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Improving Speaking Skills Through Real Life English Application At SMA Negeri 1 Jangka (A Collaborative Classroom Action Research)

Mauizatul Hasanah[1]
[1]Faculty Of Teacher Training And Education, Almuslim University,
mauizatulhasanah78@gmail.com

Abstract

This study, titled "Improving Speaking Skills through Real Life English Application at SMA Negeri 1 Jangka (A Collaborative Classroom Action Research)," aimed to improve eleventh-grade students' speaking proficiency using the Real Life English Application. The problem addressed was students' low speaking ability and the need for more relevant and effective instructional methods to raise test scores and learning achievement rates. A Collaborative Classroom Action Research design was implemented in two cycles with 24 eleventh-grade students. Data was collected using an observation checklist and speaking tests. Speaking performance was assessed on fluency, pronunciation, vocabulary, grammar, accuracy, and comprehension. Analysis compared results from Cycle I and Cycle II to evaluate improvement and fulfillment of the predetermined success criteria. Findings showed significant improvement: Cycle I produced an average speaking score of 70 with a learning achievement rate of 71%. After intervention and corrective measures, Cycle II showed an increased average score of 84 and an achievement rate of 82%, with all students meeting the success criterion (score ≥ 75). These results indicate a positive effect of the Real Life English application on students' speaking skills

Keywords: *Speaking Skills, Improving, Real Life English Application*

Corresponding Author:
Mauizatul Hasanah
Almuslim University, mauizatulhasanah78@gmail.com

INTRODUCTION

Speaking skills are productive skills that play a significant role in our daily interactions and can be challenging to evaluate. This indicates that speaking is not only essential for formal but also hold a main function in informal daily life exchanges (Sapari et al., 2024). According to Pakula in Sapari et al., (2024) Common obstacles include struggles with using a second language alongside the native tongue, feelings of shyness, reluctance to participate in English conversations, and issues stemming from instructors who do not frequently use English in class. While speaking is a critical aspect of language learning.

Based on observation conducted with two English teacher and students at SMA Negeri 1 Jangka have several challenges faced by grade XI students. Firstly, the students experience difficulties in communicating in English due to a limited vocabulary. This lack of vocabulary significantly hinders their ability to engage effectively with others during conversations. Secondly, the students exhibit a lack of confidence and often feel shy when attempting to speak in English. Various factors contribute to this lack of confidence, such as feeling anxious when addressing an audience, uncertainty in

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constructing sentences, as well as embarrassment over their classmates' reactions to their mistakes in English. Thirdly, Student struggle with understanding English spoken while learning process. Lastly, another issue identified is the insufficient use of engaging and interactive media. Based on the problems, the researcher proposed the effective solutions in this research namely Real Life English Application.

Real Life English Application is a highly effective application for language acquisition as it offers genuine and pertinent contexts for everyday scenarios. By integrating real-life experiences into language learning, students can practice in settings resembling those they will encounter beyond the classroom. Engaging in scenarios like business meetings, informal conversations, or social interactions enables students to utilize vocabulary and language structures in authentic situations, thereby improving their grasp of appropriate and efficient language usage (Sapari et al., 2024). Real Life English Application assists student in enhancing speaking by linking them with individuals worldwide for conversations, as well as offering micro lessons, TV shows & movie, flashcards, video call, and practice tools focused on idioms, phrases, slang, pronunciation, and connective speech. TV Shows and Movie provide authentic movie clips and resources on a variety of English language subjects, including idioms, slang, verb phrases, pronunciation, and cultural context. This tool aids students in improving their English fluency and self-assurance (Siahaan, 2023). Flashcards are learning media operated via digital devices notable characteristic is high portability, which enables learners to access and utilize these visual cards flexibly across different times and locations to increase variety and reduce study fatigue (Nurasyiah et al., 2023). Conversational simulations through call and video call features emphasis on the practice speaking skills included pronunciation, fluency, listening, vocabulary and comprehension with native speakers, it offers interactive exercises that allow students to record their English spoken, providing a unique opportunity for them to receive constructive feedback from the application (Real life english app, 2025).

