

USING SPEECHWAY APPLICATION TO INCREASE STUDENTS' SPEAKING SKILLS IN ENGLISH EDUCATION DEPARTMENT AT IAIN PALOPO

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ABSTRACT

This research aims to determine the use of the SpeechWay application to increase students' speaking skills in English Education Department at IAIN Palopo. It used a pre-experimental method, especially the One-group pre-test and post-test. The researcher gets a score on three aspects of speaking skills; accuracy, fluency, and comprehensibility by using pre-test and post-test. The population of this study was students in the 2nd semester of English Education Department at IAIN Palopo, with the total number is 72. Sampling was taken by convenience sampling consist of 15 students. The results of the data analysis showed that the calculated of t_{count} (7.115) is higher than t_{table} (2.14479). It shows that the SpeechWay Application is effective to increase students' speaking skills at IAIN Palopo.

Keywords: English Teaching, SpeechWay Application, Speaking Skill

1) INTRODUCTION

English is considered one of the scientific languages and academic disciplines. In particular, teaching English and learning (ELTL) has stood out for its dynamism and continuous revolution and progress in this field. That rapidly growing research, publications, institutions, and conferences proved this field immutable and static. The learners' insight of ESL concerns the time of learning the English language in universities, schools, and colleges. Numerous learning issues were discussed by 46 participants, both from private/public universities and colleges, comprising obstacles that came across in their English lessons in college, university, and secondary school. Learners' comments and visions on the subjects relating to local English language learning, teaching, and varying views were discovered by the dialogues, such as issues that the students faced while learning the four language skills: listening, speaking, reading, and writing. In addition, self-consciousness hindered language improvement.

In the current trend, digital is already familiar to the public, especially in the era of the

Covid-19 pandemic. The current formal learning process is evenly distributed using the online system. However, students have difficulty speaking in public, especially in English, because of the uncommunicative media, limited vocabulary, and nervous effect. For this reason, learning to speak must increase practice by utilizing students' interests as a habituation process. Using current trends is needed by looking at student interests and implementing a learning system through these trends and interests.

Based on the observations conducted on the second-semester students at IAIN Palopo, the researcher found that students were highly interested in making stories on their social media and speaking in front of the screen. However, most have low self-confidence, especially when dealing directly with the audience. Many students also forget about what they say if they are already nervous. Therefore, the researcher wants to share an application that can help students study and minimize errors, especially speaking in monologues. One thing that encourages researchers is the benefits obtained by many people, as well as our obligation to share knowledge.

For this reason, the researcher introduces an application that would solve the problems faced by students, namely the SpeechWay application. The SpeechWay application is a speaking application with text features that can make it easier for users to speak. It also has slow and fast scrolls to adjust to the user's speaking speed ability. This media is interesting for students, considering that there are many users of short video blogs on social media. In this case, students can follow trends and form fun and beneficial habits. In increasing student interaction and interest in learning, appropriate supporting media are needed regarding implementation, goals, interests, and trends. It can make it easier for students to adapt to new learning methods. Online applications have become a medium that helps the learning process of English in the classroom easier. Many online applications can be used to learn to speak English. Therefore, this study aims to identify suitable online applications for learning to speak English that suits student needs. The research method uses a pre-experimental design. This present study is aimed to know the students' response to utilizing the SpeechWay application as an online learning media in learning speaking at college. The researcher conducted the research according to the formulation, the objectives of the research is to determine whether or not the use of SpeechWay Application effectively increases the speaking skills at IAIN Palopo.

Syakur (2020), *Improving English Language Speaking Skills Using "Absyak" On-Line Learning*

Model for Second Semester in Higher Education. This research aims to improve students' speaking skills for the second semester in college. Web-based learning is popular with a million web-based Education (WBE) or e-learning (electronic learning). The results showed that learning designed using the information gap technique with "Absyak" significantly increased speaking skills from the results of learning achievement in cycle I and cycle II. The proven results of the first cycle that is still not optimal. In the second cycle, the results are maximum. Student activity increased in cycle II for learning, student activity, performance indicators, learning process, increased completeness scores, and decreased number of incomplete and success indicators. It means that students' speaking ability from this stage is increasing and succeeding well. This research has similarities in the online learning system and the skills used. In comparison, the qualitative data collection method is different from the research.

