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THE IMPLEMENTATION OF TECHNOLOGY-BASED MEDIA IN IMPROVING ENGLISH SPEAKING SKILL OF HOSPITALITY STUDENTS IN MATARAM TOURISM COLLEGE

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A B S T R A C T S

This research aims to find out the effectiveness of the application of technology-based teaching media to improve the speaking skills of the Hospitality Study Program Students of STP Mataram. In this study, several media that utilize computers and the internet will be used in learning speaking. The use of the application Rosetta Stone, Duolingo, and YouTube videos integrated with the google classroom are used as learning media for students' speaking learning of the hospitality study program students. In this study, 30 students are used as the experimental group and 30 students as a controlled group. The results of this study indicated that the value of t-test > t table (3.462> 2.676), which means that there is a significant difference in English speaking skills using technology-based learning media. In conclusion, the use of technology-based learning media is effective in enhancing students' speaking skill.

A R T I C L E I N F O

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INTRODUCTION

The development of tourism as a phenomenon in the modern era cannot be avoided. As an industry, tourism has contributed to people's lives, especially from an economic standpoint. The rapid advancement of science and technology that continues to develop requires capable human resources, including human resources in tourism who are expected to continuously change themselves so that they could follow the developments that occur. This development is a big business opportunity for the hospitality industry where the need for professional, qualified, and ready-to-work human Resources also increases along with the development of the hospitality industry. One of them is the ability to use English well. Therefore, tourism practitioners or graduate students of the tourism program is very important and crucial. However, the reality in the field shows that the graduate students of tourism programs do not have the expected English language skills for work. Genc and Bada (2005) stated that for daily communication, speaking is an important and basic skill that helps students learn English to become good readers and writers. Based on the results of previous research regarding the work preferences of students in the work field, it was found that students who chose to work in a section that used language competences more had better English skills compared to students who chose to work in fields that did not use language competence much (Wahyuningsih, 2019).

Technology advances also have an influence on the learning media in English. In learning to talk (speaking English) in the Mataram Tourism College Hospitality Study Program, lecturers in the spoken subject frequently apply the learning method that is focused on them (teacher-centered) so that it appears that lecturers dominate the classroom rather than students in the learning process. Many students are unable to use English successfully in communication and communications with them. This research used technology-based teaching media to see how effective it is in developing student speaking skills to address students' difficulties in speaking activities. The technology-based teaching media that will be used are in the form of video media, computers, and interactive applications that can be used in learning English, especially in improving students' speaking skills. To see the student's ability to speak in English, the researcher used a speaking assessment that was adjusted to the specific skills that the students would do, in this case, the students' ability to use English.

In this study, several technologies that utilize computers and the internet will be used in learning speaking. The use of Rosetta Stone applications, Duolingo, learning with videos, and google classroom are used as a medium for speaking learning for students in the hospitality study program. The researchers selected several applications and technologies from the results of the research findings that had been conducted by several previous researchers.

As a global communication media, the Internet allows it to be used in language teaching and learning, for example, learning English. The Internet provides various addresses and web pages that can be used as a place of learning. The web pages have been grouped according to their domains, such as vocabulary, grammar, phonetics, and according to the language skills being taught, such as speaking, listening, reading, and writing. Cord-Mounouray in Kartal (2005) categorized the learning experiences provided by the Internet into several types: (1) Communication: correspondence projects, distance learning, research into specific areas of Internet society, virtual meetings, role-playing, etc .; (2) Documentation: documentary research, providing readers with a variety of sources as needed; (3) Publishing: publishing manuscripts (personal or collective), both those that already exist on the internet and those that have never existed; (4) Collaborative studies: competitions, group performances, collaborative writing, simulations, telepresence; (5) Individual study: on-line learning, virtual campus.

In integrating technology into the learning process, experts develop various models. Figure 1 is a model proposed by Woodbridge (2004) and modified by the other researchers. Some essential notions from this model are as follows. Technology (ICT) plays role in three functions: first, creating a pleasant and exciting learning environment (emotional effect); second, equip students' skills to use high technology. It addresses the challenge of its relevance to the world outside of schools. Third, technology functions as learning tools with application and utility programs, which, apart from simplifying and speeding up work, also increases the variety and techniques of analysis and interpretation. Positive emotions, skills in using technology, and skills in utilizing programs and utilities: developing the ability to create, manipulate, and learn, practice with problem solving-based tasks, build constructivist learning environments.

