

UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF USING THE EPISODEN
APPLICATION IN IMPROVING THE SPEAKING FLUENCY
OF 2ND GRADE STUDENTS AT SMA NEGERI 3 MAJENE**



BY:

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ABSTRAK

SRIMAN JUNTAK: Efektivitas Penggunaan Aplikasi Episoden Dalam Meningkatkan Kefasihan Berbicara Siswa Kelas Xi di Sma Negeri 3 Majene. **Skripsi. Majene: Program Study Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Tujuan penelitian ini adalah untuk mengetahui efektivitas media penggunaan aplikasi Episoden dalam meningkatkan kefasihan berbicara siswa, dan juga untuk mengetahui persepsi dari siswa terhadap penggunaan aplikasi Episoden. Penelitian ini dilaksanakan di SMA Negeri 3 Majene, dengan pendekatan kuantitatif dan desain Pre Experimental With Intact-Group Comparison Type. Sampel penelitian ini adalah siswa kelas MIPA XI 1 sebagai group eksperimen dan sebagai group kontrol yang berjumlah 28 siswa yang dipilih dengan menggunakan teknik random sampling. Pengumpulan data dilakukan dengan menggunakan tes yang terdiri dari pre-test dan post-test untuk mengukur peningkatan kefasihan berbicara siswa dan angket untuk memperoleh informasi tentang persepsi siswa setelah menggunakan aplikasi Episoden. Hasil penelitian ini menunjukkan berhasil meningkatkan kefasihan berbicara siswa yang terlihat dari rata-rata skor post-test yaitu 46.00. lebih tinggi dari rata-rata skor pre-test yaitu 29.21. Dari hasil nilai tersebut dapat disimpulkan bahwa H1 dapat diterima. Selain itu, persepsi siswa juga sangat positif, dapat dilihat dari skor rata-rata persepsi siswa yaitu 84%. Dengan mayoritas sangat setuju bahwa metode ini meningkatkan kefasihan berbicara mereka, dan meningkatkan kepercayaan diri mereka selama berbicara. Guru dan siswa disarankan untuk terus mengintegrasikan aplikasi Episoden dalam proses pembelajaran, sedangkan untuk peneliti selanjutnya peneliti dapat memberikan perlakuan yang lebih dalam penggunaan aplikasi, untuk mengetahui ke efektifan aplikasi Episoden lebih lanjut.

Kata kunci: Aplikasi Episoden, kefasihan berbicara

ABSTRACT

SRIMAN JUNTAK: The Effectiveness of Using the Episoden Application in Improving the Speaking Fluency of 2nd Grade Students at Sma Negeri 3 Majene. Thesis. Majene: English Education Study Program, Faculty of Teacher Training and Education, University of Sulawesi Barat, 2025.

The purpose of this study was to determine the effectiveness of using Episoden application media in improving students' speaking fluency, and also to find out the perceptions of students towards the use of Episoden application. This research was conducted in SMA Negeri 3 Majene, with quantitative approach and Pre Experimental design with Intact-Group Comparison type. The samples of this study were students of MIPA XI 1 group as an experimental group and as a control group totalling 28 students selected using random sampling technique. Data collection was conducted using tests consisting of pre-test and post-test to measure the improvement of students speaking fluency and questionnaires to obtain information about students' perceptions after using Episoden application. The results of this study showed that it succeeded in improving students' speaking fluency as seen from the average post-test score of 46.00. higher than the average pre-test score of 29.21. From the results of these scores it can be concluded that H1 can be accepted. In addition, students' perceptions were also very positive, can be seen from the average score of students perceptions which was 84%. With the majority strongly agreeing that this method improved their speaking fluency, and increased their confidence during speaking. Teachers and students are advised to continue integrating the Episoden application in the learning process while for future researchers researchers can provide more treatment in the use of the application, to find out the effectiveness of the Episoden application further.

Key words: Episoden application, Speaking fluency

CHAPTER I

INTRODUCTION

This chapter provides background, problem identification, problem limitation and formulation, research objective and research benefits. The background of the research covers the current issues about the students' speaking fluency. Problem identification covers about the gap that the researcher found in the preliminary study. Problem limitation and formulation covers limited area, and specification of this research. The last, research objective and research benefits covers about the significance of this research.

A. Background

Everyone needs communication skills to interact, negotiate and express their ideas in doing everything. According to Mailani et al. (2022) The benefits of using language as communication allow humans to express various things such as ideas, feelings, concepts, and even the main points from the communicator to the communicant, both verbally and in writing. Language undoubtedly plays a very important role in ensuring that communication runs smoothly and effectively. Furthermore, language represents the culture of its users. This can be assured because language is at the centre of the social and cultural life of its speakers. Therefore we can improve language skills by relying on communicative skills such as speaking, especially speaking in English.

English is an international language that is used almost in all parts of the world. English is also one of the compulsory subjects to learn being able to speak or communicate. Besides, English is also an additional point in finding a job. Therefore, being able to speak English makes it easier for us to meet our needs and achieve a goal (Oktanisia & Susilo, 2021).

