



## Students' Perception of Using Generation Global Application for Speaking Skill in English Club: A Study at Senior High School 2 Padang

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### Article History

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### Abstract

*This article explores generation global application to students speaking skills in English club. The purpose of this research was to know students perception about English skills that construct on GGA and the features of GGA that used in English club activities. This research employed descriptive and quantitative methods. The researcher used a questionnaire to collect data. The participants were 30 students who joined the English club. According to research findings, the students' perceptions of using GGA for speaking skill in English club is positive considering speaking components in GGA skill and features. GGA skills components include active speaking, active listening, and critical thinking had positive perception by the students in English club. Either, GGA features include teaching resources, video conference, ultimate dialogue adventure and special project had positive perception by the students*

### Keywords:

*generation global application, English club, perception.*

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## INTRODUCTION

In EFL classroom in Indonesia, the target of learning language is the students could master in English. Based on Indonesia's English learning curriculum. English is the first foreign language that is formally taught to students starting in senior high school in order to provide Indonesians the ability to communicate on a global scale. English curriculum in Indonesia for senior high school wants students be fluent in English, especially speaking. The curriculum also wants students to improve their knowledge about other culture. Speaking skills are very important for learners to sustain in this globally competitive world. Therefore, the English teachers have to introduce a variety of techniques in their classrooms by selecting simple and useful material that creates more interest and attentiveness among the ELLs towards learning speaking skills. Hasa (2019).

However, EFL students still have a low ability of speaking. In SMA N 2 Padang, the problem based on preliminary observation, the students wish to speak English but they remain silent because they are nervous of making mistakes in front of their classmates. Second, many students struggle with word management, which forces them to think about how to illustrate or communicate their views.

To solve the problem in SMA N 2 Padang, the school has a program named English club to support students English activity. English club do the meeting twice a month, on Friday. In this club the tutor has some activities to English club students to do to improve students English skill. The activities such as: write a poster, do debate practice, write a poetry and do video conference.

Currently there is a free application that can be accessed by everyone called generation global. Generation Global application can be accessed by mobile phone and also by computer. Generation Global is a new application that use in English club to support students activities. Generation Global is more than just a youth application, it's a way to making intercultural connections, a doorway to broadening perspectives, and a key to mastering the art of discourse. The GGA can immerse students in a world of enjoyable and interactive activities that promote some speaking elements such as, critical thinking, active listening, and active speaking. The abilities students get from this interactive experience will enable them to implement dialogue strategies in real-world settings, providing them with vital tools for business and life. GGA has some features such as video conference, Ultimate Dialogue Adventure (UDA), teaching resources, and special project. Students use GGA in English club at least once a month.

Some prior research has identified application for speaking; Endang Darsih, Marwito Wihadi, and Agie Hanggara (2020) found Using ELSA App in Speaking Classes: Students Voices is revealed that the majority of the students agreed that ELSA Speak App is a useful tool to improve their speaking ability particularly pronunciation aspect. Sandy Yuanita (2019) "The Implementation of Hello English Application as English Learning Media to Teach Speaking Skill in Tourism Major At The Tenth Grade Students at Smk Negeri 1 Karanganyar" found that Hello English application was good and positive, because during the teaching learning process, the students could enjoy and understand fluently. HE Xiaoyu (2018) in "A Study of Cake English App -One of Children's Picture Books Reading Apps in Improving Primary School Students' English Speaking" says that Cake English app is one of children's picture books reading Apps. By means of cake English app, students' interest in learning to speak English is inspired and then their speaking ability can be greatly improved.

ELSA application features can only be accessed by ELSA pro users and the cake application is also paid with limited features, while the generation global application is a free application that can be accessed by everyone with various interesting features. The features of GGA are teaching resources, video conferences, ultimate dialogue adventure, and special projects. Besides that, there are several elements of speaking that can be trained using GGA features. such as, active speaking, active listening and critical thinking.

