

**THE EFFECT OF SPEECHACE AND SPEAKING INTEREST
ON STUDENTS' SPEAKING ACHIEVEMENT AMONG THE
ELEVENTH GRADERS OF SMA IT BINA ILMU PALEMBANG**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

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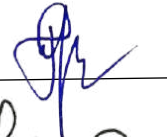
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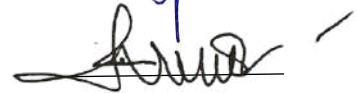
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PERNYATAAN

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ABSTRACT

This study aimed to investigate the effect of Speechace and students' speaking interest on speaking achievement among the eleventh graders of SMA IT Bina Ilmi Palembang. Specifically, the study examined whether Speechace had a significant effect on students' speaking achievement, whether speaking interest had a significant effect on speaking achievement, and whether there was an interaction effect between Speechace and speaking interest. This study employed a quantitative approach with a factorial experimental design. The population and sample consisted of 60 eleventh-grade students, with 30 students in class XI.A as the experimental group and 30 students in class XI.B as the control group. The experimental group received speaking instruction using Speechace, while the control group received conventional speaking instruction. Students' speaking achievement was measured through pre-tests and post-tests covering pronunciation, fluency, vocabulary, grammar, and comprehension. Students' speaking interest was measured using a 13-item questionnaire covering attention, participation, motivation, enthusiasm, and curiosity. The data were analyzed using descriptive statistics, prerequisite tests, paired-samples t-test, independent-samples t-test, and two-way ANOVA. The findings showed that students in the experimental group obtained a higher post-test mean score (84.22) than those in the control group (60.88). The paired-samples t-test showed a significant difference between the pre-test and post-test scores in the experimental group, with a mean difference of -21.133, $t(29) = -24.011$, $p < .001$. The independent-samples t-test also showed a significant difference between the experimental and control groups, $t(48.467) = 23.716$, $p < .001$. Furthermore, the two-way ANOVA showed a significant main effect of instructional group on students' speaking achievement, $F(1, 56) = 548.171$, $p < .001$. However, the main effect of speaking interest was not statistically significant, $F(1, 56) = 0.528$, $p = .471$, and the interaction effect between instructional group and speaking interest was also not statistically significant, $F(1, 56) = 0.020$, $p = .889$. Therefore, the findings indicate that the instructional group using Speechace was significantly associated with students' speaking achievement, while speaking interest did not show a significant main effect or interaction effect with the instructional group.

Keywords: *Speechace, speaking interest, speaking achievement, speaking instruction, two-way ANOVA*

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CHAPTER I

INTRODUCTION

This Chapter discuss (1) background of the study, (2) problem of the study, (3) objectives of the study, and (4) significant of the study.

1.1. Background of the Study

English has become an essential language in today's globalized world, particularly in the fields of education, technology, and professional communication. It functions as a global medium that enables individuals from different countries to communicate and exchange information effectively. In the context of education, English is not only taught as a subject but also used as a tool to access knowledge and academic resources. This is supported by Zainuddin and Mohamad (2024, p. 1206–1207), who state that English proficiency plays an essential role in academic and professional development, especially in an increasingly interconnected world. Similarly, Siripipatthanakul et al. (2023, p. 67) emphasize that English serves as an effective communication tool both locally and internationally, making it indispensable in modern education systems. Therefore, mastering English has become a fundamental requirement for students to succeed academically and professionally.

In English language learning, students are expected to master four main skills: listening, speaking, reading, and writing. Among these skills, speaking is often regarded as the most important because it directly reflects learners' ability to

use the language for communication. Speaking enables students to express ideas, share opinions, and participate in meaningful interaction. According to Hasibuan et al. (2021, p. 1), speaking is considered the most essential skill since it plays a central role in daily communication and interaction. In addition, Rizqiyanti (2023, p. 109–110) explains that speaking is an important skill because it allows learners to communicate, exchange information, and use English effectively in different situations. However, developing speaking ability is not an easy process since it requires continuous practice and considerable effort. Therefore, speaking can be viewed not only as a basic language skill but also as an important part of achieving language proficiency.

However, despite its importance, speaking is widely recognized as one of the most difficult skills to master, especially for EFL learners. This difficulty arises because speaking requires not only linguistic knowledge such as vocabulary and grammar but also fluency, pronunciation, and confidence. Zainuddin and Mohamad (2024, p. 1207–1208) explain that speaking involves complex cognitive processes, where learners must think and produce language simultaneously. In line with this, Siripipatthanakul et al. (2023, p. 67–68) highlight that learners face multiple obstacles in mastering English skills, including speaking difficulties caused by limited exposure, lack of practice, and insufficient support. Furthermore, Rizqiyanti (2023, p. 110) explains that students often experience several difficulties in speaking, including inhibition, the use of their first language, and lack of confidence. These problems show that speaking difficulties are influenced not only

by linguistic aspects but also by learners' psychological conditions during the learning process.

Another major issue faced by students is the limited opportunity to practice speaking in the classroom. In many learning contexts, students do not have enough time to actively participate in speaking activities. Large class sizes and teacher-centered methods often reduce students' chances to practice and receive feedback. Zainuddin and Mohamad (2024, p. 1207) point out that restricted classroom interaction and limited feedback are key factors that hinder students' speaking development. Similarly, Hasibuan et al. (2021, p. 1) note that lack of opportunities to communicate in real situations becomes one of the main barriers for students in developing their speaking ability. As a result, students often feel anxious, afraid of making mistakes, and reluctant to speak.

