groups in the free4talk that are available.			
18	Students conduct speaking activities from start until end the conversation with group members in free4talk.			
19	Students start conversation by greeting group members in free4talk.			
20	Students and group members on free4talk give and answer questions.			
21	Students use the available features when doing the conversation (e.g. chat box, microphone, camera, etc.).			
22	Students try to join other groups with different topics, levels, and members in another accent/country.			
23	Students try to create their own group by setting as they want (setting the language, topic, level and maximum people).			
24	Students follow the instructions in using free4talk.			

25	Teacher assists and controls the students in using free4talk.			
26	Students actively participate in learning process.			
Closing				
27	Students make conclusion points about the learning activities.			
28	Teacher gives feedback about the free4talk on the learning process.			
29	Teacher and students close the lesson with praying together and greeting.			
EVALUATION				
30	Teacher uses free4talk as assessment tool to assess students' speaking skill.			
31	Teacher assesses students' speaking skill one by one using free4talk.			
32	Teacher uses additional device/tool to assess students' speaking skill.			
33	Teacher assesses students' speaking skill based on speaking assessment rubric (e.g. fluency, vocabulary, pronunciation).			
34	Students give opinions after using free4talk.			

## Appendix 5. Observation Checklist Meeting 1

### OBSERVATION CHECKLIST

The Implementation of Free4Talk Website as an Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas

Class: XI H

Date: Senin, 30 September 2024

No.	Statement	Yes	No	Note
PLANNING				
1	Teacher creates lesson/activity plan about free4talk website.	✓		
2	Teacher creates learning objective related to speaking skill.	✓		
3	Teacher matches the material in the book with free4talk website.	✓		Material about subject and object question.
4	Teacher prepares the media.	✓		Teacher prepares another media. berupa potongan kertas berisi suatu kalimat
5	Teacher checks the electricity available / internet network.		✓	
6	Teacher creates guidelines for students on using free4talk website.		✓	Teacher explain to students directly in the classroom.
IMPLEMENTATION				
Opening				
7	Teacher opens the lesson with greeting, praying together.	✓		
8	Teacher checks the attendance of students.	✓		
9	Teacher explains the learning objective and the media that will be used.	✓		Teacher only explain the media that will be used.
10	Students review the material from the previous meeting.	✓		Still related to subj & obj question, about SW+TH (open-ended question).

Main Activity			
11	Teacher introduces free4talk as the media to be used in the lesson.		✓ Guru sudah mengenalkan free4talk kepada siswa di beberapa pertemuan sebelumnya
12	Teacher conveys the learning material first and then uses free4talk as learning media.	✓	Materi = Subject & Object Question
13	Teacher explains the features of free4talk website.		✓
14	Teacher explains the steps in using free4talk website.	✓	Teacher explain tips how to use free4talk
15	Teacher gives opportunity to students to ask about the free4talk website.		✓
16	Students create a free4talk account with their email account.		✓ Students already create account in previous meetings.
17	Students join the English groups in the free4talk that are available.	✓	
18	Students conduct speaking activities from start until end the conversation with group members in free4talk.	✓	
19	Students start conversation by greeting group members in free4talk.	✓	Student start with saying hello.
20	Students and group members on free4talk give and answer questions.	✓	
21	Students use the available features when doing the conversation (e.g. chat box, microphone, camera, etc.).	✓	Students use audio / microphone.
22	Students try to join other groups with different topics, levels, and members in another accent/country.	✓	
23	Students try to create their own group by setting as they want (setting the language, topic, level and maximum people).		✓
24	Students follow the instructions in using free4talk.	✓	