This study addresses the practical challenges and contextual needs identified from the preliminary investigation regarding students' speaking difficulties. To evaluate the implementation of Real Life English Application and it impact on the classroom, this study focuses on the following research questions:

1) How does Real-Life English Application improve the students' speaking skills to the second grade at SMAN 1 Jangka?
2) How does Real Life English Application increase participation in learning speaking to the second-grade students of SMA Negeri 1 Jangka?

Speaking skills is a verbal communication that plays a pivotal role in society and holds significant importance in transmission of ideas, thoughts, and more from one individual to another. Through effective verbal expression, individuals can convey concepts, wishes, emotions, and opinions to others. Verbal communication stands as a crucial channel for conveying messages. Throughout the day, people are actively engaged in diverse communicative interactions. Misunderstandings between speakers and listeners can hinder effective communication, leading to negative outcomes such as poor academic performance or strained relationships (Das, 2023).

1) According to Zuraini et al., (2021) speaking is a form of communication that occurs between two or more individuals.
2) According to Nofriati et al., (2024) speaking skills are the ability that enables speakers and listeners to interact effectively, which can take place in various situations and through various learning mediums.
3) According to Richards & Renandya, (2021)the term 'speaking skills' is composed of two words: 'skills' and 'speaking.' Each of these words carries its own significance,

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and when they are combined, they yield a more profound 7 8 understanding, particularly as this child's speaking abilities develop.

4) According to Gart and Gautan in Marleni et al., (2021) in Speaking is a fundamental language skill that English as a Second Language students must acquire because of its importance in communication.

Proficiency in speaking English is crucial as it is widely used worldwide, offering various benefits such as enhancing knowledge, skills, and employability (Muklas et al., 2023). Being able to speak English develops it easier to communicate and connect with people globally, especially when traveling Communication through speaking is a common activity where individuals express their thoughts, feelings, and ideas. It plays a significant role in daily interactions and sharing information with others (Bilqish, 2024). By honing the speaking skills, students not only become more confident in expressing themselves, but also more motivated to participate in every learning activity. Therefore, an interactive and context-appropriate learning approach is very helpful in overcoming students' fear of speaking and gradually building their confidence (Eli Nofriati et al., 2024). Moreover, speaking can generally be defined as the expression of one's intentions whether they be ideas, thoughts, or emotions through spoken language, enabling others to comprehend them. Essentially, speaking represents a communicative process involving sounds produced by the human speech apparatus, through which messages are conveyed from one individual to another (Richards and Renandya, 2021).

Speaking skill assessment is an important aspect of English language learning that must be designed by considering several key components that become the focus. First, pronunciation refers to the way a language is spoken and shows how understandable speech is despite differences in accent. Pronunciation plays an important role because it can affect the meaning of a word; if a word is pronounced incorrectly, the intended meaning may change. Second, grammar, according to the Advanced Learner's Dictionary from Hornby, 1995 cited in Hartatik et al., (2024), is the set of rules in a language that governs changes in word forms and how words are combined into sentences. Grammar functions as a guideline for constructing utterances with accurate structure (Hartatik et al., 2024). Third, vocabulary, which refers to the total number of words in a language, is crucial in determining students' ability to enrich their word banks so that they can speak English fluently; mastering vocabulary is the first step toward using appropriate and accurate expressions. In addition, fluency is an important aspect because the ability to speak fluently enables listeners to respond to what the speaker says (Hartatik et al., 2024.

This research is based on several previous research that have already discussed improving speaking skills through Real Life English Application, but with different subjects. The first study conducted by Siahaan, (2023), who investigated the use of Real Life application in learning speaking with the title "The Use of Real life Application In Learning Communicative English Skill of Independent Student Exchange In 6th Semester English Department At Nommensen HKBP University Medan". The collaborative classroom action research (CCAR) study found that students' speaking skills improved significantly, with 20-75% of students applying communicative English skills in conversations. The second study was conducted by Muis, (2022)examined "Real life English Podcast" for Vocational High School Students. The subject criteria in this research were class XI students at SMK Nurushaleh Katol Timur who used real life 3 English podcasts". The result showed that students' speaking skills increased when podcasts included various instruments, such as grammar discussions and worksheets, leading to enhanced motivation and self-confidence.