The ability to speak using English is the most important things which must be mastered by students. Richard (2008) claims that in generic and here we must say often performative use of speech act is found to be

evidencing practical activity directed at making something happen, to speculating about ideas refracting some detail of the world or simply at spending time in each other's company. It is supported by Syakur et al. (2020) who supposed that students understand how to pronounce words in English to keep away from speak. The significance of pronunciation in English is a fundamental case because mispronouncing a phrase in English maybe fatal, mispronunciation of consonants or vowels in a phrase can purpose distinctive words with a view to result in wrong and exceptional meanings.

Therefore, the ability to speak and understand the content of conversations is an important prerequisite for mastering and enhancing students' knowledge. Furthermore, it is stated that understanding in speaking is the process of deriving meaning from the conversations that take place. This positively relates to the knowledge and experience that the speaker has regarding the content of the conversation. Consequently, as part of basic education, students need to understand the importance of comprehension in speaking, as there are many benefits to being able to speak and master speaking comprehension skills.

However, in reality, students often lack interest in speaking, especially in English; sometimes they want to speak, but they are not accustomed to using the English language. Thus, this situation that make students to be less fluent when speaking English. It is in line with the observations which conducted at SMAN 3 Majene, the researcher found several issues, including students' lack of interest in speaking English, indicating that their English proficiency were low because they preferred to spend their free time at school using entertainment applications like, *Instagram*, or other media rather than using applications that could improve their speaking fluency skills. As facilitators, teachers must be able to motivate and to provide resources and facilities to help students to be interested and accustomed to speaking activities that will give positive impact on their fluency.

There are several factors that contribute to the low speaking fluency of students, including environmental influences, the lack of habituation in using the English language, and the impact of smartphone usage which is highly captivating and thus reduces students' engagement in speaking. Speaking ability is not something innate, but rather it emerges from a process of learning, habituation, experience, and support from the surrounding environment. According to Dayat (2017) many learners might also then create errors in producing English especially in speaking. While Tyas et al. (2023) The main factor in the low ability to speak or public speaking in high grade elementary school students is the lack of habit of practicing public speaking, which results in a lack of self-confidence in speaking in public

The ability to speak is one of the activities that a person engages in to communicate. Therefore, mastering speaking skills will open and broaden one's horizons, as speaking serves as a source of communication to understand various events such as economic, social, political, cultural aspects, and other facets of life around the world.

Speaking is an activity that is constantly performed in daily life using smartphones. We can also read through applications that can be used to enhance an individual's speaking fluency. In the world of education today there is a demand for the development of a learning approach in accordance with the existing education in our country. Education has always been the centre of everyone's attention. Currently, challenges in the world of education will continue to be adjusted to science and technology standards. Therefore, with the existence of educational technology, it can develop and become the focus for now in the world of education with the aim that the existence of technology in the world of education can be used as a new reference. Another goal is that this educational technology can help students overcome problems that exist in the learning process.

Anjani (2018) Educational technology is an approach that has several differences regarding how the results of technology lead to being relatively general or open. Educational technology also has a specific goal

of improving through the current learning process. However, it is not known exactly how far the process and benchmarks in teaching outcomes are goals that have been implemented. There are several points in this educational technology that make success in education almost impossible, but in another perspective, there is a possibility that this educational technology shows procedures or methodologies that can be applied. Educational technology is a theory that has a few hypotheses that are considered as a movement in education that has been followed by teachers who feel that teaching is still being carried out recklessly, haphazardly, without a solid foundation, according to their individual tastes. Thus, educational technology is a genuine effort to improve teaching methods by using scientific principles that prove success in other fields.

The placement of digital communication in daily life is diverse, found in homes, schools, and surrounding environments. In various applications, digital communication can be specifically utilized through the Episoden application, which can be used to enhance speaking fluency via mobile phones. This application can be downloaded from the Play Store and App Store. Episoden is a new application and no researchers have used this application. Therefore, researchers are interested in using this application. With the hope that this application can have a positive impact on improving students' English learning outcomes.

Based on the description above, the researcher is interested in taking the title **“The Effectiveness of Using the Episoden Application in Improving the Speaking Fluency of 2nd Grade Students at SMA Negeri 3 Majene”**.

B. Problem Identification

Based on the background and description of the problem above the researcher then considers that there are several problems were found, as follow:

1. The students lack of interest in practicing speaking English

2. The students' English proficiency were low because they preferred to spend their free time at school using entertainment applications like *TikTok*, *Instagram*, or other media rather than using applications that could improve their speaking fluency skills.
3. There is no resources and facilities that applied in school which can help students to improve their speaking fluency.

C. Problem Limitation and Formulation

1. To what extend effectiveness of using Episoden in improving students' speaking fluency at SMA Negeri 3 Majene?
2. What are the students' perception towards their speaking fluency after using the Episoden application at SMA Negeri 3 Majene?