25	Teacher assists and controls the students in using free4talk.	✓		Guru mendampingi siswa yg ditunjuk untuk melanjutkan percakapan
26	Students actively participate in learning process.	✓		Saat menggunakan free4talk, kebanyakan siswa lebih fokus pd teman yg ditunjuk
Closing				
27	Students make conclusion points about the learning activities.		✓	
28	Teacher gives feedback about the free4talk on the learning process.	✓		Guru menyarankan menyusun pertanyaan terlebih dahulu.
29	Teacher and students close the lesson with praying together and greeting.	✓		
EVALUATION				
30	Teacher uses free4talk as assessment tool to assess students' speaking skill.	✓		Teacher assess speaking skill through students' recording.
31	Teacher assesses students' speaking skill one by one using free4talk.	✓		
32	Teacher uses additional device/tool to assess students' speaking skill.		✓	assess using free4talk website.
33	Teacher assesses students' speaking skill based on speaking assessment rubric (e.g. fluency, vocabulary, pronunciation).	✓		Teacher also ask again, his/her name, where they came from, etc.
34	Students give opinions after using free4talk.		✓	

## Appendix 6. Observation Checklist Meeting 2

### OBSERVATION CHECKLIST

The Implementation of Free4Talk Website as an Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas

Class: XI A

Date: Selasa, 1 Oktober 2024.

No.	Statement	Yes	No	Note
PLANNING				
1	Teacher creates lesson/activity plan about free4talk website.	✓		
2	Teacher creates learning objective related to speaking skill.	✓		
3	Teacher matches the material in the book with free4talk website.	✓		Subject & Object Question.
4	Teacher prepares the media.		✓	
5	Teacher checks the electricity available / internet network.		✓	
6	Teacher creates guidelines for students on using free4talk website.		✓	Teacher doesn't make it, but explain immediately.
IMPLEMENTATION				
Opening				
7	Teacher opens the lesson with greeting, praying together.	✓		
8	Teacher checks the attendance of students.	✓		
9	Teacher explains the learning objective and the media that will be used.	✓		Use free4talk website as the media
10	Students review the material from the previous meeting.	✓		

Main Activity			
11	Teacher introduces free4talk as the media to be used in the lesson.		✓ Free4talk was introduced in several previous meetings.
12	Teacher conveys the learning material first and then uses free4talk as learning media.	✓	Teacher convey material and discuss the assignment in previous meeting.
13	Teacher explains the features of free4talk website.		✓
14	Teacher explains the steps in using free4talk website.	✓	Teacher explain the tips how to use free4talk
15	Teacher gives opportunity to students to ask about the free4talk website.		✓
16	Students create a free4talk account with their email account.		✓ Students already create account, just log in.
17	Students join the English groups in the free4talk that are available.	✓	
18	Students conduct speaking activities from start until end the conversation with group members in free4talk.	✓	
19	Students start conversation by greeting group members in free4talk.	✓	Start with saying hello.
20	Students and group members on free4talk give and answer questions.	✓	Students ask speaking partner where he come from and ask each other's language
21	Students use the available features when doing the conversation (e.g. chat box, microphone, camera, etc.).	✓	Students use audio/microphone and chatbox.
22	Students try to join other groups with different topics, levels, and members in another accent/country.	✓	
23	Students try to create their own group by setting as they want (setting the language, topic, level and maximum people).	✓	Student create group but no one join their group.
24	Students follow the instructions in using free4talk.	✓	Students try to exchange language with group member

25	Teacher assists and controls the students in using free4talk.	✓		
26	Students actively participate in learning process.	✓		Most of the students join and active using free4talk in their cellphone.
Closing				
27	Students make conclusion points about the learning activities.		✓	
28	Teacher gives feedback about the free4talk on the learning process.	✓		Teacher suggest to create question before use free4talk.
29	Teacher and students close the lesson with praying together and greeting.	✓		
EVALUATION				
30	Teacher uses free4talk as assessment tool to assess students' speaking skill.	✓		Teacher assess through students' recording.
31	Teacher assesses students' speaking skill one by one using free4talk.	✓		
32	Teacher uses additional device/tool to assess students' speaking skill.		✓	assess using free4talk through recording.
33	Teacher assesses students' speaking skill based on speaking assessment rubric (e.g. fluency, vocabulary, pronunciation).	✓		Teacher also asked again, his/her name, where came from, etc.
34	Students give opinions after using free4talk.		✓	

### Appendix 7. Observation Checklist Meeting 3

#### OBSERVATION CHECKLIST

The Implementation of Free4Talk Website as an Online Learning Platform in Teaching Speaking at Eleventh Grade of SMA N 1 Jatilawang, Banyumas

Class: XI - J

Date: Rabu, 2 Oktober 2024.