E-ISSN : 2962-9713
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The third study was conducted by Athirah et al., (2025) with the title "Students' perception of using Real Life English application for practicing English speaking skills". The result showed that the use of Real Life English application provided a positive perspective on the development of students' speaking skills. Students reported better confidence, speaking fluency, better pronunciation, and better vocabulary acquisition. Application features such as voice and video calls, podcasts, TV series, movies, and fire streak were highly influential in creating an interactive learning experience and encouraging consistency in practice. Based on previous research, the researcher concluded that speaking proficiency is one of the most important skills to be improved by the students. Further, Real Life English Application is a good teaching assistant to be used in teaching speaking aimed to improve the students' speaking skills.

Speaking assessment rubric provides a structured framework for evaluating oral performance, ensuring consistent and objective assessment across participant. in the following provide analysis of speaking assessment rubric to measure students' speaking performance.

Components of Speaking	Level	Score	Scale and Descriptor
Grammar	1	0–6	Frequent grammatical errors occur, yet understanding is still possible for native listeners accustomed to communication with non-native speakers.
	2	7–12	Basic grammatical structures are generally used with reasonable accuracy, although control remains inconsistent and not fully confident.
	3	13–18	Good grammatical control is shown, with sufficient structural accuracy for effective participation in most formal and informal conversations.
	4	19–24	Accurate grammatical use is demonstrated in contexts commonly related to professional needs, while errors are rarely encountered.
	5	25–30	Grammatical ability is equivalent to that of an educated native speaker.
Vocabulary	1	0–4	Speaking vocabulary is very limited and only enough for expressing the most basic needs.
	2	5–8	Sufficient vocabulary is available for expressing simple ideas, although circumlocution is occasionally required.
	3	9–12	Adequate vocabulary is available for effective participation in practical, social, and professional conversations.
	4	13–16	Conversations within the scope of personal experience can be understood and followed with a high degree of lexical accuracy.
	5	17–20	A broad and precise vocabulary, including idiomatic expressions and cultural references, is demonstrated at a level acceptable to educated native speakers.
Comprehension	1	0–4	Within a very limited language range, simple questions and statements can be understood when speech is slowed down, repeated, or paraphrased.
	2	5–8	The main idea of most non-technical conversations can be understood.
	3	9–12	Comprehension is generally complete when speech is delivered at a normal rate.
	4	13–15	Any conversation within the scope of personal experience can be understood.
	5	16–20	Comprehension is equivalent to that of an educated native speaker.
Fluency	1	0–2	No specific description is provided at this level; fluency is inferred from the other language components.
	2	3–4	Most social situations can be handled with confidence, although not alwayssmoothly, including introductions and casual conversation about current topics.

E-ISSN : 2962-9713
P-ISSN : 2963-928X

	3	5–6	Topics of personal interest or competence can be discussed with relative ease, with little difficulty in finding words.
	4	7–8	Fluency is demonstrated in situations commonly related to professional needs, and participation in conversations within the scope of experience is possible.
	5	9–10	Complete fluency is demonstrated, and speech is fully acceptable to educated native speakers.
Accent	1	0–4	Pronunciation errors occur frequently, although understanding remains possible for native listeners.
	2	5–8	The accent is intelligible, though it remains noticeably imperfect.
	3	9–12	Pronunciation errors rarely interfere with comprehension and only minimally disturb native listeners, even though the accent may still sound foreign.
	4	13–16	Pronunciation errors are infrequent.
	5	17–20	Pronunciation and accent are fully acceptable to educated native speakers.

The assessment rubric used in this study has been adapted from Zuraini et al., (2021). This rubric has undergone validity and reability testing by original researchers, ensuring credibility in measuring students' speaking skills. This analytic rubric was not intended to excel participants to different levels, but rather to collect data on their speaking progress throughout their involvement in the program. As a result, the assessment only provided a report on how Real Life English Application to improve speaking was implemented and the impact on the student's speaking development.