To address these challenges, the integration of technology in language learning has become increasingly important. Advances in Artificial Intelligence (AI) have introduced innovative tools that support students in practicing speaking more effectively. One of the significant technologies is Automatic Speech Recognition (ASR), which provides immediate feedback on learners' spoken language. This type of feedback allows students to identify their mistakes and improve independently. According to Muhyi and Illanangingtyas (2025, p. 1–2), AI-based tools such as speech recognition systems can enhance students' pronunciation, fluency, and motivation by providing real-time feedback and opportunities for continuous practice. In addition, Khoirunnisa and Trisanti (2025, p. 2270–2271) explain that AI technology creates more interactive and personalized

learning environments, which help improve students' confidence and engagement in speaking activities.

One of the AI-based technologies used to support speaking learning is Speechace. It is a web platform that uses speech recognition technology to assess and train English speaking skills through instant feedback on pronunciation, fluency, and intonation. The use of Speechace allows students to practice speaking anytime and anywhere without relying entirely on the teacher. Muhyi and Illanangingtyas (2025, p. 1) state that Speechace provides immediate and individualized feedback, enabling learners to identify and correct their mistakes independently. Furthermore, Khoirunnisa and Trisanti (2025, p. 2270) found that the use of Speechace significantly improves students' pronunciation accuracy and speaking confidence. Similarly, Halim et al. (2025, p. 161–162) report that students who use Speechace show better pronunciation performance and increased motivation compared to those who learn through traditional methods. These findings indicate that Speechace can support students' speaking practice.

However, speaking improvement is not only influenced by external factors such as technology but also by internal factors. One important internal factor is students' speaking interest. Speaking interest refers to students' willingness, enthusiasm, and motivation to engage in speaking activities. Students with high interest tend to participate more actively and practice more frequently. Zainuddin and Mohamad (2024, p. 1207) explain that students who are actively engaged in speaking activities demonstrate better performance and learning outcomes. In

contrast, students with low interest tend to avoid participation and show slower progress.

Moreover, internal and external factors are interconnected. The use of technology such as Speechace can increase students' interest by making learning more engaging and interactive. At the same time, students with high interest may be more likely to benefit from the use of such technology. Rosita et al. (2025, pp. 2, 5–6) stated that Speechace supports students' speaking skills through personalized speaking exercises, real-time feedback, and interactive learning experiences that also increase students' motivation and engagement. This indicates a possible interaction between the use of Speechace and students' speaking interest in influencing speaking achievement.

Although many previous studies have examined the role of technology or students' interest separately, research investigating both variables simultaneously remain limited. Most studies focus only on the effectiveness of AI tools or the role of motivation without considering how these factors interact with each other. Therefore, further research is needed to provide a more comprehensive understanding of how external and internal factors work together in influencing students' speaking achievement.

Based on the preliminary observation conducted at SMA IT Bina Ilmi Palembang, it was found that the eleventh graders experienced difficulties in speaking English, particularly in pronunciation, fluency, and confidence. In addition, the use of technology such as Speechace had not been fully optimized in the learning process. The students also showed different levels of speaking interest,

which might have influenced their participation and performance in speaking activities. These conditions provided the basis for the researcher to conduct a study entitled “The Effect of Speechace and Speaking Interest on Students’ Speaking Achievement among the Eleventh Graders of SMA IT Bina Ilmi Palembang.”

1.2. Limitation of the Problems

This study was limited to the eleventh graders of SMA IT Bina Ilmi Palembang. The study focused on the use of Speechace as the technology-based treatment and students’ speaking interest as an internal factor related to speaking achievement. The speaking achievement examined in this study was limited to five components, namely pronunciation, fluency, vocabulary, grammar, and comprehension. Other dimensions of speaking competence and other instructional or psychological variables were beyond the scope of this study.

Furthermore, the study focused specifically on students’ speaking interest as an internal factor influencing speaking achievement, while other psychological and contextual factors were not included. Therefore, the findings of this study were limited to the participants and research context involved and may not be generalized to other educational settings without further investigation.

1.3. Research Problems

Based on the background of the study, the problems of this study were formulated as follows:

1. Was there a significant effect of the use of Speechace on students' speaking achievement among the eleventh graders of SMA IT Bina Ilmi Palembang?
2. Was there a significant effect of students' speaking interest on their speaking achievement among the eleventh graders of SMA IT Bina Ilmi Palembang?
3. Was there a significant interaction effect between the use of Speechace and students' speaking interest on their speaking achievement among the eleventh graders of SMA IT Bina Ilmi Palembang?

1.4. Research Objectives

In line with the formulation of the problems, the objectives of this study were:

1. To find out whether or not there was a significant effect of the use of Speechace on students' speaking achievement among the eleventh graders of SMA IT Bina Ilmi Palembang.
2. To find out whether or not there was a significant effect of students' speaking interest on their speaking achievement among the eleventh graders of SMA IT Bina Ilmi Palembang.
3. To examine whether or not there was a significant interaction effect between the use of Speechace and students' speaking interest on students' speaking achievement among the eleventh graders of SMA IT Bina Ilmi Palembang.

1.5. The Research Significances

The findings of this study are expected to provide useful contributions to students, teachers, the researcher, and future researchers.

1.5.1 For Students

The findings of this study are expected to help students improve their speaking achievement through the use of Speechace and increase their awareness of the importance of speaking interest in learning English.

1.5.2 For Teachers

The findings of this study are expected to provide insights for teachers in selecting effective teaching media and strategies, particularly in integrating technology and considering students' interest in teaching speaking.

1.5.3 For the Researcher

This study provides the researcher with knowledge and experience in conducting educational research, particularly in the areas of English language teaching, speaking instruction, and technology integration in language learning. In addition, the study provides a better understanding of the relationship between students' speaking interest and speaking achievement.

1.5.4 For Future Researchers

The findings of this study can be used as a reference for further research related to speaking skills, educational technology, and affective factors in language learning, particularly research involving interaction effects between variables.

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