No.	Statement	Yes	No	Note
<b>PLANNING</b>				
1	Teacher creates lesson/activity plan about free4talk website.	✓		
2	Teacher creates learning objective related to speaking skill.	✓		
3	Teacher matches the material in the book with free4talk website.	✓		The material is subject and object question.
4	Teacher prepares the media.	✓		Teacher prepare another media (pieces of paper with sentence).
5	Teacher checks the electricity available / internet network.		✓	
6	Teacher creates guidelines for students on using free4talk website.		✓	Teacher explain to students immediately.
<b>IMPLEMENTATION</b>				
<b>Opening</b>				
7	Teacher opens the lesson with greeting, praying together.	✓		
8	Teacher checks the attendance of students.	✓		
9	Teacher explains the learning objective and the media that will be used.	✓		Teacher tells that they will use free4talk
10	Students review the material from the previous meeting.	✓		

Main Activity			
11	Teacher introduces free4talk as the media to be used in the lesson.		✓ Students was knew the free4talk before.
12	Teacher conveys the learning material first and then uses free4talk as learning media.	✓	Material about subject & object question
13	Teacher explains the features of free4talk website.		✓
14	Teacher explains the steps in using free4talk website.	✓	Teacher tells the tips how to use free4talk
15	Teacher gives opportunity to students to ask about the free4talk website.		✓
16	Students create a free4talk account with their email account.		✓ Students just sign-in
17	Students join the English groups in the free4talk that are available.	✓	
18	Students conduct speaking activities from start until end the conversation with group members in free4talk.	✓	
19	Students start conversation by greeting group members in free4talk.	✓	
20	Students and group members on free4talk give and answer questions.	✓	
21	Students use the available features when doing the conversation (e.g. chat box, microphone, camera, etc.).	✓	Students use microphone / audio.
22	Students try to join other groups with different topics, levels, and members in another accent/country.	✓	
23	Students try to create their own group by setting as they want (setting the language, topic, level and maximum people).	✓	
24	Students follow the instructions in using free4talk.	✓	

25	Teacher assists and controls the students in using free4talk.	✓		
26	Students actively participate in learning process.	✓		Most of students active when using free4talk.
Closing				
27	Students make conclusion points about the learning activities.		✓	
28	Teacher gives feedback about the free4talk on the learning process.	✓		Teacher suggests to make questions first before join free4talk.
29	Teacher and students close the lesson with praying together and greeting.	✓		
EVALUATION				
30	Teacher uses free4talk as assessment tool to assess students' speaking skill.	✓		Teacher assess through students' recording.
31	Teacher assesses students' speaking skill one by one using free4talk.	✓		
32	Teacher uses additional device/tool to assess students' speaking skill.		✓	Students doing assessment using free4talk in their own cellphone.
33	Teacher assesses students' speaking skill based on speaking assessment rubric (e.g. fluency, vocabulary, pronunciation).	✓		
34	Students give opinions after using free4talk.		✓	

## *Appendix 8. Interview Transcript*

### **TRANSCRIPTION OF INTERVIEW RESULT**

Interviewer : Oktarina Lis Wahida  
Respondent : Teacher  
Date : 2 October 2024  
Place : SMA N 1 Jatilawang

\*Note:

R: Researcher  
T: Teacher

R: Apakah ibu membuat lesson plan atau tujuan pembelajaran sebelum menerapkan free4talk di kelas?

T: Ya saya membuat untuk lesson plan

R: Apakah ada panduan atau acuan dalam menyusun lesson plan dan materi pembelajarannya?

T: Untuk panduan Ya intinya ada itu tercatat dalam ATP ya untuk kurikulum baru kan ATP namanya.

R: Berarti sebelumnya menyusun step-stepnya atau langsung dijelaskan kepada siswa?

T: Dijelaskan terlebih dahulu baru kita langsung praktek gitu

R: Mengapa Ibu memilih free4talk untuk mengajar speaking kepada siswa?