GGA has been used in the English club at SMA 2 for approximately 1 year. So, this research aims to see students perception of the use of GGA towards their speaking.

## **METHOD**

This research was used quantitative descriptive research. The population of this research are students who join English club at SMA N 2 Padang in

2023/2024. The sample was a total sampling because the total number of students was 30.

Questionnaire was a tool in which respondents offer written responses to questions or mark objects indicating their response (Ary et al, 2006, p.648). A questionnaire is a written instrument that contains questions to be answered or statements to which respondents must react. It is used to collect data regarding facts or opinions/attitudes (Latief, 2010, p.193).

The questionnaire was adopted and modified from Students' Perceptions On The Use Of Mind Vector Application For Speaking Skill In English Club (Imam Hidayatullah AL Qadrie, Yohanes Gatot Sutapa Yuliana, Urai Salam, 2020) and Smartphone Applications as a Teaching Technique for Enhancing Tertiary Learners' Speaking Skills: Perceptions and Practices (Mohammed Abdulgalil Abugohar, Kamariah Yunus, Radzuwan Ab Rashi, 2019). The questionnaire is the instrument that researcher used to collect data for this study.

According to Bodgan and Biklen (2006: 157), analysis was working with data, organizing it, breaking it down into manageable components, synthesizing it, finding for patterns, discovering what is essential and what needs to be taught, and selecting what to tell others. The following are several steps to analyze the data from questionnaire.

To get a description of the answering that gave by students in the questionnaire, the data will be analyzed by using the following formula (Sudjiono: 2004, p. 43):

$$P = \frac{F}{N} \times 100 \quad \text{Explanation:}$$

P = percentage

F = the frequency

N = total respondent

100% = constant of value

The researcher used this formula to analyze the result of the percentage to classify which categories of the students' answers.

Calculation Score Interpretation

$$= 4 \times 30 \quad \boxed{Y = \text{Likert's highest score} \times \text{number of respondents}}$$

$$= 120$$

$$\text{Index TCR : \%} = \frac{\text{Total Score}}{Y} \times 100$$

Then,  $\frac{100}{4} = 25$ , it is the interval of each scales. From the score interpretation above, the interval based on the results are:

Table 6. Interpretation Criteria

Percent	Category
75% - 100%	Strongly Agree
50% - 74,99%	Agree
25% - 49,99%	Disagree

0% - 24,99%	Strongly Disagree
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The researcher utilized descriptive statistics to calculate the percentages of each Likert-type item in the questionnaire for the examination of the data acquired from the questionnaire.

## RESULT AND DISCUSSION

### *Result*

Perception of using generation global application for English skill in English club

To determine how students perception of using GGA to learn speaking skill, researcher used a questionnaire adopted and modified by the researcher from *Students' Perceptions On The Use Of Mind Vector Application For Speaking Skill In English Club* (Imam Hidayatullah AL Qadrie, Yohanes Gatot Sutapa Yuliana, Urai Salam, 2020) and *Smartphone Applications as a Teaching Technique for Enhancing Tertiary Learners' Speaking Skills: Perceptions and Practices* (Mohammed Abdulgalil Abugohar, Kamariah Yunus, Radzuwan Ab Rashi, 2019). In the questionnaire, there were 18 questions related to how students respond after using generation global application in English club.

Based on student responses to the questionnaire, students perception were generally agree, in percentage strongly agree 27% agree 64% disagree 9% strongly disagree 0%. about using generation global application for speaking skill in English club. The following table is the result of students' responses from the questionnaire.