D. Research Objective

Considering to problem identifications, the researcher defines objective of the research, as follow:

1. To Find out the effectiveness of using Episoden in improving student speaking fluency at SMA Negeri 3 Majene.
2. To find out students' perceptions of speaking fluency in using the Episoden application at SMA Negeri 3 Majene.

E. Research Benefit

The benefits of the research in this study are as follows:

1. For the teachers

The results of this study can be used as a reference to create creative and innovative learning in schools.

2. For the students

It can add knowledge and broaden insights about how much the use and utilization of the Episoden application affects students' speaking fluency.

3. For the researchers

As a reference to increase knowledge about speaking skill that is associated with Episoden application.

4. For the other researchers

This research helps further researchers to develop knowledge, experience in gathering academics and use this research as a reference that has the same interest.

CHAPTER II

LITERATURE REVIEW

In this chapter the researcher presents some theories related to the research. The theories are the references for the researcher in conducting the research. There were several points of theories and previous studies which should be reviewed that will be explore in some previous related studies. Besides, there are some theories namely speaking and Episoden Application.

A. Previous Related Studies

This section is going to present some researchers that the related to this research to support this research.

The first study conducted by Muamar et al (2022) who used ELSA as a media application for improving the student speaking skills. Showing that the use of the ELSA Application is quite influential in learning, especially in English Education, the ELSA Application has a significant impact on students' pronunciation skills, this study aims to be able to help teachers who will use the Elsa application as a more effective learning tool and of course can improve English language skills or methods to help students achieve correct word pronunciation. Based on the results of this study, it can be concluded that ELSA provides significant benefits for students in improving pronunciation.

The second study conducted by Aryanto et al (2018) who used *YouTube* as a media application for improving the student speaking skills. They found that *YouTube* video is one of the alternative media in language learning, particularly on speaking materials. However, this study presents a different perspective in which the instruction of speaking can be supported by the implementation of *YouTube* and help to create an engaging classroom. When the teachers and students need an audiovisual aid in class, *YouTube* videos can be a solution for that too. On *YouTube*, learners are provided with an authentic context for languages skills speaking even in a more realistic

communication setting. By using *YouTube* videos, students have an improved speaking skills and a well-developed classroom atmosphere during teaching and learning lessons.

The third study conducted by Handini et al (2022) who used *Duolingo* as a media application for improving the student speaking skills. The results show that the use of *Duolingo application* is effective in increasing students speaking and listening skills, especially in the experimental class. Through of good data analysis then this research shows that use the *Duolingo application* can improve the speaking and listening skills of students in the English language program. Based on the above findings, this study recommends students to use the *Duolingo application* for enhancing their English language and communication skills by being more critical entendre communicators in a way that they become better active and confident.

The fourth study conducted by Gunawan et al (2023) who used *tiktok* as a media application for improving the student speaking skills. They found that *TikTok* has a significant positive impact on students' speaking abilities, particularly in terms of fluency and articulation. It can be seen from the result of Cycle I to Cycle II namely 18.08%. This indicates that the use of media, specifically TikTok, in the context of language learning, particularly for enhancing speaking skills, has immense potential. Therefore, the researchers recommended that learning approaches involving social media such as *TikTok* receive more attention and be integrated into language learning strategies in schools.

Finally, the last study conducted by Rosilah and Ulfa (2024) who used *Helo Talk* as a media application for improving the student speaking skills. They found that in the current technological era, there are various learning technologies that can help in the world of education, one of which is the Hello Talk application. *Hello Talk* is an application for learning various languages, especially English. This research aims to find out how students use the *Hello Talk* application as a learning medium for English speaking skills. This research is conducted online and the intended subjects

are high school students who have long used the *Hello Talk* application as a learning medium. This research is qualitative research and the data collection technique used by the researcher was the interview technique, the interview here involved 4 high school 11th-grade students.

All of the above studies have yielded positive results. Among the five previous studies, the researchers share a commonality in using technology media to enhance speaking abilities and have shown effective outcomes. However, these five studies also differ in their use of media applications. The first study utilized the *TikTok application*, the second study employed *YouTube* videos provided by that application, the third study used the *Duolingo application*, the fourth study utilized the *ELSA application*, and the final study made use of the *Hello Talk application*.

The differences between the five previous studies with this research lie in the fact that this study utilizes a different application as the medium for enhancing students' speaking fluency namely *Episoden Application* which has very distinct features in its usage.

There are so many applications that have been used to improve speaking such as *Tiktok* (Herlisya and Wiratno, 2022), *YouTube* (Susanti et al, 2022), *Duolingo* (Niah, 2019), *Elsa* (Masekan et al, 2024), *Helo Talk* (Rosilah and Ulfa, 2024) etc., but no one has used *Eposiden Application*. Therefore, researcher is interested in using this application. By applying this application to the students, it is hoped that it will give a positive impact on improving students' English learning outcomes.

