IMPROVING STUDENT SPEAKING SKILLS USING THE HELLO ENGLISH APPLICATION

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A B S T R A C T

Currently, the development of technology is very advanced. Technology can be used as an alternative to other media to gain learning about various English skills. With an application that can be used as a medium for learning English, of course, it will be very helpful for the general public or students who want to learn English instantly. One of the language skills that are very important in everyday life is speaking skills as an effective oral communication medium. The researcher used classroom action research to do this research. which aims to improve students' speaking skills using the Hello English application. This research was conducted in two cycles. The research procedure in this study consisted of four steps. Namely planning, implementation, observation, and reflection. Research instruments are in the form of observation sheets, questionnaires, tests, and documentation. From the findings and discussion, it is found that the Hello English application can improve students' speaking skills. This can be seen in test cycle 2. In cycle 2, the students' speaking scores showed that 20 students passed and 2 students failed. The average test score in cycle 2 was 8.05 and the percentage increase was 85.25%. This shows that in cycle 2 the student's score meets the success criteria of 75%. Thus, based on the results of cycle 2 the Hello English application can improve student's speaking skills.

Introduction

Speaking is one of the most important of the four language skills because individuals who learn a language are called speakers of that language. The main objective of teaching English is to provide learners with the ability to use English effectively and correctly in communicating (Davies, 2000). Every educational experience in the homeroom brings with it a number of difficulties or circumstances that do not support the educational experience, such as the teaching methods that are used to exhaust students (Anggraini, 2022). However, the field of language learners cannot communicate fluently and accurately because their knowledge is not sufficient in this field. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill. (Harmer, 2007) states that speaking is the ability to speak fluently and does not require knowledge of language characteristics, but also the ability to process information and language tentatively. The characteristics of the show are to show and that is the main goal of the teacher in teaching speaking skills. According to (Hughes, 2002), fluency is the ability of learners to speak understandably so as not to communicate because listeners can damage their interest. (Hedge, 2000) states that fluency is the ability to answer coherently by connecting words and phrases, pronouncing sounds clearly, and using stress and intonation.

Speaking and writing are frequently compared to one another because they are both regarded as "productive skills" as opposed to "receptive skills" like reading and listening. Speaking and listening are two ways of communicating that are inextricably linked. Every listener is at least potentially a speaker and every speaker is simultaneously a listener. A spoken exchange between two or more people to say something is known as speaking. In order to alter the information, it is a crucial component of daily interpersonal communication. According to (Brown, 2001), speaking is an interactive process that involves producing, receiving, and processing information to construct meaning. In addition, (Nunan, 1995) points out that when students are actively engaged in attempting to communicate, learning a second language will be made easier. According to (Summer, 2003), speaking is the act of expressing one's thoughts or ideas, or of using one's words to prove a point. When helping students speak in class, teachers may run into a number of difficulties with their speaking skills. According to (Tuan, 2015), these include inhibition, a lack of topical knowledge, low participation, and the use of the mother tongue. Students first encounter barriers in the classroom. They might get stuck in class when they want to say something. They fear criticism and worry about making mistakes. The focus on themselves by other students embarrasses them. According to (Littlewood, 2007), language classes can also help students form networks and barriers.

The use of technology in the learning process has many impacts (Pourhossein Gilakjani, 2014) argues that the use of technology can create a learning atmosphere that is centered on learning rather than the teacher creating positive change. This means that by using technology, the language classroom becomes an active place where students are given the responsibility to learn. (Drayton, 2010) stated that the use of computer technology shows a true learning experience that increases the responsibility of learners in the learning process. Through technology, students can learn individually with full responsibility. With the development of technology today, we can apply it world of education as an increasingly sophisticated facility to facilitate the learning process delivered. next is the importance of technology to keep up with its development. The use of technology has been shown to increase children's interest in learning because a more attractive display will avoid boredom when following the lesson. In Indonesia, most schools still use technology in education. What is meant by learning technology is an application or media that has been designed in a modern way and used as a theory and practice in learning, as a resource for learning. Currently, the technology that is widely used in the world of education in Information Technology. Information used for learning media can have a positive impact on students, that is, they can more easily find the information needed during the learning process. The media that can be used is provided by computers and the internet. According to (Arifah, 2014), the use of the internet in the learning process can increase students' learning motivation. Students can learn meaningfully through computers and the internet which can attract students' attention to learning English.

Because it works directly with the teacher, the Hello English application has many features, like interactive lessons and games. This is why the researcher chose Hello English, in addition to the fact that it is used by many people worldwide, that it can be downloaded for free from the Google Play store, that millions of new dialogues are spoken in English, and that the application's explanation of the information is very clear— sometimes in the form of meaning errors or general sentence errors. The developers of the Hello English app hope that it will assist students in problem-solving and improving their speaking fluency and accuracy. The Hello English application for social media can

encourage users, particularly students, to be creative and interactive. The Hello English app can offer a variety of features, such as vocabulary, grammar, conversation, pronunciation, and so on (Yunita, 2019).