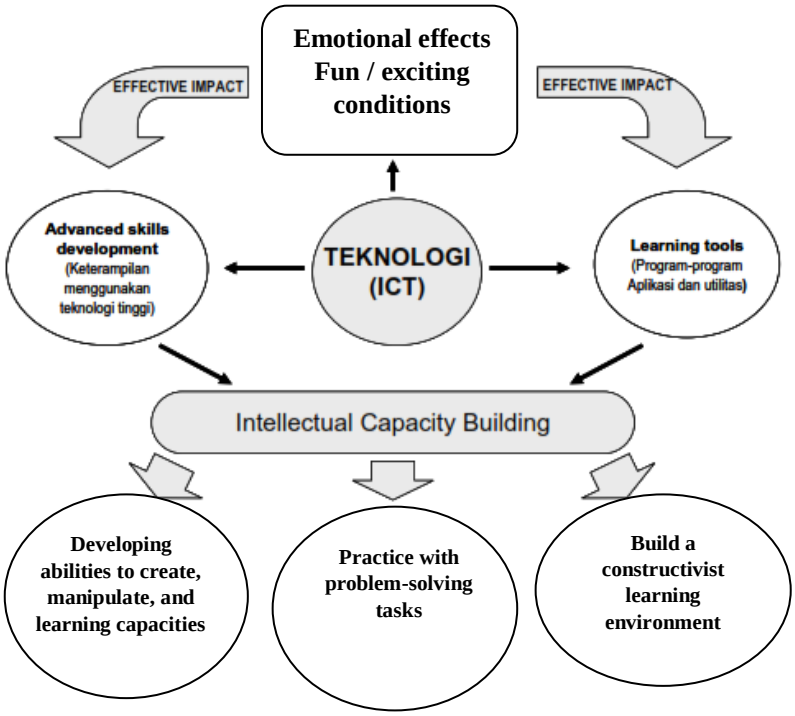

Figure 1. Technology Integration Model Learning
(Source: Woodbridge, 2004)

Speech skills in English is one of the key goals of studying English. The ability to speak English in the age of globalization, where the borders are too limited, is therefore crucial at present, and with the ability to speak English, each person will be able to communicate well, not just in higher education, but in English. Such technical reasons, for example; the needs of the field of work, manufacturing, travel, etc. As far as teaching English speaking is concerned, Nunan (1991) states that "success is measured by the ability to speak using the target language" ("success is measured in terms of the ability to carry out a conversation in the target language"). So if students do not learn to talk or have no chance of communicating, they will lose confidence in learning the language. In the other hand, if the speaking lesson is delivered appropriately, students will be inspired to learn and the classroom environment will be vibrant and dynamic. Lawtie (2004: 1) claims that the difficulty of speech is due to a variety of factors: students do not want to talk or say anything in class, students laugh with their peers using their mother tongue (L1) and the class is too loud for the instructor to lose hold of the class.

Rosetta Stone application is an application for learning foreign languages in an interactive way that can be used easily by users to learn foreign languages. The preferred method in using this application is Dynamic Immersion, which is without translation in other languages. The learning media is in the form of visuals/images, so it is hoped that users can immediately get used to associating foreign language words they are learning with the visual images shown. The purpose of this is to teach the various vocabulary terms and grammar of language intuitively, without practice or translation to learners. Therefore, using the Rosetta Stone media as a learning medium is expected to improve English speaking skills.

Advances in technology have made it easier for us to do various things that may not have been previously imagined, one of which is learning foreign languages. If in the past we studied foreign languages at course institutions or at least bought books and tapes, now

learning foreign languages can be done anywhere and anytime online or mobile. One of the learning applications that can be used on smartphones is Duolingo application. For English lessons for Indonesian speakers, there are 55 phases that must be passed while one phase consists of several lessons. However, it is not only the eyes that are trained (reading), the ears and the mouth are also included in the Duolingo learning material. Sometimes Duolingo will play a word or sentence in a foreign language and we are asked to write or translate what we hear. We are also sometimes asked to say a word or sentence in the language we are learning.

Google Classroom is a platform that promotes student and instructor collaboration; teachers may also build and administer assignments for students in online classrooms free of charge (Beal, 2017). It just lets the instructor create communities to exchange homework and announcements. Google Classroom may be a platform that encourages students to engage. Nagele (2017) said that teachers can build student-centered, interactive and memorable active lessons only via Google Classroom because it offers easy-to-use learning features for students in all categories who can work together. Google Classroom is suitable for all types of pupils, including adult learners. It also has a variety of advantages, such as being paperless, available everywhere and everywhere as long as there is an internet link and from any computer, for communication between teachers and students, for giving input to students, and for customized learning. It has a learning function that lets teachers actively develop and administer assignments and also gives guidance to students. Google Classroom makes it easier for instructors to do student assignments. Really good for teachers and pupils, since it's easy to use.

