The Effectiveness of Using Application *English Conversation Practice* to Teach Speaking in SMPN 1 Tembelang Jombang

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Abstract: This research aims to find out the empirical evidence of the effectiveness of using English Conversation Practice application to teach speaking. In this research, the quantitive method was used and the research design was a pre experimental design in the form of one group pretest-posttest which consisted of five meetings include the treatments. To conduct the research, 31 students of class VIII I of SMPN 1 Tembelang Jombang in the academic year of 2021/2022 are choosen as the sample. In this class consisted of 17 male and 14 female students so the researcher used the purposive sampling technique and the instrument used were speaking test. Based on the calculation, the mean scores of pre-test was 23.35 and the mean scores of posttest was 39.35. The result of statistical hypothesis testing by using paired sample t-test and the researcher finds that $t_{observe}$ was higher than t_{table} (6.928 < 2.042). Therefore, the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. The result indicated that using English conversation practice application is effective to teach speaking in class VIII I of SMPN 1 Tembelang Jombang in the academic year 2021/2022.

INTRODUCTION

English is a global language that can be used to communicate feelings and ideas. The importance of English in the modern world that can help us connect with either people in a global word. Communicating in English as a world language as an international language, or a global language misunderstanding and misinterpretations (Seidlhofer, 2005). In Indonesia, English is a foreign language. Learners should study language skill such as writing, listening, reading and speaking as part of the integrated process of learning a foreign language. In this era, speaking is an important skill used to communicate ideas and element of communication. Speaking appears to be the most important of the four simplex skills (listening, reading, writing and speaking) because people who know language are referred to as speakers of that language, as if speaking includes all other types of people who understands the language (Rifa'at 2018).

The learning process is now ccessible not just in the classroom but also in other situations and conditions. Now, any innovations and technologies may be used to facilitate the learning

process. All developments and breakthroughs involving mobile phones and various application have been viewed as a new strategy in dialect and learning (Yadegarfar and Simin, 2016). Social media is one of several innovations and technologies that have influenced the learning process. In this era globalization, social media has gone viral among Indonesian youth. Many people, from children to adults, can benefit from various types of social media. It may be utilized as a medium to connect with their partners even if they are unable to see each other. Students can utilize social media to conduct research or to improve their abbilities. Learning English may be supported by a variety applications. Google play store offers both paid and free applications. Social media includes a variey of platforms and programs that are designed to promote community growth through information communication and collaboration (Tarantino and McDonough, 2013).

Learning English with application can be excellent way to study. Those applications motivate students more than the traditional language class. Student's motivation can essentially be devided into two categories. First, students are very interested in technology and use it to learn English. Second, they are interested in learning English and technology will help them learn English (Stockwell, 2013). Many benefits to using English learning application to improve language learning skill. The students do not need a tutor when learning English. One of English is *English conversation practice*.

English conversation practice is an application in andorid that has 12 categories subject and 200 material learning English conversation. The uniqeness of this application that can listen the speaker's pronounce the sentence so we know the right prononounciations, we can do the quiz depend on the material than we also can record the material. From the explanation above, the researcher assumes that using *English conversation practice* application is the appropriate technique in improving students speaking skill. Based on the interview with English teacher at SMPN 1 Tembelang Jombang, there are some problems faced by the students in learning English such as they were lack of vocabulary, lack of moivation in English, not fluency to speak, low self confodence and not excited with English class. Form the points above, the researcher assumes that using application in learning English can motivate and make them excited to learn English.