T: Free4talk itu menurut saya aplikasi yang paling mudah dan paling murah bagi siswa karena disitu banyak sekali fitur-fitur, pertama untuk mengirim pesan kedua untuk mengirim gambar ketiga untuk mengirim video dan selanjutnya juga bisa untuk kayak videocall.

R: Penggunaan free4talk itu sifatnya sebagai selingan atau media utama dalam belajar? (sebelumnya itu sudah direncanakan atau mendadak)

T: Sebetulnya itu sudah dalam rencana pembelajaran Saya untuk kegiatan belajar mengajar karena setelah saya coba jelaskan materi nanti di aplikasikan di dalam aplikasi itu sehingga anak langsung menerapkan. Bagaimana cara mengungkapkan contoh untuk mengungkapkan pendapat, Nah langsung bisa dipraktikkan di free4talk Ataupun mungkin bisa digunakan sebagai tugas siswa di rumah setelah itu nanti direkam hasil dari percakapan gitu.

R: Dan tadi kan ada diarahkan untuk menyesuaikan dengan materi (subject & object question), itu selalu sesuai dengan topik materi atau percakapannya bisa diluar pembahasan?

T: Itu sebetulnya kan garis besar dari materi itu yang penting anak bisa mengungkapkan pertanyaan dengan how, where, when, what (subject & object question) jadi itu sudah termasuk bisa mengaplikasikan dari apa yang saya jelaskan gitu. Walaupun mungkin tidak sempurna yg saya jelaskan, itu kan tahap pelatihan yang penting sebetulnya untuk free4talk ini anak bisa menghilangkan rasa grogi atau nervous, itu yang pertama. Yang kedua nanti anak bisa merasakan Setelah dia berbicara dengan orang-orang yang punya pengalaman banyak sehingga pertukaran ilmu itu berjalan ataupun bisa juga untuk pertukaran belajar bahasa.

R: Dalam mengajar speaking, apakah selalu menggunakan free4talk atau ada cara lain?

T: Untuk mengajar speaking ya Banyak sekali metode, tidak hanya di free4talk. kadang anak diminta untuk maju ke depan untuk berdialog dengan teman sebangku banyak sekali caranya atau metodenya karena Mengapa saya pilih aplikasi ini ya karena sudah banyak terbukti perkembangan/prestasi ataupun kemampuan anak dalam berbicara yang tadinya anak itu nol sama sekali dalam berbicara dan setelah masuk join di free4talk sehingga dia bisa membiasakan dialog dengan siapapun termasuk dengan gurunya dia sudah tidak merasa canggung dan nervous lagi.

R: Kemarin saya wawancara dengan siswa katanya pernah membuat vlog, apa itu benar bu?

T: Itu tugas dari saya karena sudah ada di KD indikator pencapaiannya, itu masuk ke speaking berarti kan dalam penyampaian materi atau penyampaian di dalam vlog itu menyampaikan hobinya bisa, bagaimana cara memasak, banyak mba.

R: Apakah ada kendala atau kesulitan saat menggunakan free4talk di kelas?

T: Ya jelas banyak juga. Kalau di kelas kan suara tidak fokus ya, terus yang kedua anak sering mengeluhkan karena sering dikick karena suasananya yang ramai. Sehingga saya punya strategi untuk direkam di rumah, paling bagus itu suasana di rumah. Terus ini loh Apa konektivitasnya itu kadang-kadang saya juga enggak tahu HP itu tidak bisa untuk apa memfollow contohnya tadi error gitu loh, saya juga enggak tahu itu websitenya apa hp-nya sendiri. Kemudian, banyak orang yang iseng, kadang anak kan merasa risih gitu ada minta foto. Ya wong namanya media mba, cuma ini kan kadang tergantung anak-anaknya juga tergantung sananya gitu.

R: Apa saja keuntungan menggunakan free4talk dalam mengajar speaking?

