ABSTRACT

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The focus of this research is to measure *Speakia* application as the media of this research in enhancing students' speaking skills and figure out the students' responses to using *Speakia* in learning English. The students of IV C Class have problems speaking. According to the preliminary study, the English teacher explained that more than 75% of students have a limited understanding of vocabulary meaning and pronunciation, while 25% of students lack confidence during speaking practice. The English teacher gave pronunciation examples based on their knowledge instead of online media to support speaking learning. Therefore, the researcher decided to implement *Speakia* as a learning medium to enhance students' speaking skills.

This research was conducted at class IV C of MI YPPI 1945 Babat with 16 female students and 13 male students. This research used the classroom action research design of Putman and Rock (2016). The research was conducted in two cycles, three meetings in cycle 1 and four meetings in cycle 2. There were two kinds of data, quantitative and qualitative. This research has three instruments for collecting the data, a speaking test, an observation sheet, and a questionnaire. The speaking test was used to find out the enhancement of students' speaking skills after implementing *Speakia* as a learning medium.

The results of the first data in this research reveal that there were enhancements in students' speaking skills. In cycle 1, 12 students failed and showed that the highest score was 96 and the lowest score was 20. Meanwhile, in cycle 2, 100% of students had passed the minimum score with 72 for the lowest score and 96 for the highest score. The results of the second data from the observation sheet filled by the observer showed positive results that the students want to be actively involved in speaking practice during the learning process. However, sometimes there were still students who needed encouragement to speak. The last data from the Speakia usage questionnaire presented that there was an increase from cycle 1, which was initially 74.80%, to 79.13% in cycle 2. The students wrote in the impressions and suggestions column that they feel more confident in practicing the pronunciation of words or sentences using *Speakia* because it provides a way to pronounce them correctly. They are also more motivated to try the pronunciation using *Speakia* because they want to know their score in the application. Thus, the researcher suggests and recommends further research to use *Speakia* as a learning medium and explore other topics and fitur in *Speakia* for other classes.