LITERATURE REVIEW
Speaking Skill

Speaking is a two-person activity that involves oral communication, during which both parties can respond to what is said and take action (Thornburry, 2005). Speaking is important element for learners when their learning English because it is a necessary skill for interpersonal communication (Putra, 2017). According to Harris (1974), speaking ability consist of five elements : pronunciation, grammar, vocabulary , fluency and comprehension :

    a. Pronunciation

        Hornby (1995) defined that pronunciation as the way in which a language is spoken, a word is pronounced, or a person speaks the words of language. As a result, this aspect of pronunciation pertains to how a word is pronounced and describes how sounds vary and pattern in a language.

    b. Grammar

        Grammar is defined as "a system of rules governing the conventional arrangement and connection of words in a sentence" (Brown, 1994), and it may help people learn a foreign language and develop language skills. Grammar is regarded by most teachers as a framework for learning English.

    c. Vocabulary

        Learning vocabulary is closely involved in learning language. In communication,

vocabulary helps the speaker explain their thoughts, ideas, and feelings. The most essential component of language is vocabulary since it influences all four language skills. The importance of vocabulary learning is crucial to language learning, whether it is a first, second, or third language. Vocabulary refers to the ability to understand the meanings of words.

d. Fluency

According to Brown (as cited in Junaid, 2018), Fluency is the use of language that is ready and expressive. It is probably best accomplished by allowing the "stream" of speech to "flow" and then assuming tat this speech spills over beyond comprehension to the river bank of instruction or by explaining the same details of phonology, grammar, and discourse that fluency is defines as the capacity to communicate without excessive hesitation, ecessive pauses, or excessive communication breakdowns.

e. Comprehension

Understanding something completely and being familiar with it are two characteristics of comprehension. Meanwhile, According to Hornby (1995), comprehension is the capacity for comprehending as well as a language-learning exercise (writen or spoken).

English Conversation Practice Application

English conversation practice application was modeled language learning from the natural language learning process used by everyone on the world. It created the "click, listen, and repeat" feature. According to Marbun (2019), students were anticipated to be more engaged in the subject they are studying when technology is integrated into classrooms. Technology gives several options to make learning more enjoyable and interesting.

This application is great for making the process of learning English more manageable. Comes with hundreds of lesson sets, including listening exercises, quizzes, and conversation practice, all designed to improve daily conversational skills in a simple and effective approach. Even if students do not have an online connection, we may play the conversation and do some tests with this applicaton, but make sure we've already downloaded it. A user mentioned in a Google Play Store comment that she can now speak and understand English because of this application. Besides disadvantages of English Conversation Practice Application is quality of recording, the sound is too low so its hard to listen users voice in the recording. One of the users stated in their coment on Google play store that this application need an Indonesian translate.

METHOD

This research used an experimental research. The research design used pre-experimental design with the design model One Group Pretest-Posttest design. Experimental research was one of various research methods accessible. An experimental design is the traditional approach to conducting quantitative research. In the pre-experimental study, the experimental group had been used. The student's achievement in speaking after used English Conversation application in this study as a pre-experimental group (Creswell, 2012). In conducted the research, purposive sampling technique was used. The sampling technique was the method by which the researcher collected a sample of the population.

The researcher used a test as the researcher's instrument in order to get the required data. A test is a tool used to gauge someone's profieciency or understanding in a certain area. A test as a

way might evaluate if student performance has improved (Brown, 1983).

1. Pre-test

    A pre test was conducted to identify the students's competence and problems on speaking. A pre test had been done before the treatment process and the researcher took the score to get the first information.

2. After giving the treatment in an experimental class, a post test had been given. The aims was to see how the students improvement in speaking after treatment.

While collecting data, the researcher analyzed the result of the pre-test and post-test score. The researcher using rubric score to collect the data. The scales of the speaking test rubric includes some language elements to be observed such as accent, grammar, vocabulary fluency, comprehension (Hughes, 2003). After collecting the data, the researcher calculated the data used SPSS *version 20.*