T: Keuntungannya saya sebagai guru bisa melihat kemampuan anak kemajuan anak perkembangannya dari a sampai z dalam arti perkembangan selama saya mengajar, jadi saya sendiri bisa melihat kemampuan anak untuk apa misalkan perkelasnya itu sudah bisa ditebak ini bisa ngomong. Itu jelas sekali contoh tadi misalkan Mas Fahri itu, itu kan coba kalau tidak diberi free4talk mungkin dia hanya mampu berbicara di belakang saja, suruh bicara enggak mau tapi kalau dia ada kesempatan untuk apa join di free4talk kan dia bisa belajar di rumah sendiri, sehingga waktu dia ditanya guru sudah tidak canggung lagi biasanya seperti itu. Selain itu, keuntungannya ya anak juga bisa mendapatkan pengetahuan tidak hanya Bahasa Inggris. Contoh anak suka apa Dia akan paham dia akan bertambah ilmunya tentang hobi mereka. contohnya programmer, ada sih anak yang kelas 12, katanya dia punya komunitasnya. Di dalam free4talk ini kan bisa untuk create a room, judulnya kan bisa tentang programmer, nanti yang masuk orang-orang yang suka programmer.

R: Bagaimana keefektifan atau respon siswa dalam penerapan free4talk sebagai media belajar?

T: Sebagian besar senang, cuma ada beberapa yang takut males gitu kan karena mungkin cenderung sering dikick karena mungkin tidak bisa menguasai situasi bising jadi sananya tidak mau dan terganggu.

R: Apakah ada fasilitas sekolah yang dimanfaatkan untuk pembelajaran?

T: Iya digunakan, tadi kan sebetulnya mau pakai speaker terus kadang LCD bisa cuma kan harus di setting dulu. Kalau LCD bisa langsung lihat orangnya, semuanya bisa say Hi satu kelas, pernah dulu sih.

R: Untuk laboratorium bahasa itu ada atau tidak bu? Dan apakah dipakai?

T: Ada, jadi di lab. Bahasa itu suara dan layar LCD bisa full. Dulu saya di lab terus, tapi saya sudah tidak memakainya.

R: Untuk wifi sekolah itu bagaimana bu, apakah dimanfaatkan?

T: Kebanyakan siswa memakai internet milik sendiri.

R: Terkait evaluasi, apakah hasil rekaman siswa digunakan untuk penilaian?

T: Iya digunakan. Karena dari recording itu bisa mendengarkan kelancaran bahasanya.

R: Untuk sistem penilaiannya bagaimana Bu? Apakah satu-satu setor ke ibu atau dikirim?

T: Setor, kalau mengirim saya repot memorinya penuh.

R: Untuk mengukur keberhasilan siswanya dalam speaking itu bagaimana bu?  
T: Ya saya tanya lagi namanya siapa, dari mana, topik yang dibicarakan kemarin tentang apa gitu.

R: Penilaian itu menggunakan rubrik penilaian atau tidak?  
T: Ada dipakai saat penilaian. Tapi kan biasanya saya secara general sudah paham. Misal fluency-nya rata rata segini. Sebetulnya itu sebagai panduan cuma karena sering sudah saya gunakan jadi sudah hafal, sebetulnya ada rubriknya.

Interviewer : Oktarina Lis Wahida  
Respondent : Student 1  
Date : 30 September 2024  
Place : SMA N 1 Jatilawang

R: “Selama ini sudah berapa kali memakai free4talk?”  
S1: “Dua kali.”  
R: “Berarti 3 kali dengan yang tadi yaa. Memakainya selalu di kelas atau di rumah?”  
S1: “2 kali di kelas dan 1 kali di rumah.”  
R: “Selama memakai freee4talk apa saja kesulitan yang ditemukan?”  
S1: “Kadang kurang tahu kosa kata yang baru gitu, kadang ngga paham dan kadang orangnya ngomongnya kecepetan.”  
R: “Selain itu apa ada lagi?”  
S1: “Kadang ngga sesuai topik jadi bingung sendiri gitu.”  
R: “Berarti ngga ada bayangan mau tanya apa gitu yaa?”  
S1: “Iyaa.”  
R: “Terus sebelum dan sesudah memakai free4talk, apa ada perbedaan?”  
S1: “Sebelumnya itu nervous kalo ngomong pakai Bahasa inggris, terus sekarang kaya lebih mending lah daripada sebelumnya. Untuk setelahnya mungkin apaya pengucapannya lebih bener gitu sama lebih pede.”  
R: “Menurut mba pakai free4talk itu efektif tidak?”  
S1: “Efektif si buat pembelajaran gini.”

