

The Effect Of Talk English Application On Students' Speaking Ability

^{1*}Fitri Ramadhani Harahap, ²Butet Marthalina Saragih, ³M. Rouzhi Aristha Nasution

¹Program Studi D4 Teknologi Laboratorium Medik, Institut Kesehatan
Medistra Lubuk Pakam, Indonesia

²Program Studi D3 Keperawatan, Institut Kesehatan Medistra Lubuk Pakam, Indonesia

³Program studi S1Keperawatan, Institut Kesehatan Medistra Lubuk Pakam, Indonesia

*Correspondence Email : fitriramadhani@medistra.ac.id

ARTICLE INFO

Article history:

Received : January 8, 2024

Revised : January 9, 2024

Accepted : January 9, 2024

Available online : January 10, 2024

Keywords:

Talk English Application;
Speaking Ability

Abstract

This study was made to find out the the effect of talk english application on students' speaking ability. The researcher used experimental research. The sample of this research consisted of 30 students from class XI nursing SMK Kesehatan Ganda Husada Tebing Tinggi. The data obtained of the population by using cluster sampling technique in one class. The pretest used to determine the students' initial speaking ability. The posttest was carried out after the treatment was applied Talk English Application by utilizing the application as a media support in learning English. The data was collected by spoken test as a research data instrument. The technique of data analysis is Two Ways Analysis of Variance (ANNOVA) with significance level $P = 0.000 < 0.05$. It was found that talk english application on student' speaking ability was more effective. So the writer suggest to all teachers, especially English teachers, to implement talk english application in the teaching and learning speaking ability. So that students are more active and can think critically both among students and also to teachers.

INTRODUCTION

Speaking is the most common way we communicate in everyday life. Speaking allows us to express ideas, feelings, and thoughts verbally and spontaneously. Speaking is one of the arts of language speaking because it requires interaction with other people. Speaking performance is a person's speaking style as measured by fluency and accuracy. Fluency is a person's speaking style that deals with how to create words at specific times in their speech without missing any key words. Accuracy refers to how people use correct words and phrase patterns, whereas fluency refers to a person's speaking style, which deals with how to create words at specific times (Suprayetno et al., 2022).

Speaking is a linguistic ability or a mode of communication in which a person can communicate their thoughts, feelings, and facts to another vocally. According to (Wardani, 2020), because talking is one way to find information through verbal communication in the world. People who know and understand English well can communicate easily with other people around the

world. The components of English speaking skill that should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency, accuracy and comprehension (Brown, 2004).

Speaking ability has an important role in communication in order to convey an idea, opinion, message, feeling to other people as well as to express their thought and wishes, and to socialize themselves to communicate or to interact. (Rozikin, 2017)

Hence are several problems why students' ability in reading comprehension is still unsatisfactory. **First**, students' motivation is low. Before learning begins, the teacher must provide motivation to attract students' interest. Motivation is energy of students which comes from inside and outside encouraging themselves to do something. It will give strength of students in learning speaking in order to speak up. In fact motivated students will do everything to support their performance. They will do the best to get the best result (Istanti, Nefri, 2013).

Second, students' lack of interest in learning English. The students take the learning process less seriously and pay less attention to the material provided by the teacher. Based on the student's perspective, English learning becomes very boring because teachers often use conventional teaching methods such as teacher-centered teaching in the classroom. Student learning outcomes will be affected by the application of learning strategies that are less or less precise (Koesrini & Kasimbara, 2022). It means that innovative and creative learning media are an approach to attract students' attention to the lessons offered by the teacher so that learning messages can be conveyed clearly and learning outcomes can be optimized.

Third, students are not confident and shy. Not confident is always experienced by students who want to learn a foreign language, especially speaking English. Lack of confidence is caused by fear and embarrassment of making mistakes when expressing sentences. When students want to start speaking English, they are afraid and do not want to speak English anymore for fear of being ridiculed and laughed at their friends.

Fourth, students do not practice. As the Indonesian proverb says, we can cause what we are used to, so we have to practice speaking a lot if we want to get good results. Fifth, limited vocabulary. Vocabulary is an important part of learning English. If our vocabulary is limited it is difficult to compose sentences in speaking, mistakes that often occur in students when starting to speak like "ouch mm" what should I say and the sixth is grammar. When students want to learn and they want their English to be good but find grammar they are immediately lazy to learn.

English Listening and Speaking app is one of the free online learning applications available for mobile phones. The features of this application will help students with their language learning. The features are geared toward beginning, intermediate, and advanced students. The English Listening and Speaking app, as the name suggests, can help students improve their listening and speaking skills (Rama & Ahmad, 2022).