Students' Responses The Questionnaire Related to Their Perception Of Using Generation Global Application In English Club

### 1. Speaking Elements that GGA construct

#### 1.1.Active Speaking Skill

Speaking skills are the skills that allow learners to communicate effectively. In this questionnaire The active speaking aspect have four components mentioned about sharing, debating, asking, and delivering. These four components exist in speaking skill. And also through this component students can practice vocabulary, grammar, pronunciation, fluency and comprehension. There were (14%) students who strongly agreed, (67%) who agreed, (19%) who disagreed, and (0%) who strongly disagreed about the four statements of active speaking aspect. From the answers above, it can be concluded that most of students who join GGA in English club agreed that students can share, debate, ask and deliver in active speaking aspect. And, only a tiny percentage of students did not agree.

#### 1.2. Active Listening Skill

Active listening is the ability to listen to people, understand what they are saying, and demonstrate empathy and recognition. The active listening aspect have two components mentioned about improving and understanding. Through improving and understanding students will get more and more input. The more we listen, the better our speaking will be. There were (42%) students who

strongly agreed, (47%) who agreed, (12%) who disagreed, and (0%) who strongly disagreed about the two statements of active listening aspect. From the answers above, it can be concluded that most of students who join GGA in English club are strongly agreed and agreed that students can improve and understand in active listening aspect.

### 1.3.Critical Thinking Skill

Critical thinking is ability to evaluate, analyze, and interpret information about students, others, and the world. Students are trained to critically and develop the issue that they are discuss about. Critical thinking aspect have four components mentioned about receiving, discussing, developing, and analyzing. Through this component students can develop more ideas so, that more knowledge can be discussed and students can speak more. There were (28%) students who strongly agreed, (68%) who agreed, (4%) who disagreed, and (1%) who strongly disagreed about the four statements of critical thinking aspect. From the answers above, it can be concluded that most of students who join GGA in English club agreed that students can receiving, discussing, developing, and analyzing in critical thinking aspect.

So based on the data above, it can be concluded that students have a positive perception about GGA skills components which can help students' speaking skills in the English club.

## 2. GGA Features

### 2.1.Teaching Resources Feature

Teaching resources feature is range of offline and adaptable easy-to-use resources, lesson plans, and skill building activities for educators as well as briefings on difficult topics. It can be seen that teaching resources can help students to speak English, there were (32%) students who strongly agreed, (63%) who agreed, (5%) who disagreed, and (0%) who strongly disagreed about the two statements of teaching resources feature. From the answers above, it can be concluded that most of students who join GGA in English club agreed that students can take advantage of teaching resources feature.

### 2.2.Video Conferences Feature

Video conferencing is a live video-based meeting between two or more people in different locations using video-enabled devices. It can be seen that teaching resources can help students to speak English, there were (15%) students who strongly agreed, (77%) who agreed, (8%) who disagreed, and (0%) who strongly disagreed about the two statements of video conferences feature. From the answers above, it can be concluded that most of students who join GGA in English club agreed that students can access video conferences feature easily and also can take advantage of this feature to practice their English.

### 2.3.The Ultimate Dialogue Adventure (UDA) Feature

The ultimate adventure is an interactive online platform that leads young people through a game to learn the skills of intercultural dialogue and participate in forums focused on a variety of global topics and issues. It can be seen that teaching resources can help students to speak English, there were (18%) students who strongly agreed, (68%) who agreed, (13%) who disagreed, and (0%) who strongly disagreed about the two statements of UDA feature. From the answers

above, it can be concluded that most of students who join GGA in English club agreed that students can take advantage of this feature to practice their English.

#### 2.4. Special Project Feature

Special project is a feature that aim to build social community between participants. Special project featutre have two statements. It can be seen that teaching resources can help students to speak English, there were (40%) students who strongly agreed, (57%) who agreed, (3%) who disagreed, and (0%) who strongly disagreed about the two statements of special project feature. From the answers above, it can be concluded that most of students who join GGA in English club agreed that students can take advantage of this feature to practice their English and improve their toleration.

#### *Discussion*

Based on the findings about students' perception of using GGA for speaking skill in English club, researcher assumed that GGA can help students to speak English with percentage: strongly agree 27%, agree 64%, disagree 9%, and strongly disagree 0% , as evidenced by the score rater's findings.