The Conversation feature, which will be used with students to help them speak more accurately and fluently, is the focus of the research. This application also has a game feature to pique the interest of users or students in learning. After that, they can discuss various topics with other Hello English users to improve their English, particularly their speaking skills. Specialists use Hi English as a mechanism for gaining from home and can likewise be utilized as a mode for showing talking in class. The Easy English Course for children's classes students who took part in this study. The Hello English app is used as a learning medium by researchers to focus on improving speaking skills.

Research Method

Classroom Action Research (CAR) design was used in this research because the purpose of this study is: to find out and explain how the Hello English application improves students' speaking skills. The subjects of this study were students in the Easy English Course (EEC) class who had speaking problems.

Based on (Kemmis, 1988) Classroom Action Research is conducted through cycles and there are four phases in each cycle. They are planning, executing, observing, and reflecting. There are two kinds of tests used in this study: test 1, test 2, and test 3. Test 1 is used to determine the extent of students' abilities before the researcher implements the Hello English application. Then, tests 2 and test 3 were used to see the extent of student competence after using the Hello English application as a medium for learning to speak. In this study, the tests were in the form of sentence/dialogue completion tasks, pictorial assignments, and questionnaires.

With classroom action research, the researcher made observations in the classroom. That researcher does not observe once but rather at each meeting. The purpose of this activity is to determine the extent of the student's actions. The students were given a questionnaire by the researcher. In addition, this activity was used to determine whether or not students have a cellphone to support this research. A questionnaire from this study was used to determine how much students practice their speaking skills, their experience using learning media to practice speaking, and their feedback regarding the Hello English app. Analyst record visual information about the educational experience or results from homeroom learning. Thus, researchers are aware of learning activities for students. Not just that, this movement is utilized to assist specialists with knowing the improvement of understudies' talking abilities in class. English as a medium for speaking is observed and processed using a formula following the collection of teacher and student activity data via the Hello application.

Result and Discussion

Preliminary observations are carried out during the learning process while researchers think students are in practice teaching for almost three months and carried out before the researcher conducted the study. Based on the results of observations in the preliminary study, The researcher found that only 5 students actively participated in the teaching and learning process. Researchers distributed needs analysis questionnaires to find every problem faced by students. Before conducting a needs analysis, the author designed a questionnaire based on speaking, mobile learning, and android theory. Questionnaires were distributed on Saturday, July 16, 2022, in the Easy English Course

children's class. There are 20 students in the class and no one was absent that day. There are 20 closed questions and 5 open questions in the questionnaire. The data shows that students sometimes practice speaking at home.

Only 30% of students reported practicing their speaking skills outside of school. According to these data, 48% of student statements show that most students practice speaking with friends. We can conclude from these results that they do not exercise at home. As can be seen in number 10, 65% of students concur that the lack of speaking is the factor that prevents them from speaking fluently. In order to resolve their issues, the researcher used the Hello English application. Before starting this activity, the researcher wanted to know if the students had an Android smartphone. The data also indicate that half of the students own an Android smartphone. However, you can see from these data that 30% of students have never used Hello English to learn how to speak at home. Only 55% of students, on the other hand, use electronic devices to practice speaking at home.

However, students rarely or never practice speaking at home in open-ended questions. This indicates that practice is a significant contributor to the speaking issue. In addition, they stated that they concurred and would be pleased if their Android or smartphone contained applications that would make it simpler for them to practice speaking at home. On July 23, 2022, the first test was carried out. The purpose of the first speaking test was to ascertain the students' previous speaking abilities. In the first test, the subject had to answer five questions about his speaking ability. For the Children's class, the researchers create questions based on basic competencies and indicators. Additionally, this result reveals their language and pronunciation flaws, which we discussed. Based on these findings, students' speaking abilities need to be improved. As a result, researchers are attempting to enhance the abilities of students. speaking abilities by using the Hello English app as a home-based learning tool. This demonstrates that only 25%, or 25%, of study subjects, achieved the minimum passing score of 8 for Easy English Course students. The first cycle is completed in two meetings. There are four steps in this cycle. specifically, preparation, execution, observation, and evaluation.

The researcher plans everything that can be done and prepares things related to class activities, like lesson plans, observation sheets, media like YouTube, WhatsApp, and PowerPoint, and setting up the Hello English application, during the planning stage. The researcher then looks for observable issues with the teaching and learning process. The issue in this instance concerns the students' capacity to master the material English language skills. The materials and media used in the study's teaching and learning process were then put into use by the researchers. The researcher carried out two steps in this study. The researcher completed the second step to obtain the best outcome if the first step yielded insufficient results. The researcher can conduct a second test at the conclusion of the second step to ensure that the Hello English application enhances students' speaking abilities.