B. Theoretical Framework

1. Speaking

a. Definition of Speaking

According to Cameron in Aipudin (2001) Speaking is the active expression of meanings through language so that others can understand them. Speaking a foreign language needs paying close attention to certain linguistic aspects in order to communicate with others. To effectively and precisely communicate meaning, a speaker must use the

right words and grammar. They must also arrange their arguments such that the audience will understand them. While, Abrar (2019) said that speaking is a skill that can be regarded as a communicative process in constructing meaning using a second language. Since it involves a non-native language, the speaker requires more effort to achieve a certain level of proficiency. In this context, speaking refers to the interactive process of constructing meaning that involves the production, reception, and processing of information or the expression of thoughts and feelings in spoken language. The ability to speak is considered a crucial aspect of foreign language learning, where success is measured by the ability to communicate in that language.

Hardi (2021) also argues that speaking is one of four skills in the English language. This is meant for expressing our ideas or our thoughts. In the teaching-learning process, speaking is taught through several number of speaking activities like interviews, discussions, role-plays, etc. The speaking activities are used based on the intention of the expected outcomes. Speaking also has an essential role in developing and growing kids language as a whole (Linse, 2005). This has to do with how a teacher develops into a speaker and a key player in the classroom skill-building process. In this instance, studying a foreign language means that English learners will become native speakers through speaking practice. Because language is innate and will remain useful until adults, teachers must also be able to process and select the appropriate language for young students. Because they serve as role models for children, teachers need to be proficient in the fundamentals of speaking.

b. The Components of Speaking

Speaking skills are very important for everyone because in daily life need information, and to get some information someone must to communication with other people. According to Harmer in Masroh et al. (2019) Speaking involves aspects of pronunciation, grammar,

vocabulary, fluency, and comprehension, making it a complicated skill. Harris states in Kurniati et al. (2015) that speaking ability is composed of five parts: vocabulary, grammar, pronunciation, fluency, and comprehension. outlined the following five elements for evaluating speaking abilities:

a) Pronunciation

According to Richard and Schmidt in Gilakjani (2016) said that pronunciation is the way a certain sound is producing. While Fraser in Sholeh et al. (2015) stated that pronunciation is a skill that is a very important part of teaching English. Thus, pronunciation is the means for pupils to produce clearer words when they speak. It deals with the phonological process that determines how sounds vary and pattern in a language. Based on the definition above, it can be concluded that pronunciation is very important because if people just have good grammar or vocabulary, they have not good speaking, thus other people don't clearly grasp what do you talking about.

b) Grammar

According to Swan (2007) defined Grammar is a term that refers to the regulations governing how the terms are combined, constructed, or changed to generate meaning. This explains the impact of grammar in language in that it affects the meaning produced or received. While, Supraba in Halim (2016) stated that grammar is a rule in a language. Students must be able to manipulate structure, separate proper grammatical forms from inappropriate ones, and construct sentences correctly in conversation. Grammar is useful for learning how to become proficient in a language both orally and in writing. Based on the definition above, it can be concluded that grammar is a collection of rules about the grammatical structure of a language.

c) Vocabulary

According to Habib (2023) stated vocabulary is an assortment of words acquired by an individual or a group from people who communicate in a particular language. The level of a person's understanding of a language correlates with their command over the vocabulary of that language. While Diamond et al. (2006) stated that vocabulary is knowledge about words and word meaning. Lack of vocabulary makes it difficult to explain oneself orally or in writing, let alone converse successfully. So, vocabulary means the appropriate diction which is used in communication. Based on the definition above, it can be concluded that vocabulary is the right choice of words used in communication.

d. Fluency

According to Lonergan in Guzaini (2020) stated that fluency is the ease with which the learner can need skills all fragments of accessible terms and conditions attract the in order to assess the system requirements of one kind of settings sum up, the capacity to talk accurately and eloquently is known as fluency. For many language learners, speaking fluently is the ultimate goal. Speaking at a fairly rapid pace and pausing infrequently are indicators of fluency. According to the definition given above, fluency is defined as the capacity to communicate effectively, accurately, and fluently.

e. Comprehension

According to Clark (1977) stated There are two common meanings of comprehension. In its restricted sense it refers to the psychological procedures through which audiences adopt over the sounds coming out of a speaker to build up what they believe the speaker would. But of course, comprehension in the big senses no proceed at once; listeners normally require meanings they have contrived to be functioning.