Interviewer : Oktarina Lis Wahida  
Respondent : Student 2 & 3  
Date : 1 October 2024  
Place : SMA N 1 Jatilawang

R: Selama ini sudah berapa kali pakai free4talk?

S2: Kalau pakai free4talk itu untuk semester ini hampir setiap pembelajaran kita belajar pakai free4talk mba, kaya practice buat ngobrolnya itu banyak. Dari awal pembelajaran juga dari awal itu pertama pakai free4talk, terus minggu kedua juga, ketiga juga. Terus sampai akhirnya yang itu tu kita pakai itu gara-gara ibu nyuruh buat kaya belajar buat ngobrol sama orang asingnya langsung.

S3: Untuk awal kita menggunakan free4talk itu simplenya dari ibu itu untuk membiasakan kita untuk mengucapkan Bahasa Inggris.

S2: Ya udah lima kali lebih.

R: Itu selalu di kelas atau di luar?

S3: Di kelas, juga ditugaskan di rumah.

R: Untuk belajar speaking, selain free4talk itu pakai apa?

S3: Konten.

S2: Iyaa, waktu itu bikin video vlog nanti isinya full English, ngomongnya.

R: Itu berkelompok atau individu?

S3: Sendiri. Tutorial atau keseharian, bebas gitu yang penting content creator.

R: Apa saja kesulitan/kendala saat menggunakan free4talk dalam belajar speaking?

S2: Kadang buat bicara sama orang yang nyambung itu susah karena biasanya kita sama mereka itu masih sama-sama belajar, jadi kadang buat mengucapkan kata-katanya kaya buat translate dari kata-kata yang kita pengen itu kurang tertata. Terus kadang sinyal, audio juga.

S3: Karakter orang kan beda-beda jadi kadang ada orang yang kita baru masuk langsung dikick.

R: Kalo itu terkait sinyal, itu pakai kuota sendiri atau pakai wifi sekolah?

S2: Ada wifi, Cuma kita pakai kuota sendiri biar lebih lancar.

R: Apa saja kelebihan/keuntungan menggunakan freetalk dalam belajar speaking?

S3: Kita bisa menambah kosakata. Kita juga bisa bertukar bahasa, kaya tadi saya belajar Bahasa Columbia dia belajar Bahasa Indonesia.

S2: Nambah relasi juga mba.

R: Terus bagaimana pendapatmu ketika sebelum dan sesudah menggunakan free4talk?

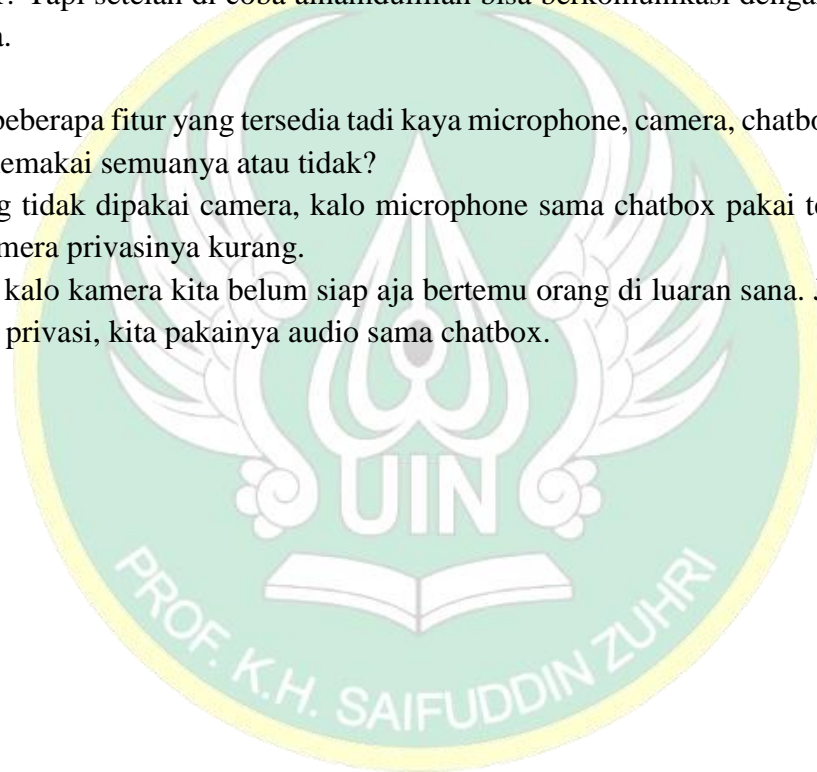
S2: Kalo sebelum pakai free4talk itu bingung mau ngobrol apa bingung trus takutnya awkward juga. Terus pas udah coba ternyata seru, terus ternyata bisa loh aku ngomong pakai Bahasa Inggris. Juga improve banyak sih untuk kosakatanya. Terus setelah pakai free4talk jadi merasa abis cerita sama orang, sharing banyak.