The term mobile learning (m-learning) is coined to demonstrate how a mobile phone can help students learn a language. M-learning can then be defined as a ubiquitous technology that uses wireless and mobile phone networks to help learners and allows teachers to deliver educational content and materials (Hashemi et al., 2011).

Talk English application is the best application to learn English is to practice spoken English in conversation. This app is fantastic for making the process of learning English more bearable. It

includes hundreds of lesson sets, including listening exercises, quizzes, and conversation practice, all of which are designed to improve daily conversational skills in a simple and effective manner (Nadziva & Fajarina, 2023). This application is free application and released in may 2017. Talk english application provides many features for learning english including listening, the topic very greatly, language tools to practice speaking with dialogues and practice partner, taking quizzes, record the conversation so we can correct errors in pronunciation and to memorize the help language. Being able to talk with native speakers and hear the results of this conversation makes students interested in this application. This application is expected to attract students' enthusiasm for learning english, particularly speaking, and increase their learning outcomes.

This study aimed to analyse the The Effect Of Talk English Application On Students' Speaking Ability. Research conducted by (Nadziva & Fajarina, 2023) founded that English conversation practice application was effective to teach speaking in class. Other study conducted by (Simanjuntak et al., 2022) also found that the Hello English application had a significant impact on speaking ability. While (Baron, 2020) found that application for English speaking learning could increase teachers' creativity in using the online application.

METHOD

Research design of this research was an experimental research design using a quantitative approach with one group pretest-posttest. The population of this research 30 students from class XI nursing SMK Kesehatan Ganda Husada Tebing Tinggi. The small group that is observed is called a sample. Sample is portion of a populatio (Ary et al., 2010). The data obtained of the population by using cluster sampling technique in one class. The samples in this research consisted of 30 students. The data of this research is to use a research instrument is a device used by researchers when collecting data to make work easier and get better complete and systematic results so that data is easily processed (Arikunto, S, 2008).

The data was collected by spoken test as a research data instrument. There were two parts of the test: pre-test and post-test. Students were given an explanation about the use of the Talk english application during the pre-test, and after they understood how to use it, they were given the opportunity to provide feedback on the Talk english application. Students were given five video conversations that have been applied for the post-test, and they have to choose one of the five video conversations and then speak orally in front of the class about it. Test procedures were record by mobile phone and documented.

Data analysis explained the kind of statistics analysis which is used. In this study, the data obtains from the experimental and control groups. Twoway ANOVA has two independent variables (factors) each can have multiple conditions. A two-way Anova is like one way Anova, a hypothesis-based. However, in the two-way Anova each sample is defined in two-ways and resultingly put into two categorical groups.

FINDINGS

The result shows that Two-ways Anova at the level of significance $P= 0.000 < 0.05$. It can be concluded that there is significant effect using talk english application on students' speaking ability. It was really true and accepted in this research. It means alternative hypothesis (H_a) is

accepted. It can be concluded that there's significant effect of using talk english application on students' speaking ability. It is really true and accepted in this research, it means alternative hypothesis (Ha) is accepted.

The hypothesis test was continued using Tukey test. The Tukey test was conducted if the results of the hypothesis test with Two-ways Anova if Ho is rejected and Ha is accepted. From the results of the Tukey statistical test the value was obtained significant pre-test $P = 0.001 < 0.05$ and post-test $P = 0.000 < 0.05$. So it was concluded that there is a significant difference effect to talk english application on students' speaking ability.

Table 1. The scores of the Pre-test and Post-test of Experimental Pre-test

No	Pre-test	Frequency	Percentage
1	20	1	3.3
2	40	5	16.7
3	45	3	10.0
4	50	3	10.0
5	55	1	3.3
6	60	3	10.0
7	70	2	6.7
8	80	9	30.0
9	90	1	3.3
10	100	2	6.7
Mean (Σ) = 63		-	-
Total		30	100

Post-Test			
No	Post-test	Frequency	Percentage
1	60	1	3.3
2	70	1	3.3
3	80	10	33.3
4	85	3	10.0
5	90	4	13.3
6	95	5	16.7
7	100	6	20.0
Mean (Σ) =87,33		-	-
Total		30	100

From the table above, it was shown that the total of Pre-test of experimental the highest score is 100 (20%) and the lowest score is 20 (33%) and the total of Post-test experimental group the highest score is 100 (20%) and the lowest score is 60 (33%). There is a significant different score both pre-test and post-test of experimental group.

DISCUSSION

It was found that there is a significant difference of students speaking ability between those though through talk english application in experimental class. The mean score of the experimental group 14,077 is higher. It also can be seen from the data of student' pretest and post-test score of

both classes. In testing hypothesis, these are used to see whether the hypothesis is accepted or not. The following table is the scores of pre-test and post-test of experimental groups.