For oral communication certainly requires a subject to respond to speech as well as to initiate it. With this goal, various speaking activities can greatly contribute to students in developing basic interactive skills needed for life. The teacher must be able to bring activities or techniques that make students more active in the learning process and at the same time make their learning more meaningful and enjoyable for them. There are various teaching techniques for teaching speaking such as role plays and dramatizations, discussions and debates, descriptions and comments, communicative games and others. All of these techniques can be linked to a single comprehensive technique called the speech situation (Millrood, 2015). Based on the definition above, it can be concluded that comprehension is the ability to understand ideas and knowledge acquired.

c. The purpose of Speaking

The main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why speaking is very important. There are three important aims of speaking (Tarigan, 2008) namely:

a) To inform

To inform means that the speaker wants to inform and share ideas information, process feeling or opinion to the hearer and give knowledge as well in a particular purpose (Tarigan, 2008). In this case, the speaker just wants to inform about a fact.

b) To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value (Tarigan, 2008). For example, when the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.

c) To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and plan (Taringan, 2008). Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

From explanation above, it can be concluded that through speaking, somebody can inform their feeling and knows somebody feelings from asking them in their communication and making some decisions.

2. Preception

a. Definition of Preception

According to Karang et al (2023) Perception is the process of interpretation known as perception starts when a stimulus is picked up by the five senses and used to give an object or the surroundings meaning. Every person has a unique perception, which is influenced by both internal and external influences as well as how they perceive a stimuli.

According to Maulana (2022) Preception is the act of compiling, recognising and interpreting sensory information to provide a picture and understanding of the environment. Perception is a process of using knowledge that has been owned to obtain and interpret stimuli (stimuli) received by the human sensory system. So, preception involves the relationship between humans and the environment using the knowledge they have. Preception is a person's perspective on an object and conclude an opinion and becomes information about an object. According to Anandari (2019), perception is experience about an object, event or relationship obtained by concluding information and interpret messages. Additionally, perception is giving the meaning through the senses.

b. Types of preception

According to Robbins (2002: 14) in karang et al (2023) the perception results can be divided as follows:

1. Positive preception

positive perception as a cognitive and affective process in which an individual gives a favourable or pleasant assessment of an object, situation, another individual, or certain information.

2. Negative preception

a cognitive and affective process by which an individual places a negative, unpleasant, or threatening judgement upon an object, situation, another individual, or some information.

c. Indicators of preception

According to Walgito (1990) in Rosiana (2023) said that three are a number of signs of accurate perception, namely as follows:

1. Perception of stimuli or objects from outside the individual

The stimulus or object is captured by one or more human senses, including sight, hearing, touch, smell, and taste. What the senses catch or receive will trigger some sort of reaction or mental impression. Such impressions can be singular or plural depending on the nature of the stimulus, the state of the senses, the time of day, and the length of time since the event occurred.

2. Comprehension

Visual information received by the brain is processed in several ways before it can be used to develop understanding including categorisation, comparison and interpretation. This formation process is also influenced by the individual's pre-existing mental images.

3. Judgement or evaluation

Evaluation of people occurs after some level of understanding has been achieved. When evaluating a new idea or concept, a person uses his or her own set of standards and criteria. Opinions differ when looking at the same thing. As a result, one person's perspective will be different from another person.

3. Episoden

a. Definition of Episoden Application

Episoden application is an English conversation service that allows people from all over the world to share stories in a face-to-face setting. Its natural, friendly environment is a rare opportunity for members who may only put aside their good manners and take off their hats when at someone else's party but strap on neckties as if that were appropriate attire and no one would notice. With conversation sessions lasting 7 minutes, users can interact one-on-one with partners from other countries, making this English learning experience fun and not boring. In each session, the user can really have a go at speaking, which is a necessary condition to improve in speaking skills. In this format, not one person would have less time to speak and hear the others than others did all this year--which provides an opportunity to practice speaking within a more natural context than spoken comments in class or on written papers do not afford the student.

b. The history of Episoden Application

Originally, Episoden was born as a service to improve English language skills for everyone around the world where it was founded in 2021 by Yang Hyunmo. Episoden team, believes in the power and value of communication. Humans recognise themselves by sharing their own stories and understand other individuals by listening to their stories. Good communication results in self-

awareness and understanding of others which ultimately leads to human progress.

Episoden also has a mission to make everyone a better person through deeper communication. and hope that you can not only improve your English skills through Episoden, but also can experience the true value of conversation in a new way.

c. The benefit of Speaking Episoden

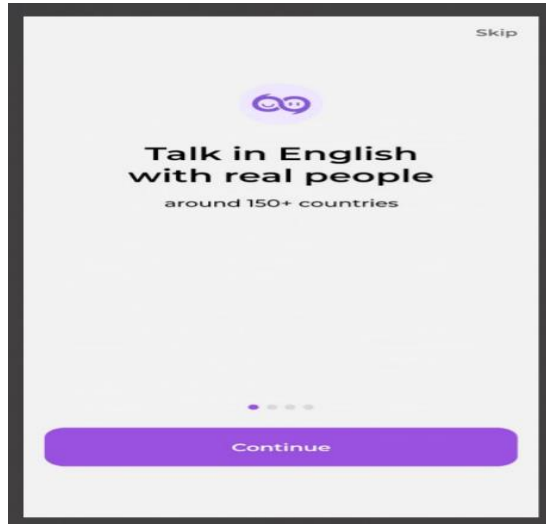
Episoden offered many benefits. It boosted speaking skills. Users gained insight into cultures and perspectives from other countries. Conversation partners came from various nations. This meant learning English while experiencing a multicultural experience. The atmosphere in Episoden felt positive and supportive. Mistakes in English were not a problem there. This reduced anxiety and built confidence when speaking, each session presented a new topic. Users never felt bored because there was always something interesting to discuss. Engaging with diverse individuals enriched the experience further. In using Episoden had a long-term effect on language learning and cultural understanding. It created an environment where users thrived while solving challenges in communication.