S3: Untuk sebelumnya ada kakak kelas yang bilang kalo di kelasnya ibu selalu pakai free4talk itu nggak jelas, nggak nyambung. Awalnya juga saya sempat berpikiran yang sama. Apalagi dengan kosakata yang terbatas, apa bisa saya pakai free4talk? Tapi setelah di coba alhamdulillah bisa berkomunikasi dengan orang di luar sana.

R: Dari beberapa fitur yang tersedia tadi kaya microphone, camera, chatbox. apakah kalian memakai semuanya atau tidak?

S2: Yang tidak dipakai camera, kalo microphone sama chatbox pakai terus. Kalo pakai camera privasinya kurang.

S3: Iyaa kalo kamera kita belum siap aja bertemu orang di luar sana. Jadi untuk menjaga privasi, kita pakainya audio sama chatbox.



## Appendix 9. Teaching Module

### MODUL AJAR BAHASA INGGRIS SMA/MA FASE F

#### A. Informasi Umum

Kode Modul	Bahasa Inggris F.XI.1
Penyusun/Tahun	(Mardiyani,S.Pd)/2024
Kelas/Fase Capaian	XI/Fase F
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsra Menulis – Mempresentasikan / subject and object question
Alokasi Waktu	120 menit (3 Jam Pelajaran)
Pertemuan Ke-	4
Profil Pelajar Pancasila	<i>Critical Thinking, Have Faith, Fear of God Almighty, dan Have Noble Character</i>
Sarana Prasarana	LCD, Proyektor, Papan Tulis, Speaker
Target Peserta Didik	Regular/tipikal
Model Pembelajaran	Problem-Based Learning
Mode Pembelajaran	Tatap Muka

#### B. Komponen Inti

##### Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik dapat:

1. menggunakan strategi pertanyaan terbuka (*open-ended questions*) untuk memulai dan mempertahankan percakapan dan diskusi.
2. menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman, atau orang lain dengan menggunakan subject question atau object question dengan website [free4talk.com](http://free4talk.com)
3. memahami arti kosakata tertentu dalam konteks.

##### Materi Pembelajaran

- *Open-ended questions* (Pathway to English XI hal. 5)
- <https://www.perfect-english-grammar.com/subject-questions-exercise-1.html>
- Subject and Object Question

Let's have a look at some more examples:

1. James dropped the glass.  
Object question: What did James drop?  
Subject question: Who dropped the glass?
2. We will read the book.

- Object question: What will you read?  
Subject question: Who will read the book?
3. Amanda washed the car.  
Object question: What did Amanda wash?  
Subject question: Who washed the car?
4. The students like their new professor.  
Object question: Who do the students like?  
Subject question: Who likes the new professor?
5. I'm buying some bread.  
Object question: What are you buying?  
Subject question: Who is buying some bread?

