



The Effect of Using *English Speaking Practice* Application on the First Year Students' Speaking Ability at SMA S Adabiah Padang

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Abstract

Many high school students were not interested in speaking. It is due to the difficulties to do so. However, there was a mobile phone application named English Speaking Practice application as the solution to those issues. This study aimed to investigate the effect of using *English Speaking Practice* application on the first year students' speaking ability at SMAS Adabiah Padang. This study was a pre-experimental one sample pre-test post-test design. The population was all of 10th grade students at SMAS Adabiah Padang and the sample was 34 students of XE1 at SMAS Adabiah Padang chosen with cluster sampling technique. The instrument was a read-aloud speaking test adapted by Brown (2004). The data was analyzed by using SPSS. It was discovered that the sig. values was 0.001 less than 0.05 which means the hypothesis null was rejected. Therefore, the result of this study shown that there was an effect of using *English Speaking Practice* application on the first year students' speaking ability at SMAS Adabiah Padang

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INTRODUCTION

Speaking is one of the most important skills when it comes to English language learning (Pakula, 2019). In this modern era, the need of mastering speaking ability is quite high for high school students. Due to the students have to keep up with the globalization where everything is changing so quickly. They need to adapt with the situation where everyone is competing to get a better future (Rao, 2019).

Despite its importance that stated before, in reality many high school students think that speaking is more difficult than other subjects to be learned (Putri, Amri, & Ahmad, 2020). As a matter of fact, some studies have proven that many high school students especially in Indonesia are not competent enough in terms of speaking ability (Farhani, Binsasi, & Handayani, 2020).

Putri, Amri, & Ahmad (2020) “The Students’ Difficulties Factors in Speaking” showed that low vocabulary mastery, the difficulties in pronouncing, confused in arranging words, afraid of making mistake and many other factors that cause of speaking difficulties such as teaching strategy, the curriculum, and the environment. In addition, Farhani, Binsasi, & Handayani (2020) also said that lack of knowledge of vocabulary, grammar as a stumbling block, fear of others' negative reactions, low bravery when speaking publicly in English, and anxiety when speaking English are five major issues in English speaking anxiety of senior high school students in Indonesia.

Regardless of the problems that said before, numbers of studies have attempted to investigate the best solution to improve the high school students’ speaking ability with the help of technology specifically by utilizing mobile phone applications. For instance, Zaitun, Hadi, & Indriani (2021) used *Tik Tok* application as a media to enhancing the speaking skills of EFL student’s. Next, Herlisya & Wiratno (2022) also used *Tik Tok* as the learning medium to improve students’ speaking skill. After that, Nuraeni & Yanthi (2020) used *Cake* application as a teaching media to teach speaking for high school students. Lastly, Fitria, Dwimaulidiyanti, Sapitri (2021) also used *Cake* application by implementing it on Junior High School students in learning speaking.

According to the previous studies above, it can be said that mobile phone application is one of the best ways that can be used in speaking class. Additionally, there are several advantages of using mobile phone applications such as; they are very easy to use, they can be accessed anytime and anywhere, and some of them are even free. As a matter of fact, implementing certain mobile application can help high school students improving their speaking ability.

Not to mention, more and more students are equipped with their own personal mobile phone, it is the hypothesized that mobile phone applications can be used as an aid to learn, such as learning English. In SMAS Adabiah Padang, where a preliminary observation was done, it was confirmed that the students are available to have mobile phone, which means they are qualified to be the sample of this particular research.

Another interesting finding was, in terms of the accuracy in pronunciation and the fluency, most of the students were very bad. The data were obtained by investigating Standard Competency 3.4 (KD 3.4) which is “Descriptive Text”. In this topic the students were demanding to have an accuracy in pronunciation and fluency. They were supposedly to be able to at least mastered those two aspects of speaking ability mentioned before.

Furthermore, the students were given a descriptive text and then the researcher called each of them one by one to read it loudly. After that, the students immediately got assessed (in terms of accuracy in pronunciation and fluency) by the researcher. However, The results were not good enough.