d. The display Episoden Application

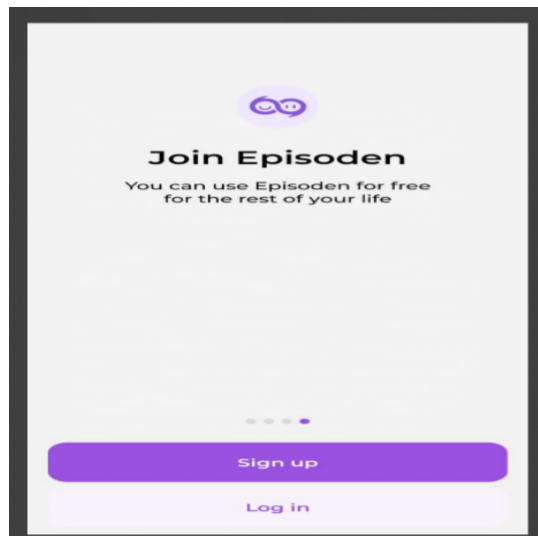
The Episoden application can be visited via the website www.episoden.com. Users can register using email, Facebook, or mobile number. The appearance of the Episoden application when opened via the website or cell phone looks the same. However, if it is opened via a mobile phone, it will be easier and more practical. To be able to use the Episoden application, users only need to install the application through the Play store, App Store, or the browser on the user's cell phone. This is how to create a Episoden account:

1. First open the Episoden application on your cellphone. Install it first if you don't have it.

2. If so, open the application. Then select continue or skip.



3. On the next page, please select sign up when you don't have an account on the Episoden application.



4. You will be directed to the registration page. Please fill in your Email, and Password.

The screenshot shows a mobile app interface for creating an account. At the top, the title "Create account" is centered. Below it are two input fields: "Email" and "Password". The "Password" field has a "show" link to its right. A light purple "Continue" button is positioned below the input fields. Underneath the button is the word "or". Below "or" are two buttons for social media sign-up: "Sign up with Google" (with the Google logo) and "Sign up with Facebook" (with the Facebook logo). At the bottom, there is a link that says "Already member? Log in".

5. If you have filled in everything, please tap the Continue option.

This screenshot shows the same "Create account" form, but now the input fields are filled. The "Email" field contains the text "alkhanfatimah@mail.com". The "Password" field contains a series of dots, indicating it is masked, and the "show" link is still present. The "Continue" button is now a solid purple color, indicating it is active. The rest of the interface, including the "or" text, the social media sign-up buttons, and the "Log in" link, remains the same.

6. On the next page please fill in your Real name, Nickname (optional), Date of birth, Age, Gender, and Phone verification.

Real name
Everyone shows their **real name** on Episoden

First name

Last name

Nickname(optional)
You can edit it later on My page.

Nickname 0/10

I was born in

Choose a region

Age
Not visible to Episoden members

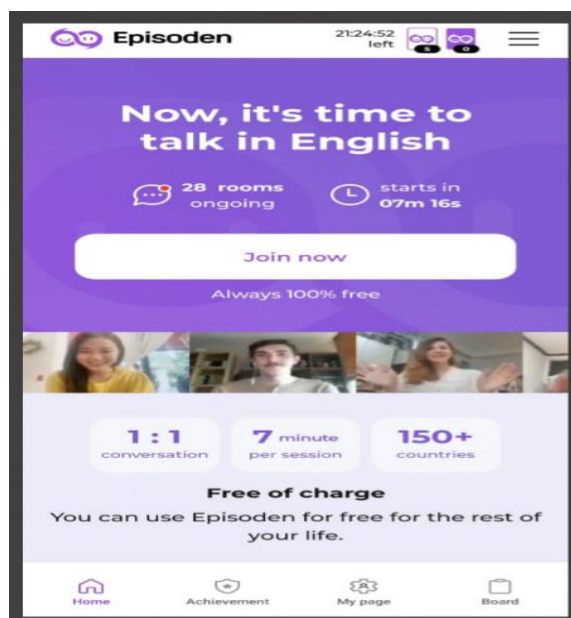
Your age

People under 16 can't use Episoden even if fluent in English.