### **Langkah Pembelajaran**

#### **Persiapan Pembelajaran**

1. Guru menyiapkan bahan materi subject and object question serta strategi pertanyaan terbuka (*open-ended questions*).
2. Guru menyiapkan media untuk materi subject and object question.

#### **Kegiatan awal (10')**

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam.
- Perwakilan peserta didik memimpin doa.
- Guru menanyakan kabar peserta didik dan memeriksa kehadiran peserta didik.
- Guru memberikan pertanyaan pemantik terkait subject and object question.
- Guru menyampaikan tujuan pembelajaran yang ingin dicapai dalam materi subject and object question.

#### **Kegiatan Inti (70')**

- Peserta didik menyimak penjelasan guru mengenai subject dan object question.
- Peserta didik membentuk kelompok secara berpasangan.
- Setiap kelompok menerima sepotong kertas yang berisi suatu kalimat.
- Peserta didik menganalisa kalimat dan secara berkelompok berdiskusi untuk membuat subject dan object question berdasarkan kalimat yang diberikan.
- Peserta didik mempresentasikan hasilnya di depan kelas dan mengoreksi hasilnya bersama-sama.
- Peserta didik menyimak tips atau cara menggunakan free4talk.
- Peserta didik secara kelompok atau individu untuk praktik berbicara di aplikasi free4talk.

#### **Kegiatan Penutup (10')**

- Guru bersama peserta didik melakukan refleksi mengenai pembelajaran yang telah dilakukan.
- Guru memberikan tugas untuk peserta didik menggunakan free4talk dengan subject and object question.
- Guru mengkonfirmasi materi yang akan dibahas pada pertemuan berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam.

### **Rencana Asesmen**

Peserta didik mengerjakan tugas terstruktur, yaitu **Let's Practice** dan **Critical Thinking Tasks** dari Buku Pathway to English SMA/MA Grade XI dari PT Penerbit Erlangga halaman 22 – 28.

### **Pengayaan dan Remedial**

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital.

### **Refleksi Peserta Didik dan Guru**

#### Refleksi Peserta Didik

- ✓ *To make sure you have understood the lesson, let's reflect your understanding by filling in the mind map.*

#### Refleksi Guru

- ✓ *Do the teaching and learning process run as planned?*
- ✓ *Do the students participate in class activities?*
- ✓ *Do students have any difficulties in understanding some parts of the materials?*

## **C. Lampiran**

### **Bahan Bacaan Guru dan Peserta Didik**

Buku Pathway to English SMA/MA Grade XI dari PT Penerbit Erlangga.

### **Daftar Pustaka**

Sudarwati, Th. M. dan Eudia Grace. 2022. Pathway to English SMA/MA Grade XI. Jakarta: PT Penerbit Erlangga

Mengetahui,  
Kepala SMA N 1 Jatilawang

Eko Adinuryadin, S.Pd, M.Pd.  
NIP. 197805252008011011

Jatilawang, September 2024

Guru Mata Pelajaran

Mardiyani, S.Pd.  
NIP. 19750920 200701 2 01

**Appendix 10. Research Documentation**



First Observation



Second Observation



Third Observation



Interview with English Teacher



Documentation with students



Documentation with students

*Appendix 11. Curriculum Vitae*

**CURRICULUM VITAE**

A. Personal Identity

1. Name : Oktarina Lis Wahida
2. Student Number : 2017404133
3. Date and Place of Birth : Banyumas, October 23th 2002
4. Gender : Female
5. Address : Karanganyar, Rt 08/Rw 03, Kec. Jatilawang,  
Banyumas
6. Email : oktarinawahida23@gmail.com

B. Educational background

1. SD/MI : SD Negeri 1 Karanganyar (2008-2014)
2. SMP : SMP Negeri 1 Jatilawang (2014-2017)
3. SMA : SMA Negeri 1 Jatilawang (2017-2020)
4. S1 : UIN Prof. K. H. Saifuddin Zuhri Purwokerto (2020-2024)

C. Organizational Experience

-

Purwokerto, 15 November 2024



Oktarina Lis Wahida

SN. 2017404133