In order to carry out each cycle, there are two meetings. Application of the first cycle The following are some specifics of the teaching and learning process:

The students are greeted by the researcher. "Hi, how is it going?" is a greeting used in pre-activity activities. The researcher inquired about the activities of the previous day, their condition, etc. From that point forward, the scientist made sense of the targets and capabilities; topics that deal with body parts and are presented in the continuous tense. English and Indonesian are used in research and education. The majority of respondents found it difficult to comprehend the researcher's explanation in English, so the researcher clarified in Indonesian after explaining, asking, or commenting in English.

The researcher gave out the PowerPoint and told the students to watch a YouTube video about the material after the meeting started. Students pay close attention and try to comprehend simple present tenses and verbs. They can ask the researcher anything they don't understand about the material or the example sentences. After that, the instructor asked the students to look at the image in PowerPoint before asking them questions about it. The instructor then instructed the students to open the book and complete the exercises.

The researcher gave the students instructions for the subsequent activity. Reading the text is required of students. The researcher provided a link after the activity was finished, and students were required to watch a tutorial video on how to use the Hello English app. They can use the media at home after installing the app. They may inquire of the researcher if they are unable to comprehend each step of the Hello English application. The researcher instructs students to complete the Hello English application exercises in the concluding section, and the topic will be discussed at the following meeting. Eventually, the specialist shut the example by hello.

In observing, data analysis was carried out after the first cycle was carried out. Data were obtained from student achievement tests and analysis checklists in cycle 1. The average result in cycle 1 was 6.65 while the percentage of students who succeeded was 50.03% (10 students). While the success criteria for student achievement is 75%, so this cycle does not reach the criteria for success.

Observational data were obtained from the observation checklist. Observations were carried out simultaneously with the implementation of the treatment. Student activity observation table filled in by collaborators: only 9 students out of 13 student activity items during the teaching and learning process. So the proportion of student activity (9/13 x 100%) is 69.23%.

At the second meeting, the student activity items increased from 9 to 12. It increased to 3 items. It's in the items "Paying attention and answering teacher questions", "Asking questions about the material". the percentage of two meetings in cycle 1 is 73.75%.

The average scores of the students, the success criteria of the students, the percentage of students, and the observation sheets of the teachers all indicated that the students' speaking skills had significantly improved. The success criteria are 85.25 percent and a score increase of 5.107 on average. The teaching and learning process was enjoyed by the students, particularly in speaking. As a result, they can enthusiastically achieve speaking proficiency in English classes. Teachers and researchers discussed the implementation's results after the teaching and learning process. Students mastery increased in this cycle, according to observations of the teaching and learning process. They pay more attention to the material and spend more time at home practicing their English. In addition, students are more confident and motivated to speak in front of their friends and family. Therefore, a few understudies tackled their tasks better and more accurately.

The percentage of students with scores greater than 75% and the average scores of the students both increased. As a result, the researcher came to the conclusion that because the research was successful, he would stop conducting it. In cycle 2, students used the Hello English app to improve their speaking skills.

According to the results of the CAR, 68.7% of 20 students agree that using online learning media for English speaking practice can help them. 14 out of 20 students agree that the Hello English app is also simple to use. Hello English is made to meet the needs of students; 59.5 percent of respondents concur with this statement. However, the majority of students, 68.7%, agree that the Hello English app facilitates speaking

instruction. In addition, the researcher asked students open-ended questions in an effort to identify Hello English's shortcomings. Because the application's feedback voice uses Google Voice, some students said they expected it to sound like a native speaker.

Conclusion

The following improvements emerged from the implementation's outcomes: The first test's average score was 50.03%; The student success criteria for the test in cycle 1 is 6.65, and the student success criteria for the test in cycle 2 is 75%. This means that the student success criteria for cycle 1 are 50.03 percent, and the student success criteria for cycle 2 is 85.25 percent. The benefits of using Hello English: Students can use the application's conversation feature to practice speaking English, and play games to practice speaking, it is easier to use because they can download it for free, the future is interesting and simple, and the theory is easier to understand. Inconveniences of Hi English: cannot open some courses because you need to buy premium unlock, there are connection limitations when using the application because this application has a connection that is too strong, and the voice from feedback using Google voice does not use speakers originally. Additionally, you must repeat the exercise. It is evident from the preceding explanation that the action hypothesis is accepted. Students' speaking abilities can be enhanced by using the Hello English application as a home-based learning medium.

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