RESULT AND DISCUSSION

Result

1. **Pre-test**

    Before the students got treatments, they were given test namely pre-test. By doing pre-test, the sudents would get score. The result of the pre-test can be seen in the diagram below
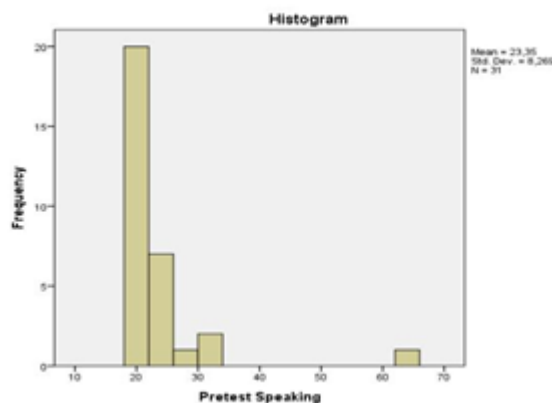

Figure 1. Result of pre-test speaking

From the histogram showed that the students's speaking ability was poor because most of them did not reach the minimum score and only one student was categorized good. While process in the pre-test, the researcher find some problems from the students were found uninterested in learning english, especially in speaking activities. The researcher also found their apathetic and hesitant to speak English because they tended o keep silent when the researcher tried to communication with them. The students were afraid to speak up because they did not want to speak English and were afraid of making mistakes. Many students did not pay attention to the researcher when the researcher tried to review the material and introduce the English Conversation Practice application. The students kept themselves busy by making noises during class, but the pre-test went smoothly. The result during the pre-test, there was indications that students tend to do writing and reading activities. It was proven that the students often made mistakes, not confidence and they were paused while speech frequently using such as "emm" or "eee" and repetition.

2. Post-test

Before conducted the post test, the researcher did the treatment process in three times. While in the pre-test process, the researcher convey the rules of treatment process such as students should bring their own handphone and have internet connection. The data during the treatments were collected through speaking test. Based on what planned about the treatments, the researcher asked the students to open their handphone and open the application. Then, the students listened the native speaker, recorded and then shared the result to the researcher. The students looked very excited because it was the first experience to learn English with the application.

There were several supporting factors when the researcher conducted the treatments. Those supporting factors were their enthusiast to bring their handphone so they really know from the first step to download the application until they can implemented the application. While the students did not bring their own handphone its automatically the student should join their friend and they will disturb their friend. It will make them unfocussed. If students bring their own handphone it can make the students more focus with the feature of application and enthusiast.

The next supporting factor was internet connection. The sudents used their own data connection. Most of the students also have a stable internet connection, so they can did the assignment based on time management although there was one student have unstable connection in the first meeting but it had no effect with other students. The post test was given after the treatment was given using *English Conversation Practice.*
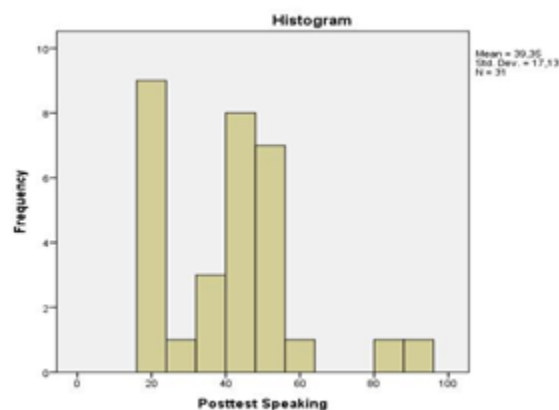

Figure 2. Result of post-test speaking

From the histogram of post test above, it has been seen that there is positive improvement of the students score in learning English using English Conversation Practice. It can concluded that the improvement was 69%.

Based on what had planned, observed after treatment and analyzed the data, the researcher found that there were significant effect of speaking's ability. They had confidence courageoness to speech in front of the researcher. They were choosen to paraphrase their speech and when they didn't know what will they said they will paused it. Some students's pronounce every word correctly although they missed pronounciation sometimes. Their speech also used a new vocabularies and varied topic. The grammar also had an improvement, they understand about simple past tense so its comprehension

achievable.