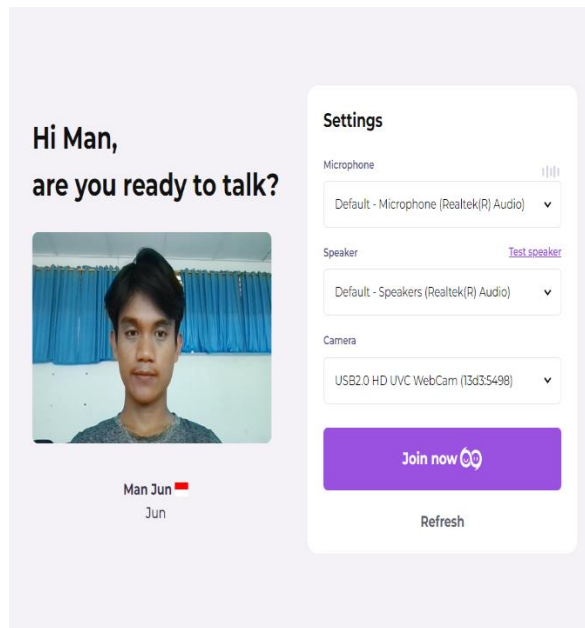
Gender
Not visible to other Episoden members

7. After that select continue, and now you have successfully created a Episoden account.

The appearance of the Episoden application on mobile looks simpler because it immediately displays a menu that contains the writing categories available on Episoden. And if there is a notification from the author that the user is currently following, it will immediately appear in the notification menu. Here is the initial appearance of the Episoden application.



8. After that, if you want to use Episoden application you can choose join now.



9. And then you can join with the people, who are taking part in the interview, and you will queue up to practice speaking directly with people from abroad.

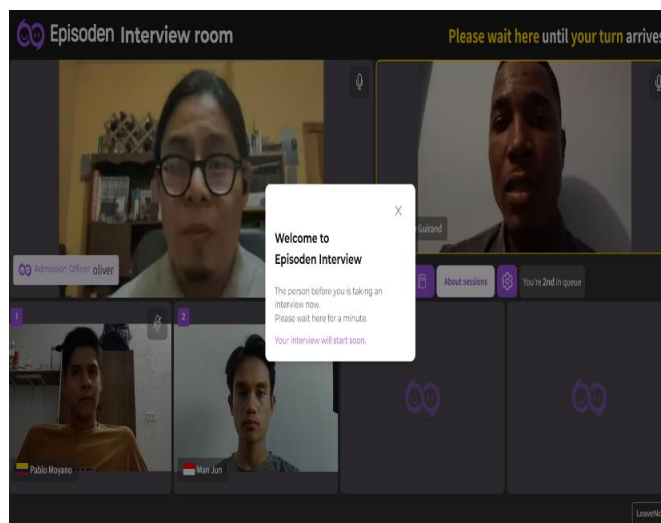


Figure 2.1 initial display of the Episoden Application

From figure 2.1 above it can be seen that the Episoden application has an easy process to use if you want to download and want to use the Episoden Application to improve your speaking skulls.

e. The conditional use an of Episoden Application

The disadvantage of the Episoden application is that children aged 16 years and under cannot access this application, which means that in its use it can only be used by adults. and the second is that it requires a stable network to be able to participate in every conversation displayed.

C. Conceptual Framework

The conceptual framework serves as the focus for the research and it is linked to the research problem under study Joe et al (2018) in Sorongan et al (2020). The conceptual framework for this research mentions as follows:

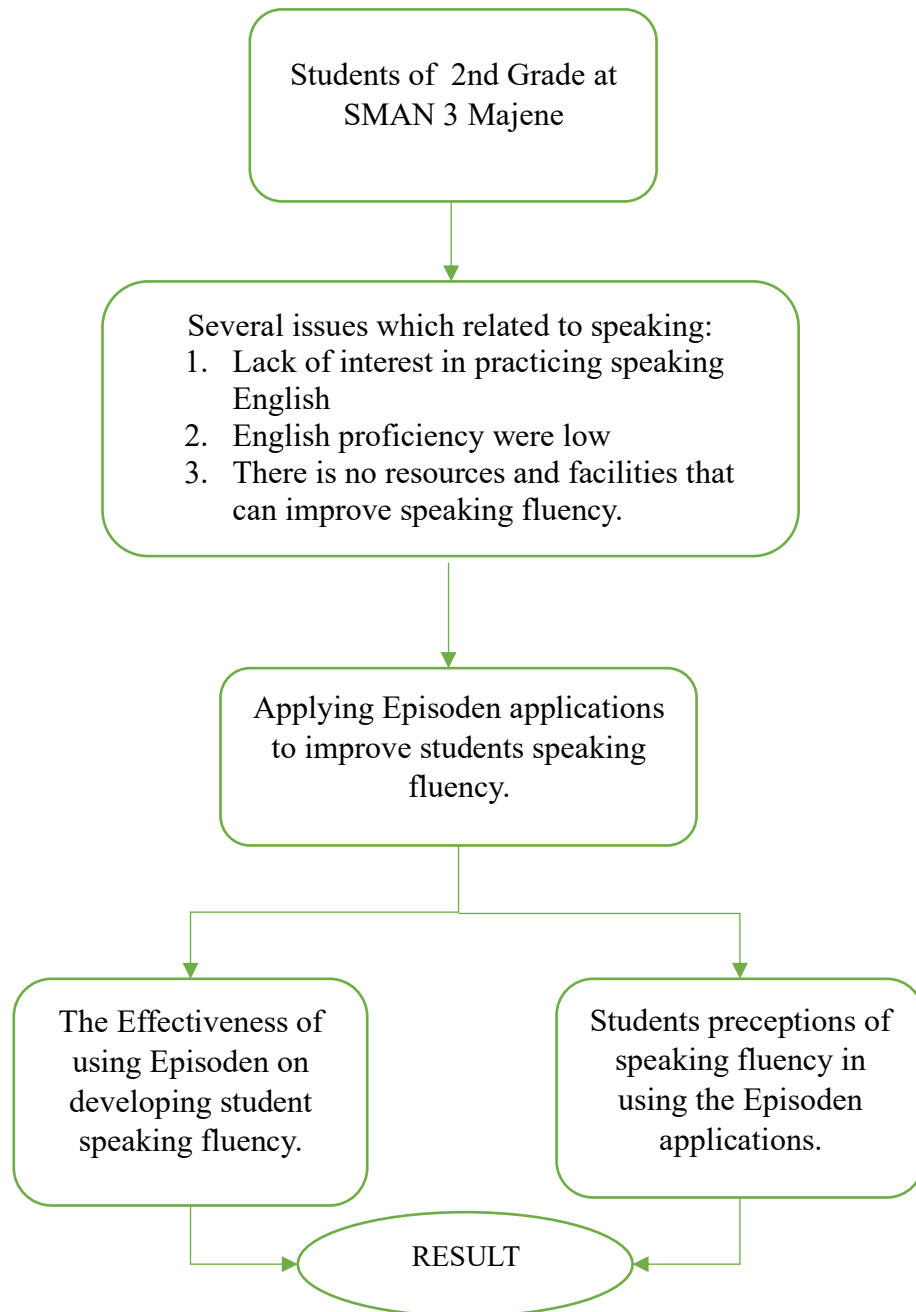


Figure 2.2 Conceptual Framework

D. Hypothesis

Based on the online Big Indonesian Dictionary (KBBI), a hypothesis is something that is considered true for some reason or statement of an opinion (proposition, theory, etc.) even though its truth still needs to be proven, or in other words a basic assumption (KBBI, n.d.). So, a hypothesis is a temporary statement or opinion that is still weak or lacking in truth so that it still needs to be proven or an allegation that is still temporary in nature. Researchers present the hypothesis as follows.

1. Alternative hypothesis (H1): The use of the Episoden application is effective on improving students speaking fluency at SMAN 3 Majene.
2. The Null hypothesis (H0): The use of the Episoden application is not effective on improving students speaking fluency at SMAN 3 Majene.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of using the Episoden application in improving the speaking fluency conducted at SMA Negeri 3 Majene, it can be concluded as follows:

1. Episoden application can improve students' Speaking fluency. The results of this study showed that the post-test results of the experimental group were higher than the post-test of the control group. This can be proven from the results of the study which showed a difference in the mean post-test of the experimental group and the post-test of the control group. In addition, the results of the hypothesis showed that $0.02 < 0.05$, which means that the Alternative Hypothesis is accepted, which means that Episoden application is effective in improving students' speaking fluency.
2. Based on the results of the questionnaire that has been given by researchers consisting of 12 statements to a sample of 14 students, it can be concluded that students gave a positive response to the use of the questionnaire. Concluded that students gave a positive response to the use of Episoden application as a medium in learning English speaking fluency, which can be seen from the final result of the score on student perceptions is 84% which falls into the good category. So that it can be concluded that the use of the Episoden application as a media is very successful in improving students' speaking fluency in learning.

B. SUGGESTION

The results showed that the use of Episoden application was effective in improving students' speaking skills. Therefore, the author tries to provide some suggestions addressed to teachers, students, and further research, as follows:

1. For the Teachers

To succeed in teaching English, teachers must find the right strategy to attract students' motivation and improve their ability to learn English through Episoden application. This is because Episoden application is a modern and very effective application as a supporting media in improving students' speaking fluency.

2. For the Students

Students should be active in class and pay more attention in understanding new methods to learn English. Students should cooperate with their teachers to achieve their goals in learning English. It is expected that students are more familiar in using English and discipline in learning so that both students and teaching and learning process become more effective. In addition, for students, this application is not only used during research but can be used at other times in the learning process in class and also outside of school, so that their speaking fluency skills are more improved and more fluent.

3. For the Future Researcher

In this research, the researcher used Episoden application to improve students' speaking fluency. As this research is not perfect yet, because the meeting of the study was only four meetings in learning speaking using that application. So the research suggestion to look the other way to make more effective again. It is hoped that the result of this study can be used as an additional reference for other studies conducting similar research, especially those related to speaking learning activities.

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