Referring to the possibility that mobile phone applications as an aid to help students' learning English and the accuracy and fluency problems made by the students of SMA Adabiah Padang, then it is necessary to investigate how a mobile phone application may improve students' speaking English ability.

There is one mobile phone application named *English Speaking Practice* application. It is an application that can be downloaded on *PlayStore* (for android) and *AppStore* (for IOS) which specifically made for English Language Learners especially in term of boosting their Speaking English Ability. This particular application is similar to Duo Lingo or Cake applications but it is more simple to be utilized in general. Some of its features, such as Listening Session and Practicing Session which can be repeated as much as the researcher wants in order to drill the students' speaking ability are also very effective specially in terms of improving their accuracy in pronunciation and fluency.

In fact, this particular school is considered as one of the best private school in Padang city. It can be seen from the unique approach that has been used since 1915 which is islamic yet modern signature educational system of YSO Adabiah Padang. Then, many alumnus graduated from this school have entered some of the most favorite public universities inside and outside West Sumatera quite easily. This school has also used technology in the learning process, which is needed to have mobile phone as the learning tools as well.

More research of using mobile phone applications have been conducted a lot. However, a study that focuses on the accuracy in terms pronunciation and fluency is barely examined, not to mention those who seek the effectiveness mobile phone speaking applications to improve the aspects above.

As matter of fact, this study is then meant to fill the gap of investigating the students' speaking ability through the use of mobile phone applications in this case called *English Speaking Practice* application at SMAS Adabiah Padang.

METHOD

This study used quantitative approach in analyzing the numerical data needed (Gay, 2012). It was conducted in pre-experimental type of research one group pre-test post-test design. The population was was all of 10th grade students at SMAS Adabiah Padang academic year 2023/2024. The sample was 34 students of XE1 as the representative of the 10th grade students at SMAS Adabiah Padang with the sampling technique used was cluster sampling technique due to the researcher wants to select one particular class that has been formed by the school itself which was believed could represent the whole 10th grade students at SMAS Adabiah Padang.

The instrumentation of this study was adapted a read-aloud speaking test (pre-test & post-test) by Brown (2004) in order to determine the first year high school students' speaking ability at SMAS Adabiah Padang. The instrument was checked and approved by the experts or lecturers named Ms Yati Aisya Rani, S.Pd., M.Pd and Mr Rizaldy Hanifa, S.Pd., M.Pd. This study used a test in order to collect the data needed. There were pre-test and post-test with the same form which was

adapted a speaking test by utilizing Read Aloud Task by Brown (2004). The test was given to the students before and after the treatment (using *English Speaking Practice application*). This study used SPSS in analyzing the data collected.

RESULT AND DISCUSSION

Research Finding

Table 1. The Students Speaking Ability Pre-test Result

No.	The Results	The Numbers
1	Total Score	2345
2	Average	68.97
3	Standard Deviation	12.979
4	Maximum Scores	91
5	Minimum Scores	53

Based on the data above, the students' speaking ability Pre-test results in general were 2.345 for the total score, 68.97 for the average, 12.979 for the standard deviation, 91 for the maximum score and 53 for the minimum score. Those scores were earned before the treatment by using *English Speaking Practice application*.

Table 2. The Students Speaking Ability Pre-test Result

No.	The Results	The Numbers
1	Total Score	2479
2	Average	72.91
3	Standard Deviation	12.786
4	Maximum Scores	94
5	Minimum Scores	56

Based on the data above, the students' speaking ability Post-test results in general were 2.479 for the total score, 72.91 for the average, 12.786 for the standard deviation, 94 for the maximum score and 56 for the minimum score. Those scores were earned after the treatment by using *English Speaking Practice application*.