Also, the researcher found that the students motivated to join the speaking class. Many varied themes and feature application made the students enjoy their learning activities and reduce their boredom of participating the lesson. English conversation practice application were successful to make the students brave and confident in speaking English. It was proven from their enthusiast to did the post test and it different with the process of pretest which is they had uneasy feeling. It can be concluded that the use of media to support teaching and learning process results in students who enthusiastic and engaged in learning English and using the media to explain the materials more effectively.

The below description presents the way of pre-analysing and analysing the data have been collected including normality test and hypothesis test.

Table 1. *The Result of Normality Test*

		Unstandardized Residual
N		31
Normal Parameters[a.b]	Mean	0E-7
	Std. Deviation	5.96702 23
Most Extreme Differences	Absolute	,235
	Positive	,235
	Negative	-, 138
Kolmogrov-Smirnov Z		1,311
Asymp. Sig. (2-tailed)		,064

a. Test distribution is normal
b. Calculated from data

The normality test result on the table above revealed that the experimental class's significance level was 0.064. It indicates that the probability value was higher than (>) the degree of significance of 28% (α=0.05). As a result, it is possible to conclude that the experimental class's dat was normally distributed.

The researcher used the paired sample T-test as the final step in data analysis. The researcher interested in the difference between two variables for the same subject, the paired sample t-test was used. The researcher used paired sample t-test to determine the differences in students score in English conversation practice application before and after treatment process.

Table 2. *Result of Paired Sample T-test*

				Paired Differences					
				Std.	95% Confidence				Sig.
				Error	Interval of the			df	(2-tailed)
				Mean	Difference				

					Lower	Upper				
Pair 1	Pre-test Speaking				-20.716	-11.284				
	Posttest Speaking			2.309				30	.000	

The paired sample t test shows that there was a significant difference between the pre test and post test scores with a significance value (2 tailed) $p = 0.000 < 0.05$. Where there was a difference, the null hypothesis (Ho) in this research was rejected and the alternative hypothesis (Ha) was accepted. It was discored that learning English using *English Conversation Practice* application had a positive impact on students in class VIII I at SMPN 1 Tembelang Jombang.

CONCLUSION

The result of students's speaking ability before treatment process and before used *English Conversation Practice* application were poor because almost one class did not reach the minimum criteria. The mean score of pre-test was 23.35, the score of median was 21.63, the mode score was 20, the standar deviation was 8.269, the variance of the data was 68.370, the range was 44, the minimum score was 20 and the maximum result was 64. At the pre-test process, students had low motivation in learning English especially in speaking activities. They also looked apathetic and inhibited to speak in English because they tended to keep silent when the researcher asking them question and also when the researcher asked them to speak English.

The result of students's speaking ability after teatment process and after used *English Conversation Practice* application have gained significant effect even some students still stuck and could not improve their ability. It was proven by the mean score of post-test was 39.35, the median was 40.50, the mode was 20, the standar deviation was 17.130, the variance was 293.437, the range was 68 and the minimum and maximum score was 20 and 88. At the post-test process, They had confidence courageoness to speech in front of the teacher (researcher). They were choosen to paraphrase their speech and when they didn't know what will they said they will paused it. Some students's pronounce every word correctly although they missed pronounciation sometimes when they found unfamiliar words. Their speech used a new vocabularies and varied. The grammar also had an improvement, they undersatnd about simple past tense so its comprehension achievable.

Based on the result of the statistic calculation, it can be indicated the value of $t_{observe}$ was 6,928 and the value of t_{table} was 2,042. After comparing both of them by each values of degree aignificance, the researcher finds that $t_{observe}$ was higher than t_{table}, $6.928 > 2.042$. since $t_{observe}$ is higher than t_{table}, the alternative hypothesis (Ha) was accepted and Null hypothesis (Ho) was

rejected. It means that there was positive effect of using *English Conversation Practice* application in learning English and there was a significant effect any significant effectiveness of using application *English conversation practice* on students's speaking skill at class VIII I of SMP 1 Tembelang in the academic year of 2021/2022.

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