RESEARCH METHOD

Research Design

This study is quasi experimental research with pre-test and post-test design. The effectiveness of using technology-based teaching media was carried out by comparing the effectiveness and efficiency of the conditions before and after treatment or by comparing it with groups who used conventional media of teaching.

Population and Sample

In this study, the two groups namely the experimental group and the control group. The subjects in this study were 2 groups, each of which consisted of 30 students from the hospitality study program at the Mataram Tourism College. One class will be the control group while the other class will be the experimental group.

Instruments

The data obtained in the study are quantitative. These quantitative data are in the form of test scores of students using technology-based teaching media and students who use conventional media. The data will be taken using the speaking skill test instrument which is calculated using the speaking assessment rubric.

Data Analysis

Data analysis in this study used non-independent t-test statistics to compare the pre-test and post-test results achieved by the experimental group and control groups who take learning with technology-based teaching media. The data were analyzed with the help of statistical software, namely SPSS version 26. The test criterion is as follows; if the t value obtained is greater than the t table value (t test> t table) it can be concluded that there is a difference in the pre-test score with the post-test score of students who take learning with technology-based teaching media. Otherwise. If the t value obtained is smaller than the t table

value (t-test <t table), it can be concluded that there is no difference between the pre-test and post-test scores of students who take learning with technology-based teaching media.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The test to measure the effectiveness of using media based on English learning technology was attended by 30 students as an experimental group and 30 other students as a control group. The two groups were selected based on the equivalent English proficiency score. The experimental group took learning using technology-based media, while the control group took learning using conventional methods. Before learning is carried out, each student takes a Pre-test, to see their initial ability to communicate in English in the field of work/professional Front Office Hotel staff, and at the end of the learning program, they take a Post-test to measure their achievements from the learning process they have taken with the teaching materials developed in this study. The effectiveness test was carried out to determine the significance of improving communication skills in English in the Front Office Hotel profession. The significance is based on the results of the pre-test and post-test scores.

The results of learning English in this study focused on students' speaking skills in carrying out a series of competencies in accordance with the expected learning outcomes using technology-based learning media. The technology-based teaching media referred to in this study are three learning media used, first using language learning applications on students' computers/laptops using the Rosetta Stone application. The second uses the Duolingo learning application on student smartphones, and the third uses speaking learning with YouTube and Google Meet which is integrated with Google Classroom. The results of learning English were obtained through pre-test and post-test with performance tests. The results obtained are entered into the data and then calculated. The learning outcome data were arranged according to scoring guidelines, namely the highest score of 100 and the lowest score of 0. All data in this study were calculated using the SPSS version 26 statistical package program. A comparison of learning outcomes between two groups was presented in table 1.

Table 1
Statistics Description of Experimental Group and Control Group

	Group			Statistic
PRE-TEST	Experimental	Mean		65.7857
		95% Confidence Interval for Mean	Lower Bound	62.3685
			Upper Bound	67.6832
		Std. Deviation		7.47251
		Minimum		60.00
		Maximum		78.00
	Control	Mean		64.6577
		95% Confidence Interval for Mean	Lower Bound	61.3279
			Upper Bound	66.84056
		Variance		67.237
		Std. Deviation		8.65391
		Minimum		59.00
		Maximum		78.00
POST-TEST	Eksperimental	Mean		76.6770
		95% Confidence Interval for Mean	Lower Bound	73.6769
			Upper Bound	79.5231
		Variance		63.183
		Std. Deviation		7.29265
		Minimum		69.00
		Maximum		88.00
	Control	Mean		70.0333
		95% Confidence Interval for Mean	Lower Bound	66.9990
			Upper Bound	72.0677
		Variance		67.033
		Std. Deviation		8.12609
		Minimum		60.00
		Maximum		82.00

The normality test is one of the requirements of an analysis prerequisite test, where before the t-test, the data must be normally distributed. Meanwhile, the data normality test was carried out by using the Kolmogorov-Smirnov One-Sample test (One-Sample Kolmogorov-Smirnov) with the help of the SPSS program.