METHODOLOGY

This study, the researcher utilized the Collaborative Classroom Action Research approach adopted to Kemmis et al., (2015). The implementation of the study was conducted in two cycles, where each cycle consisted of four main stages. The first stage is planning, which the researcher and teacher join develop a lesson plan and determine the methods and instruments that will be used to measure the improvement of students' speaking ability. The second stage is the implementation of the action, which is applying the strategies that have been designed in the learning process in the classroom. Furthermore, the third stage is observation and evaluation, where researchers and teachers observe the course of learning and collect data through tests, observations, and questionnaires to assess the effectiveness of the applied strategies. The last stage is reflection, which is discussing the result of observation and evaluation to determine the success and obstacles that arise, so that improvements can be made in the next cycles.

The researcher carried out collaborative classroom action research with a group of 20 students in the Eleventh-grade Class XI. The selection of this class was based on representation of the target population in speaking skill using Real Life English Application. The selection was also based on the preliminary observation and discussion with the English teacher, which showed that some students still faced difficulties in fluency, pronunciation, vocabulary use, and confidence when speaking English. During the research, the researcher collaborated with the English teacher, who acted as an observer to help ensure that each stage of the research was carried out systematically and objectively.

The data collection methods used in this study were test and observation checklist. The test assessment covers five important aspects, namely: pronunciation, grammar, vocabulary, comprehension, and fluency (Brown in Sari, 2025). The observation checklist was created especially to measure students' learning activities in speaking, including students' confidence, vocabulary utilization, fluency, pronunciation accuracy, and grammar during oral communication exercises.

E-ISSN : 2962-9713
P-ISSN : 2963-928X

To determine the overall performance of students in each cycle. According to Soegiyono, (2011) the mean score (χ) was calculated employing the formula, the mean score provides an overview of the student average achievement in speaking skills.

$$\Sigma f x \eta$$

Where:

χ = Mean score
Σfx = Total score of all students
η = Number of students.

To measure students' engagement during the learning process was analyzed using the percentage calculation, as follows:

$$P=F/N\times 100\ \%$$

Where:

P = Percentage (%) of the students who meet the criteria.
F = frequency or the number of subjects in a particular category.
N = Total number of subjects.

The success criteria for this classroom action research were determined based on two conditions. First, at least 75% of the students in Class XII IPA 1 were expected to obtain a score equal to or higher than the Minimum Mastery Criterion (KKM) of 75. Second, the implementation of suprasegmental instruction needed to reach the "Good" category, as indicated by the findings recorded in the qualitative observation sheet.

Result And Discussion

The English language learning activities at SMA N 1 Jangka employ a classroom action research methodology, structured into two cycles and involving 24 students. The delivery of course material is supported by the use of the Real Life English Application. Throughout the teaching and learning process, students' actions and active participation are regularly monitored using observation sheets designed specifically by the researcher.

The data obtained from the implementation of the test were collected by researcher. Following this, the results of observation checklist and test were analyzed. The analysis aims to provide insight into whether the outcomes of the second cycle were successful or not. The results were evaluated based on success criteria, the analysis provided below:

Cycle 1

Based on analysis in students' learning process in cycle 1, the researcher found that the different students' score. There are two students who got scores categorized very good, nine students got scores categorized good, thirteen students got score categorized fair.

No	Students' initial	Score					
		Grammar	Vocabulary	Accent	Fluency	Comprehension	
1	AS	19	18	17	8	14	76
2	AR	15	16	15	7	11	64
3	ARA	15	15	15	6	11	62
4	IS	16	17	16	8	13	70
5	J	17	16	17	9	14	73
6	K	17	17	18	8	15	75
7	KR	20	18	19	8	18	83
8	LN	16	17	16	7	14	70
9	MA	15	17	16	8	14	70
10	MF	16	18	15	9	16	74