##### **2.1. Students Perception of GGA toward English skills**

First active speaking, based on the findings about students perception of active speaking skill through GGA. The score rater's findings show positive perception towards active speaking skill. Hence, this application plays an important role to motivate students particularly in learning speaking. It is as Kukulska-hulme & Agnes (2012) says that the use mobile application can motivates the learners to practice the EFL activities. It also related to studied by Nuraeni & Winda Yanthi (2020) say Having a good speaking ability, students can explore themselves along the teaching and learning process.

Beside on active listening, the findings of the research show positive perception towards students listening skill using GGA in English club. When the students kept on practicing English listening by using the mobile app, their listening skill was improved. The results from this study corresponded with the studies from several researchers in terms of the efficiency of MALL to improve students' listening ability (Chen, 2013; Huang and Sun, 2010; Pérez et al., 2011; Kim, 2013). Another study said that, becoming a concious listener (audience) and hence, improve your competence as a speaker. Michael (1997). So when listening ability increases, speaking ability will also increase.

Then on critical thinking, the findings of the research show positive perception towards students critical thinking skill using GGA in English club. The use of Mobile learning applications which supported Socratic dialogue can be used as an alternative solution to improve students' speaking skill and critical thinking. Using mobile applications as learning assistance which can help students improve their critical thinking in English language learning.

Based on the explanation above, researcher conclude that skills that GGA construct can improve students speaking skill. It is supported by statements indicating that using GGA created possitive impression to the students.

##### **2.2. Students Perception of GGA features**

First teaching resources, the findings of the research show perceptions of students using teaching resources feature in GGA are positive. It relate to previous

study, by using a mobile application in support of the traditional method of education, it is possible to positively influence the understanding of one or more topics, and thus demonstrate that digital technology is a potential tool in education. Suarez (2022)

Second video conference, the findings of the research show students' perception of using video conference feature in GGA are positive. It relate to previous study, learners' speaking skills improved when learners practiced speaking with online partners. One factor that helps some of them do better is their English proficiency before joining the practice. The results, therefore, seemed to show that lower level learners tend to have more improvement.

Third the ultimate dialogue adventure, the findings of the research show that students perception of using UDA feature in GGA are positive. It similar to another study about adventure game, fantasy text adventure game research platform where agents—both models and humans—can act and speak in a rich and diverse environment of locations, objects, and other characters. Loria, nancy (2019)

Last special project, the findings of the research show students' perception using special project feature in GGA are positive. Other application from previous study such as, cake application, cheria video conference and mind vector application did not have special project feature. It makes GGA better than others.

Based on the explanation above, researcher conclude that GGA features can improve students speaking skill. It is supported by the statements including students positive impression to the features.

Based on the explanation above, researcher conclude that GGA features can improve students speaking skill. It is supported by the statements including students possitive impression to the features.

## **CONCLUSION**

Based on the findings in this research, the researcher can conclude that students of English club in SMA N 2 Padang have positive perception toward GGA skills. The used of GGA in English club at SMA N 2 Padang is helpful to improve students speaking skills. As Harmer (2013: 422) said that the use of virtual learning such as video conference is increasingly common and let the teacher communicate and collaborate with other teachers in other parts of the world. Video Conference which is facilitated by Generation Global (GG), provides the teachers to collaborate with other teachers from 20 countries.

Based on the findings in this research, the researcher can conclude that students of English club in SMA N 2 Padang have positive perceptio toward GGA features. The features of GGA support students' speaking skill. It similar to previous study about cake application, Cake application is a modern and excellent app to be used as a supporting media for speaking class. It provokes the students to learn actively and happily in the classroom. Nuraeni & Winda Yanthi (2020)

According to the findings of the researcher analysis of students' perception of using geneation global application in English club. The result is positive, indicating that using geneation global application in English club have a positive impact on students' speaking skills.

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