Table 2
Normality Tests

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelompok	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	Eksperimental	.114	30	.200*	.953	30	.200
	Control	.140	30	.192	.961	30	.345
POST TEST	Eksperimental	.121	30	.200*	.969	30	.518
	Control	.098	30	.200*	.962	30	.374

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The result of the SPSS Kolmogorov-Smirnov-test pre-test and pre-test in both groups, the group using technology-based learning media *(Rosetta Stone, Duolinggo, Google Classroom*) and the group that did not use technology-based learning media (conventional method) significance value (sig) 0.200 (Pre-Test Experimental group), 0.192 (Pre-test Control group), 0.200 (Post-test Experimental group) and 0.200 (Post-test Control group). Based on the data, the normality test results showed that the data for the pre-test and post-test of the two groups were greater than 0.05. Thus all data from each group has a normal distribution of data.

The homogeneity test of data is one of the prerequisite tests for analysis where before the t-test is carried out, the collected data must be homogeneous or come from the same population. To test the homogeneity of the data, the F test analysis was used.

Tabel 3
Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
PRE-TEST	.656	1	58	.518
POST-TEST	.528	1	58	.526

The SPSS output in table 3 shows the Lavene statistic of 0.656 (Pre-Test) with a significance value (Sig) = 0.518. For the post-test results, the Lavene statistic is 0.528 and (Sig) = 0.526. Based on the table of the homogeneity test results above, it can be concluded that all data for hypothesis testing has a homogeneous variant. It can be seen that the significance value is greater than 0.05.

Tests are carried out using the independent sample t-test (Independent Sample T-test). The test aims to determine whether there are differences in learning outcomes and English-speaking skills using technology-based learning media. The SPSS program assisted the t-test in this study. The test criteria in this t-test were if the t-test (positive value) was greater than the t-table then H0 was rejected. The results of the data are presented in table 4.

Table 4
T-Test Results

T-test Results										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning Score	Equal variances assumed	.528	.518	3.462	58	.001	6.66667	1.99346	2.68532	10.65700
	Equal variances not assumed			3. 462	57.334	.001	6.66667	1.99346	2.68741	10.65799

From table 4, it is known that the value of t-test > t table (3.462> 2.676) and P-value (0.001 <0.05) then Ho is rejected, meaning that there is a significant difference in English speaking ability using technology-based learning media. Based on the table above, it can be seen that sig. (2 tailed) 0.001 smaller than 0.05, which means that Ho is rejected (Ha is accepted). This shows that there is a significant difference in English speaking skills using technology-based learning media.

Discussion

Based on the findings of the study, there is a substantial gap in the ability to talk English utilizing technology-based learning media. The findings of this study support previous research that the use of Duolingo (Silmi, 2019) and Rosetta Stone (Yurdean and Syafei, 2016) as teaching media can improve the ability to speak English. In addition, using Google Classroom will make studying simpler, since Google Tutorial is simple to navigate,

effective, easy to connect and connect with. In addition, Google Classroom provides valuable features that support lecturers to handle courses safely and effectively (Putra, 2020).

Based on the findings of the analyses and interviews, it was observed that there were many hurdles to the usage of technology-based teaching media, including internal factors and external factors. Internal factors that become obstacles in the use of technology-based teaching media are facilities and infrastructure in learning such as laptops/smartphones that not all respondents have, technical problems on the respondent's computer/smartphone such as not responding, inaccessible, no sound, and unable to run applications and programs during a learning activity, students' knowledge and technical abilities in using learning media such as not understanding instructions in learning, data signals on respondents' devices who live in remote areas disrupt respondent learning activities, additional costs incurred by respondents for using internet data networks. While the external factors in this study such as disturbed by the sound from outside interfering with online learning, the availability of electricity in student residences, and the occurrence of power cuts during online learning, the learning schedule collided with other activities of lecturers and students. This is also almost the same as previous research which found obstacles in the use of teaching media such as lack of basic knowledge about how to operate computers, difficulty understanding instructions in learning foreign languages in the software used because it uses a language that is not the respondent's first language (Putra, 2018).

CONCLUSION

From the results of this study, it can be concluded that there is a significant difference in the ability to speak English using technology-based learning media which is known from the value of t-test > t table (3.462 > 2.676). In addition, it can be seen from the results of the pre-test and post-test results of the experimental group that there is a significant improvement in their speaking score test. This means that the use of technology-based teaching media effectively improves the speaking skills of students in the hospitality diploma program at the Mataram Tourism College in the academic year 2019/2020. Although the results from observations and interviews found that there are several obstacles to the use of technology-based teaching media such as technical problems on the respondent's computer/smartphone, data signal on the respondent's device who lives in remote areas, the occurrence of a power cut at the time of learning, and disturbing sound from outside.

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