Ranks

		N	Mean Rank	Sum of Ranks
Post-Test - Pre-Test	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	34 ^b	17.50	595.00
	Ties	0 ^c		
	Total	34		

Based on the data above, The Negative Ranks on N Rank, Mean Rank and Sum Rank was 0 which means there was no decline from Pre-test to Post-test score. Next, The Positive Ranks on N Rank was 34 which means all of the 34 students' score improved from Pre-test to Post-test with Mean Rank 17.50 and Sum of Rank 595.00. In addition, The Ties value was 0 which means there was no similar score from Pre-test and Post-Test.

Test Statistics^a

	Post-Test - Pre-Test
Z	-5.208 ^b
Asymp. Sig. (2-tailed)	<.001

The data showed that the sig. value was 0.001 which was less than 0.05. It means that the hypothesis null (There was no effect of using *English Speaking Practice* application on the first year students’ speaking ability at SMAS Adabiah Padang) was rejected and the hypothesis alternative (There was an effect of using *English Speaking Practice* application on the first year students’ speaking ability at SMAS Adabiah Padang) was accepted. Therefore, it can be said that the research in investigating the effect of using English Speaking Practice application on the first year students’ speaking ability at SMAS Adabiah Padang was successfully done.

Discussion

Based on the data, it can be said that English Speaking Practice application was effective to improve students’ speaking ability. The findings were similar with those who conducted research on mobile phone applications.

First, Nurazizah, Hega, et.al., (2019) used *WhatsApp* voice note in their speaking class. They concluded that learning to speak English language used *WhatsApp* voice note is an attractive learning activity, positive activities, and *WhatsApp* voice note was easy to be used. Then, Hayati, Ai (2020) used *Digital Guessing Game* to improve her students’ speaking ability. She concluded that there is a significant difference in students’ speaking ability between those who were taught by *DGG* and those who were not. Next, Wahyuni, Asti and Alvi Raihan Utami (2021) used *Youtube* videos in encouraging speaking skill. He concluded that the participants who are members of this research agree that the use of *YouTube* as a medium to improve the ability of English education students in speaking classes.

Therefore, it can be said that utilizing or implementing mobile phone applications has a positive effect or could improve students’ speaking ability. It is due to the fact that mobile phone applications are effective in supporting students to learn English efficiently. Those are believed to be the best solutions among others. It was possible to assume that many of language learners were the digital native who have been familiar or growing up with the use of mobile phone applications.

Moreover, in this modern era there is no excuses for the students to be afraid of or even just do not like to learn speaking due to its difficulties or whatsoever. In fact, the result of this research said the opposite, is already proving them wrong. There is always a way for those who keep moving on, keep standing stall and keep believing to be able to have such a good speaking ability especially in terms of accuracy in pronunciation and fluency.

Finally, the researcher just wants to make a small amount of contributions to the English speaking related research especially in terms of accuracy in pronunciation and fluency, as his most favorite English major skill. It is true that all

of English major skills are equally important, but speaking skill is really used the most in everyday life. Then, how can you express something to others if your speaking skill is not good enough. As a matter of fact, Those two aspects of speaking mentioned at the very least have to be mastered no matter what, in order to be understood by the society around them.

CONCLUSION

Based on the information that has been explained before it can be concluded that *English Speaking Practice* application could improve or had a positive significant effect on the first year students' speaking ability especially in terms of accuracy (pronunciation) and fluency. In addition, *English Speaking Practice* application was appropriate to some bad issues towards speaking among students nowadays, it made the students captivated instead of bored due to its catchy features. Last but not least, even the English teacher of XE1 class at SMAS Adabiah Padang was also amazed by how *English Speaking Practice* application worked really well in doing speaking activities. Moreover, it also made the class's atmosphere more lively due to its features so that the students were interested and seemed happier during learning. In addition, there are several suggestions from the researcher as follows: 1.)English teachers should implement Mobile Phone Application especially *English Speaking Practice* application in their lesson plans in order to make their classes more innovative and Captivating, 2.)Students are suggested to use English Speaking Practice application so that Their speaking ability especially Accuracy in pronunciation and fluency can be improved, 3.)Future researchers are expected to conduct a research which can be explored further in terms of speaking ability that has not been done yet.

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