E-ISSN : 2962-9713
P-ISSN : 2963-928X

11	MJ	15	15	13	7	13	63
12	MG	16	17	16	8	14	71
13	M	19	19	18	9	16	81
14	MB	16	17	14	8	14	69
15	ML	15	16	14	6	14	65
16	MF	13	17	14	7	14	65
17	MRA	13	17	12	8	13	63
18	N	19	19	16	9	16	79
19	RM	15	16	13	6	13	63
20	RK	17	16	14	8	11	66
21	SS	18	18	18	9	13	76
22	UM	15	16	14	7	13	65
23	UA	15	16	15	8	14	68
24	UH	16	16	15	7	15	69
Total		**388**	**404**	**370**	**185**	**333**	**1680**
Average							**70**

Based on result in test calculated through the formula, the mean score of students' speaking skills through Real Life English Application was 70 and categorized in level "Good".

The result of observation checklist for students' performance in cycle I, indicates that the criteria of success related to learning objective have not yet been achieved. The observation checklist score was 71 %, reflecting moderate participation and classroom dynamics. This suggests that additional support and adjustment to the instructional strategies are necessary to achieve criteria for success.

After analyzing the results of the first cycle, the researcher found that some processes had been successful, but several steps still required adjustments to ensure optimal achievement of the targets. Therefore, the researcher needed to modify their methods and work strategies to improve the effectiveness of subsequent activities. The first step taken was to provide a more detailed explanation of Real Life English Application program, including objectives, activity stages, and examples of real-life situations in which participants could apply the English skills they had learned. This more comprehensive explanation was intended to help participants understand the context of language use in daily life, so that the learning intervention would be more relevant, focused, and capable of driving tangible improvements in their language proficiency.

Cycle II

Based on the data that had been collected in cycle II, it was found that eight students got excellent scores, six students got very good scores and ten students got good grades.

No	Students' initial	Score					
		Grammar	Vocabulary	Accent	Fluency	Comprehension	
1	AS	22	20	19	10	19	90
2	AR	17	17	18	9	16	77
3	ARA	15	16	16	8	16	71
4	IS	18	15	17	9	17	76
5	J	20	17	18	9	17	81
6	K	25	19	20	9	19	92

E-ISSN : 2962-9713
P-ISSN : 2963-928X

7	KR	27	20	20	10	20	97
8	LN	18	17	18	8	17	78
9	MA	16	18	17	8	17	76
10	MF	23	20	20	9	19	91
11	MJ	17	18	18	8	18	79
12	MG	24	19	19	10	18	90
13	M	28	20	20	10	20	98
14	MB	21	18	18	8	17	82
15	ML	19	17	16	8	17	77
16	MF	20	17	17	8	17	79
17	MRA	18	16	17	8	17	76
18	N	27	20	20	10	20	97
19	RM	18	17	18	16	17	86
20	RK	17	16	17	9	18	77
21	SS	26	19	20	10	19	94
22	UM	20	17	18	9	18	82
23	UA	25	17	18	8	17	85
24	UH	24	18	17	8	18	85
Total		**505**	**428**	**436**	**219**	**428**	**2016**
Average							**84**

Based on the data above, the mean score of students' speaking test through Real Life English Application was 84 and categorized in level "very good".

The observation checklist in cycle II provided a comprehensive overview of students and researcher participation during the test. Based on data collected through observation checklist in speaking activities of cycle II, the students' percentage was found by researcher in the cycle II reached 83%, it meant that the students' activities of cycle II got the improvement than the first cycle and categorized "very good". Meanwhile, the collaborator also collected data for researcher's performance in teaching process. The researcher percentage was about 93%. It meant the researcher's performance improved than the first cycle.

Based on analyzing the result of cycle II, the analysis of teaching and learning process, there were some processes that have been achieved by researcher such as the students becoming active in expressing the argument in group discussion. The students seriously practice flashcards together and follow the instruction well. Additionally, students got average scores of 84, it meant the students' speaking skills had improved compared to the previous cycle because the researcher solved students' speaking skills problems. And also, the students reached the very good achievement and successful in learning speaking through Real Life English Application.

