

## USING 'ENGLISH SPEAKING PRACTICE' APPLICATION TO IMPROVE STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 18 MAKASSAR

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### ABSTRACT

The background of this study based on the fact that speaking skill is the one of the most difficult skill to learn in English. The objective of the study was to know whether there was a improvement on using 'English Speaking Practice' application on students' speaking skill at the eleventh grade of SMAN 18 Makassar. This study used a pre-experimental research method in one class pre-test and post-test. This study conducted at SMAN 18 Makassar. The population in this study was the eleventh grade in the academic year 2022/2023. The number of samples were 20 students from eleventh grade Social Science 4. The writer used the application of SPSS v.25 in conducted the data analysis. The result of this study was using 'English Speaking Practice' application can improve students' speaking skill. It can be proven by the average score obtained by students in the pre-test and post-test. The mean score increased from 48,60 on the pre-test to 82,00 on the post-test. It showed that the hypothesis H1 was accepted and hypothesis H0 was rejected. Based on the analysis above, it could conclude that using 'English Speaking Practice' application could improve students' speaking skill at SMAN 18 Makassar.

**Keywords:** Improve, Speaking Skill, 'English Speaking Practice' Application.

### INTRODUCTION

Language played an important role in human life. According to Rahardjo (2007: 60), language and humans were inseparable. With language, communication will be created because the effectiveness in communicating was determined by language. In line with that, Noermanzah (2019: 306) also said that language was a communication tool used to convey thoughts or feelings to other people. Based on the opinion from the experts above, it can be concluded that language was a communication tool used to express ideas, opinions, and feelings to others. In addition, language also played a role in the world of education.

According to Chairina (2019: 2), the existence of language in the educational environment, teachers and students can conveyed something in a good and polite language. Muharramah (2019: 1) also said that the world of education produces knowledge and in the process of producing knowledge requires a communication tool, namely language. Conveyed ideas and expressed feelings through language can be done by speaking because the determined factor for the success of a communication when we have skill to speak (Sinaga et. al., 2021: 26). So, it can be concluded that language played an important role in the educational environment because to gain knowledge, a communication tool was needed, namely language.

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Teachers, students, and school residents can communicate and convey something using polite language.

One of the languages that has been recognized globally and taught in schools was English. Iriance (2015: 776) said that English was the mother tongue of 400 million people worldwide. ASEAN countries have agreed to use English as a lingua franca. A lingua franca is a language that connects people who speak different languages. Because of lingua franca, people from different languages communicate and understand what is being said. In the era of globalization, Indonesian people were required to master English because it was an international language in order to be able to compete with other countries in various fields including education. Advanced education must be able to receive knowledge from various sources in the world, therefore it was necessary to master foreign language including English. Knowledge that spreads throughout the world uses a language that can be understood by all countries. It was English (Muharramah, 2019: 6). So, English was the lingua franca. A lingua franca is a language that connects people who speak from the different language. Moelir (2008:2) said that English was a foreign language that was needed in various fields such as in health field, law, economics, especially in education. English was used in various fields to understand letters and other written texts and also to communicate with foreigners related to the office. In the era of globalization, Indonesian especially students were required to master English in order to compete with other countries, especially in the field of education. Knowledge spread all over the world used a language that can be understood by all countries. It was English.

English has four skills, namely writing, reading, listening, and speaking. The most difficult skill to master is speaking skill. Some reasons why speaking skills are difficult to master are the lack of vocabulary, difficulty memorizing, difficult pronunciation because it is very different from Indonesian (Megawati, 2016: 152).

In the process of learning English at school, students are less interested in learning English, especially when learning requires them to speak. Some students are not confident to speak in front of other students. There are also those who find it difficult to pronounce the reading material because of the different writing and pronunciation. As prospective educators, we must find ways to improve students' speaking skills.

Based on these problems, to develop speaking skills, technology assistance is needed. There are many kinds of technology that can be used during classroom learning, including teaching English (Harisna, 2021: 5058). The technology could be internet technology. The existence of internet technology made the learning process more efficient and effective. Internet can be accessed anywhere and anytime. With internet students can install applications including applications that can improve students' speaking skills (Simatupang et. al., 2019: 22). So, technology was one of the media that can be used to improve students' speaking skills. One

of them was an application that can be installed and can be used anywhere and anytime.

## METHOD OF THE RESEARCH

The researcher used experimental design in this study, where the writer applied pre-experimental design with a one group of pre-test-post-test. This design includes three steps. The first, give a pre-test to measure the dependent variable. The second, provide experimental treatment. The third, provide a post-test to measure the dependent variable. This research was conducted in June until July, 2022 at SMA Negeri 18 Makassar, with a sample of eleventh grade from social science 4<sup>th</sup> (XI IPS 4). The researcher chose 20 students. By data analysis techniques using speaking test. The test is in the form of conversation. As for the procedure collecting data, the writer gave a pre-test to the students, before gave the treatment. The writer asked the students read a conversation about asking and giving opinion. The students did and recorded their conversation with their partner. After that, researcher gave treatment to the students and the last, the researcher gave a post-test as the last test. From this analysis was compare the students' achievement and performance during the pre-test, treatment, and post-test. For both pre-test and post-test, the researcher was use numerical data and can be formulated in statistical methods.

## FINDINGS

The writer conducted a pre-test to measure the level of students' speaking skill and conducted a post-test after being given treatment. The presentation of the data in this section is obtained through speaking test. Below is a table showing students's scores in the pre-test and post-test.