Furthermore, Risawati (2020). *The Use of Voice of America (VOA) Learning English Application to Improve Student's Speaking Ability for the Eighth Graders of MTsN 2 Tulungagung.* The results showed that there was an increase in students' speaking ability. It is evidenced by most students gradually getting good grades at the end of each cycle. Teacher Minimum Criteria Score – Minimum Completeness Criteria (KKM) for English lessons is 75 (seventy-five). In the initial learning, there were no students who passed the KKM. In the first cycle, there were only 7 students who passed the KKM. In the second cycle, 30 students passed the KKM. In addition, there is a positive response from students and English teachers regarding implementing these measures. Learners will be able to hear and see scripts running on the screen. This program is easy to operate and can be repeated how many times we want. The similarity of the research is the use of applications with teleprompter facilities. It is also intended to train students' speaking skills. The difference lies in the schools studied where the statement above is carried out at senior high school equivalents while the researchers implement it in universities.

Asadi (2017) *Intelliprompter: Speech-Based Dynamic Note Display Interface for Oral Presentations.* The result of this study is that presentations implemented using the Intelliprompter or speech-based dynamic method succeeded in making it easier for the presenter to deliver his presentation by reducing anxiety and excessive notes in the presentation to break the focus on the audience or listeners. It is evidenced by 36 interviews with presenters and an analysis of the corpus of presentation notes. In a study of subjects comparing our dynamic screen-based notes display interface and Google Glass with a static note-taking system, independent

presenters and judges strongly preferred dynamic screen-based systems. This study has similarities regarding student constraints, skills to be honed, and the type of media used to use the teleprompter facility. The difference is in terms of human resource targets, which are more about improving the quality of presenters on a broad scale.

2) METHOD

This research applied the experimental research design. It is the simplest form of research design. Experimental research is interpreted as finding certain combinations of others in controlled conditions. So, experimental research discusses whether there is a result of something in the subject under investigation. In other words, experimental research tries to evaluate whether there is a causal relationship. In this research, researchers used the experimental method, more precisely one of the parts in the Pre-Experimental Design, namely the One Group Pre-test Post-test method. The experimental group was given pre-test through an opening speech (Muqaddimah). It is recorded via voice note, while treatment aims to examine a particular treatment's effect on a specific group's symptoms, and post-test through an opening speech (Muqaddimah) by the scripts or their own script and it is recorded via voice note.

This research was conducted at IAIN Palopo. The approach used in This research is quantitative, and the types of analysis used in this study use the experimental method. The research sample is a second-semester student in the English Department consisting of a practical class with a total of fifteen students as a group that receives treatment in the form of learning by using the SpeechWay App. Collecting the Quantitative data in the form of initial test scores and final test was followed the steps below.

There are several assessments used in speaking, namely:

Table 1. Accuracy Assessment Rubric

Score	Description
5	The mother tongue very slightly influences pronunciation. There are a few minor grammatical and lexical mistakes, but most utterances are correctly spoken.
4	Moderately influenced by the mother tongue but no severe phonological error. There are a few grammatical and lexical mistakes, although they are minor.
3	The mother tongue influences pronunciation with only a few phonological mistakes. There are several grammatical and lexical mistakes, some of which are serious.
2	The mother language significantly impacts pronunciation an error causing a breakdown in communication may basic grammatical and lexical errors.