Results of the Research

Speaking Aspect	**Cycle 1 Mean**	**Cycle II Mean**	**Gain**	**Percentage of Improvement**
Grammar	16.17	21.04	4.87	30.12%
Vocabulary	16.83	17.83	1.00	5.94%
Accent	15.42	18.17	2.75	17.83%
Fluency	7.71	9.12	1.41	18.29%
Comprehension	13.88	17.83	3.95	28.46%
Total Score	**70.00**	**84.00**	**14.00**	**20.00%**
Students'	**71%**	**83%**	**+12%**	**16.90%**

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participation

Based on Table 1, the students' total speaking score increased from 70.00 in Cycle I to 84.00 in Cycle II. The gain of 14.00 points shows that the students' speaking ability improved by 20.00% after the Real Life English Application was implemented in the learning process. This result indicates that the application made a positive contribution to the development of the students' speaking skills. Among the five speaking aspects, grammar showed the highest improvement. This notable progression yielded a net gain of 14.00 points, translating to a 20.00% overall enhancement in students' speaking capabilities, which successfully surpassed the predetermined Minimum Mastery Criterion (KKM) set at 75. Furthermore, the observation checklist revealed a substantial escalation in student participation, which surged from 71.00% in Cycle I to 83.00% in Cycle II. Both outcomes successfully surpassed the predetermined success criteria and the minimum mastery standard.

Overall, the data show that all speaking aspects improved from Cycle I to Cycle II. The total score increased from 70.00 to 84.00, which means that the students' speaking ability developed significantly after the implementation of the *Real Life English Application*. This result also fulfills the success indicator of the research because the students' average score in Cycle II reached 84.00, higher than the Minimum Mastery Criterion of 75.

Discussion

Based on analysis of the research, the implementation of Real Life English Application produced clear and measurable improvements in the speaking skills of second-grade students at SMA Negeri 1 Jangka. Initially, the mean score of 70 in the first cycle fell short of the predetermined success criterion, prompting continuation of the intervention. After sustained use, the mean rose to 84 in the second cycle, meeting the established success standard and indicating that iterative exposure to the application was instrumental in consolidating learners' speaking skills, this progression suggests that a single cycle may raise awareness and basic competence.

Implementation of the application also enhanced student's participation. Observation-checklist results increased from 71% in cycle I to 83% in cycle II, demonstrating more frequent and sustained interaction with application features such as flashcards, TV-show segments, micro-lessons, and video call features. The video call features are simulated conversations encouraged reluctant speakers to practice, while video-based tasks promoted collaborative discussion and idea exchange, creating opportunities for peer scaffolding. Additionally, interactive elements and visible progress indicators likely boosted learners' intrinsic motivation, which translated into greater willingness to participate in both appbased and classroom speaking activities.

In conclusion, Real Life English Application proved an effective supplementary tool for improving both speaking achievement and active participation among the second-grade students at SMA Negeri 1 Jangka. The increase from a mean score of 70 to 84 and the rise in observation scores from 71% to 83% underscore the application's potential, if access issues and instructional integration are addressed, researcher have no need to proceed to the next cycles.

CONCLUSION

Speaking skills are process of articulating thought through verbal expression in contextual connection. Far beyond mechanical production of phonemes or memorized sequences, this proficiency manifests in the seamless integration of phonetic precision,

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lexical diversity, and syntactic structure, enabling students to communicate ideas with genuine authenticity in diverse settings. Based on the researcher's findings in the previous chapter, it can be concluded that:

1) The implementation of Real Life English Application in teaching speaking was conducted in two cycles. Each cycle consists of two meetings. The result of test in cycle 1 was 70 which categorized good, but it did not reach the criteria of success. While in the second cycle, the result of test was 84, it was categorized very good and reached the criteria of success.
2) The observation checklist of the researcher showed that the teaching was active, creative, and fluently when teaching speaking though Real Life English Application. The average score for the researcher performance in cycle 1 was 88 % and became 93 % in cycle II. It was achieved excellently.
3) The observation checklists of the students showed that the students were actively in using the features of the application, and interactive in learning speaking through Real Life English Application. The percentage of the students score increased 71% in the first cycle, and 83% in the second cycle, it was categorized very good.

UCAPAN TERIMA KASIH

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