**Table 1. The Students' Speaking Score in Pre-Test and Post-Test**

No.	Students' Initial	Students' Score in Pre-Test	Classification	Students' Score in Post-Test	Classification
1	AM	60	Poor	93	Excellent
2	AOR	53	Poor	87	Good
3	AFF	80	Good	93	Excellent
4	AM	53	Poor	80	Good
5	AMR	53	Poor	80	Good
6	CI	53	Poor	93	Excellent
7	JED	53	Poor	80	Good
8	MA	40	Very Poor	80	Good
9	MSA	53	Poor	87	Good
10	MNA	47	Very Poor	73	Average
11	MH	40	Very Poor	73	Average

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12	MNR	27	Very Poor	60	Poor
13	NJE	33	Very Poor	67	Average
14	NAE	53	Poor	80	Good
15	NR	27	Very Poor	80	Good
16	RRI	53	Poor	87	Good
17	SFH	47	Very Poor	87	Good
18	SRA	47	Very Poor	87	Good
19	OZ	60	Poor	93	Excellent
20	IA	40	Poor	80	Good

Based on table above, for the pre-test it can be concluded that there were no students' who get score 91-100 with the excellent classification, in the table there was 1 students' who get score 76-90 with the good classification, there was no students' who get score 61-75 with the average classification, there were 11 students' get score 51-60 with the poor classification and there were 8 students' get scored <50 with classification very poor. And for the post-test it was concluded that there were 4 students' scored 91-100 with excellent classification, there were 12 students' scored 76-90 with good classification, and there were 3 students' scored 61-75 with average classification, there was 1 students' scored 51-60 with poor classification and no students' scored <50 with very classification.

**Table 2. The Percentage of Students' Pre-Test Score**

Classification	Score	Frequency	Percentage
Excellent	91-100	-	-
Good	76-90	1	5%
Average	61-75	-	-
Poor	51-60	11	55%
Very poor	<50	8	40%
Total		20	100%

The table below is the percentage of students' classification in the five pre-test scores consisting of excellent, good, average, poor and very poor. Based on table 2 above, it showed that, in the pre-test percentage, there were no students' frequency who have percentage in excellent classification, there was 1 students' frequency who have 5% in good classification, there was no students' frequency in average classification, there were 11 students' frequency who have 55% in poor classification and there were 8 students' frequency who have 40% in very poor classification.

**Table 3. The Percentage of Students' Post-Test Score**

Classification	Score	Frequency	Percentage
Excellent	91-100	4	20%
Good	76-90	12	60%
Average	61-75	3	15%
Poor	51-60	1	5%
Very poor	<50	-	-
<b>Total</b>		20	100%

In the table above, it was illustrated that from a total of 20 students' frequencies, four students' frequency get 20% with excellent classification, in good classification, there were twelve frequencies of students' who get 60%, three students' frequency get 15% with average classification, one students' frequency get 1% with poor classification and very poor classification, there are no students' who get percentage score.

**Table 4. Paired Samples Test**

		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Lower	Upper			
Pair 1	pre - post	33.400	8.075	-37.179	-29.621	18.499	19	.000

The result of t-test stated that Sig. (2-tailed) was 0,000. The result provided that the Sig. (2-tailed) table was lower than level of significance. So, the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It means that using 'English Speaking Practice' application can improve students' speaking skill at the eleventh grade of SMAN 18 Makassar.

## DISCUSSION

This scope in this study focused on using 'English Speaking Practice' application to improve students' speaking skill at the eleventh grade of SMAN 18 Makassar in 2022/2023 academic year. This study also focused on students' speaking skill on accuracy (pronunciation, vocabulary, and grammar).

The description of the data collected through the test as described in the previous section shows that 'English Speaking Practice' application was able to improve students' speaking skill. This was supported by the writer's experience when conducted pre-test and post-test. In the pre-test, most of the students felt

nervous and uncomfortable when they speak. After giving treatment, in the post-test there were several improvements achieved by students, namely: students felt more confident when they speak, students' speaking skill increased, students' pronunciation gets better, and students more fluent in speaking activities.

This was also supported by the result of frequency and percentage level of students' pre-test and post-test. The value of students after being given treatment was better than before being given treatment. Based on the result of the pre-test score, many students had difficulty in speaking activities. In summary, the mean pre-test score was 48,60 while the mean of the post-test score was 82,00. The result of the pre-test score showed that there were 8 (40%) students in very poor category, there were 11 (55%) students in poor category, there were no students in average, there were 1 (5%) students in good category, and there were no students in excellent category. Meanwhile, the result of the post-test score showed that there were no students in very poor, there was 1 (5%) students in poor category, there was 3 (15%) students in average, there were 12 (60%) students in good category, and there were 4 (20%) students in excellent category. From the calculation of the average value of the pre-test and post-test, it is known that the average value of the pre-test is 48,60 with a poor classification while the post-test average value is 82,00 with a very good classification.

So, the writer can concluded that the research question in chapter one has answered that students got an improvement in speaking skill by using 'English Speaking Practice' application at the eleventh grade of SMAN 18 Makassar.

The writer found the obstacles when conducted the study. The writer conducted the study at the beginning of the semester after the students got the holiday so the students were still carried away by the holiday atmosphere and they did not have seriousness in studied. Therefore, the writer had to gave a motivation to the students to studied.

## CONCLUSION

This conclusion is based on the test results by using using 'English Speaking Practice' application. In the findings of the previous chapter, the researcher has found significant results on students' speaking skills, in the results of the analysis, there is a significant improvement on students' speaking skills at the eleventh grade of SMAN 18 Makassar which was tested in the pre-test and post-test. Research using 'English Speaking Practice' application to improve students' speaking skill has a good effect. Therefore, it can be concluded using 'English Speaking Practice' application to improve students' speaking skill.

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