1	Many fundamental grammatical and vocabulary mistakes, as well as serious pronunciation issues. There is no indication that you have to master any language skills and practice in the course.
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Table 2. Fluency Assessment Rubric

Score	Description
5	Fluent like a native speaker
4	Fluency seems a little compromised by language problems
3	Fluency is a bit disturbed by language problems
2	Often hesitates and stops because of language limitations
1	Talk stutters and stops making conversation impossible

Table 3. Comprehensibility Assessment Rubric

Score	Description
5	Understand all without experiencing difficulties
4	Understand almost everything, although there is repetition in certain parts
3	Understands most of what is said when speech is slowed down a bit despite the repetition
2	It's hard to follow what's being said.
1	Can't understand even simple conversation

Table 4. Categorize of Speaking Skill

Categorize	Range of Score
Excellent	81 – 100
Good	61 – 80
Average	41 – 60
Poor	21 – 40
Bad	< 20

3) RESULTS

In this section, the researcher shows the students' complete scores in speaking skills (accuracy, fluency, and comprehension) on the pre-test, the students' mean and t-test scores, and the percentage level of students' speaking scores in the class. Researchers have presented it in a table and calculated the score using SPSS 22. SPSS 22 can make it easier for researchers and readers to see the results of processing the data that has been studied.

Pre-Test

Table 5. The Result of Students' Speaking Skill in Pre-Test

Range of Score	Categorize	N	Percentage
81 – 100	Excellent	0	0%
61 – 80	Good	0	0%
41 – 60	Average	4	26.7%
21 – 40	Poor	11	73.3%
< 20	Bad	0	0%
The total of N = 15			100%
Mean			38.647

The table illustrates that from the total data (N) of 15, there are 0% of students who are in the excellent and good categories, 4 (26.7%) students are in the average category with a score range of 41-60, and there are 11 (73.3%) students in the poor category with a score range of 21-40. The highest category of the pre-test is average and the lowest category is excellent, good, and bad.

Post-Test

Table 6. The Result of Students' Speaking Skills in Post-Test

Range of Score	Categorize	N	Percentage
81 – 100	Excellent	1	6.7%
61 – 80	Good	3	20%
41 – 60	Average	11	73.3%
21 – 40	Poor	0	0%
< 20	Bad	0	0%
The total of N = 15			100%
Mean			59.100

Based on table 3.2, it can be stated that there is an increase in the students' pre-test and post-test results, where the minimum post-test results are 53,3 and maximum 86,7 while the minimum pre-test results are 33,3 and maximum of 60.

Pre-Test and Post-Test Comparison

After collecting the data, a comparison between the pre-test and post-test was calculated to see the significance of the effect of the application used in the learning process using SPSS 22.

Table 7. Minimum and Maximum Score

N	Minimum	Maximum	Mean	Std. Deviation
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Pre-test	15	33,3	60,0	38,647	11,1230
Post-test	15	53,3	86,7	59,100	9,9297
Valid N (listwise)					

Based on table 3.3., it can be stated that there is an increase in the students' pre-test and post-test results, where the minimum post-test results are 53,3 and maximum 86,7 while the minimum pre-test results are 33,3 and maximum of 60.

Table 8. One-Sample Test

	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-test	16,978	14	,000	38,6467	33,765	43,529
Post-test	24,327	14	,000	59,1000	53,889	64,311

The table, illustrates that df is equal to 14 with t (16,978) in pre-test and (24,327) in post-test. It is also known that the mean difference is 38,6467 in pre-test and 59,1000 in post-test. In addition, the 95% confidence interval of the difference are lower pre-test (34,285) and upper (46,604) and lower post-test (53,889) and upper (64,311).

Table 9. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	38,647	15	8,8160	2,2763
	Post-test	59,100	15	9,4090	2,4294

In the paired samples statistics table, we know that the total data is 15 with pair 1, the mean post-test is 59.100, which is higher than the pre-test, which is 38.647, so the standard deviation of the pre-test is 8.8160, and the post-test is 9.4090. Also, the mean standard error of the pre-test is 2.2763, and the post-test is 2.4294.

Table 10. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	15	,255	,359

The paired sample correlation in the pre-test and post-test correlations shows a correlation coefficient of 0.255. The students' speaking test results before and after treatment showed a significant (Sig.) 0.359. Because the considerable value is $0.359 > \text{probability } 0.05$, there is a difference between the pre-test and post-test using SpeechWay application in the treatment.