The result shows that Two-ways Anova at the level of significance $P= 0.000 < 0.05$. It can be concluded that there is significant effect using talk english application on students speaking ability . It was really true and accepted in this research. It means alternative hypothesis (H_a) is accepted.

The hypothesis test was continued using Tukey test. The Tukey test was conducted if the results of the hypothesis test with Two-ways Anova if H_0 is rejected and H_a is accepted. From the results of the Tukey statistical test the value was obtained significant pre-test $P = 0.001 < 0.05$ and post-test $P = 0.000 < 0.05$. So it was concluded that there is a significant difference effect of talk english application on students' ability.

This findings was supported by the study conducted by (Sudarmaji et al., 2022) who said that Hello English has a significance impact on the development of students' English words. Online applications are likely to result in effective assistance of learning and practicing both for language teachers/students and learning/teaching processes (Ipek & Ustunbas, 2021).

CONCLUSION

Talk english application is a great application to learn english that can improve our english in an interesting way. This application offers many topics about speaking such as 'health problems' related with their major (nursing), grammar lessons and questions, listening, language tools to practice speaking with dialogues and practice partner, record the conversation so we can correct errors in pronunciation and to memorize the vocabulary. Students able to talk with native speakers and hear the results of the conversation.

Students can speak english fluently and quickly through features where students have to think of words with the correct pronunciation, answer questions from topics they have heard, practice with partners and record conversations with speaking partners. Practicing in a fun and practical way using this application will make students happy and more confident to speak english fluently.

Technology can motivate students to learn english. Millennial students now, use technology in their daily lives and that's why they really enjoy learning using technology instead of using traditional media to study. So, we must know how to integrate technology in the curriculum in the teaching and learning process so that the teaching and learning process is more interactive and interesting.

REFERENCES

- Arikunto, S. (2008). *Prosedur Penelitian Suatu Pendekatan Praktik*. Rineka Karya.
- Ary, D., Jacobs, L. C., Razavieh, A., & Ary, D. (2010). *Introduction to research in education* (8th ed). Wadsworth.

- Baron, R. (2020). Students' Perception on Online Application in Speaking Skill. *VELES Voices of English Language Education Society*, 4(2), 213–221. <https://doi.org/10.29408/veles.v4i2.2543>
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. San Fransisco State University.
- Hashemi, M., Azizinezhad, M., Najafi, V., & Nesari, A. J. (2011). RETRACTED: What is Mobile Learning? Challenges and Capabilities. *Procedia - Social and Behavioral Sciences*, 30, 2477–2481. <https://doi.org/10.1016/j.sbspro.2011.10.483>
- Ipek, O. F., & Ustunbas, Z. (2021). Applications Used in Distance Education for English Language Classrooms. *JET (Journal of English Teaching)*, 7(3), 260–272. <https://doi.org/10.33541/jet.v7i3.3027>
- Istanti, Nefri. (2013). *The Correlation between Students' Motivation in Learning Speaking and their Speaking Ability*. State Islamic SyarifHidayatullah University.
- Koesrini, J., & Kasimbara, R. P. (2022). The Differences of Learning Outcomes (Concept Understanding and Concept Application) Students Through Problem Based Learning and Direct Instruction Learning Strategies. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 4(3), 3786–3795. <https://doi.org/10.31004/edukatif.v4i3.2825>
- Nadziva, H. A., & Fajarina, M. (2023). *The Effectiveness of Using Application English Conversation Practice to Teach Speaking in SMPN 1 Tembelang Jombang*.
- Rama, A. N., & Ahmad, D. R. P. (2022). *The Effect of English Listening and Speaking Application On Students' Listening Skill at Lakidende University*.
- Rozikin, S. (2017). *Channing: Journal of English Language Education and Literature, Vol. II No. 1 2017*. 1, 22.
- Simanjuntak, R. F., Prawati, A., & Masyhur, M. (2022). The Effect of Hello English Application on Speaking Ability. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 4(6), 7415–7425. <https://doi.org/10.31004/edukatif.v4i6.4100>
- Sudarmaji, I., Forsia, L., Siregar, I. P. S., & Yusuf, D. (2022). Hello English App for Online Learning during the Pandemic: Does it Enhance the Students' English Vocabulary Development? *Elsya : Journal of English Language Studies*, 4(1). <https://doi.org/10.31849/elsya.v4i1.8017>
- Suprayetno, E., Marpaung, F. D. N., & Yusrah. (2022). The effect of the Student Team Achievement Divisions (STAD) Technique on the Speaking Skill of Grade XII Students of SMA N. 1 Brandan Barat. *Jurnal Education and Development Institut Pendidikan Tapanuli Selatan*. <https://doi.org/10.37081/ed.v11i1.3817>
- Wardani, M. A. P. (2020). *Penerapan Strategi Pembelajaran Berbasis ICT*. 7(2).