Table 10. Paired Samples Test

		Paired Differences					t	df	Sig.
		Mean	Std.	Std.	95% Confidence Interval of				(2-tailed)
			Deviation	Error	the Difference				
				Mean	Lower	Upper			
Pair	Pre-	-20,4533	11,1342	2,8748	-26,6193	-14,2874	-7,115	14	,000
1	test -								
	Post-								
	test								

Based on table 3.7 above, the researcher found that t_c (t_{count}) = 7,115 and df (degree of freedom) = 14 with the value of t_t (t_{table}) = 2,144 used the standard of significant 0.05 (5%) $7,115 > 2,114$.

According to the result of the data above, the t count was higher than the t table ($t_c > t_t$) which means the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. It shows an effect of the treatment process to pre-test and post-test by using SpeechWay application. It can be concluded that using Speaking in a formal setting, especially in monologues effectively increased the students' speaking skills in English Education Department of IAIN Palopo.

4) DISCUSSION

This study aims to determine whether implementing the SpeechWay application can increase 2nd-semester students in the English Education Department at IAIN Palopo. The findings show that the mean score obtained by students from the pre-test is 38.647 (poor), while the average score in the post-test is 59.100 (good). The results indicate that the post-test results after the experimental treatment are much higher than the pre-test. Value of Sig. (2-tailed) is $0.000 < 0.05$ which means the null hypothesis (H_0) is rejected. Then, the alternative hypothesis (H_1) it is accepted that using the SpeechWay application in Teaching effectively increases students' speaking skills in English Education Department at IAIN Palopo.

The research process begins with a pre-test before carrying out the learning process, which has been carried out for five meetings using short videos by bringing the Speaking for the formal setting material. Then the students did a post-test to see the learning outcomes from the previous treatment. In this study, the researcher had 15 students who took the pretest, treatment, and post-test.

In line with Risawati (2020), there is a positive response from students and English teachers regarding implementing these measures. Learners will be able to hear and see scripts running on the screen, and this program is easy to operate and can be repeated how many times we want. Learning using the online system has also proven effective in increasing learning, student activity, performance indicators, learning processes, increased completeness scores, and decreased number of incomplete and success indicators (Syakur, 2020). In addition, Asadi's opinion (2017) also relates to research results that using teleprompter media can increase students' self-confidence, reduce anxiety levels, and are easier to operate compared to using notes which tend to break the presenter's focus on the audience.

Some of the obstacles encountered during the treatment were:

1. Students' English mastery is still in the primary category
2. Some students still miss pronunciation
3. Unstable network

Some of the efforts made to minimize some of the obstacles experienced by students are as follows:

1. Students are given examples first and get used to listening to things related to the material being taught.
2. Words that are still foreign to them are given examples or looked for references on how to pronounce them before the next class starts.
3. Students are allowed to practice alternately conditioned by the stability of the network.

The researchers asked what they knew about the "Speaking for a formal setting" course and whether anyone had ever given a public speech or had only studied it in person. Then, the researcher gave some text to be entered into the SpeechWay application later. Furthermore, students practice using the application, and in the production section they record themselves practicing the material being taught.

After completing the treatment, the researcher improved in the students through the pre-test and post-test. Some of the developments that exist in students are as follows:

1. In the pre-test, students prefer the text chosen by their friends and follow the pronunciation without knowing whether it is correct or not. Meanwhile, in the post-test, the choice of selected texts became varied, and some even spoke using the reader they had improved.

2. Students master the way how to speak and are more fluent than before. It is because they make a video at the end of each lesson. So, students are more likely to see the video as a repetition material.
3. In speaking in front of them, they look more expressive because there is no worry about being wrong or forgetting to mention a sentence.

Based on the explanation above, it is known that the use of the SpeechWay application can help students increase interest in learning, self-confidence, and also fluency in speaking English, especially monologues in speaking for formal settings.

5) CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concludes that using SpeechWay application in English Education Department at IAIN Palopo, especially in speaking for formal settings in a monologue, can be seen after doing the treatment. The results showed that there was a significant difference between the students' average scores in the pre-test and post-test after calculating SPSS 22. the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted that the SpeechWay application effectively increases speaking skills in English Education Department at IAIN Palopo.

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