The Use of Hallo Application as Supporting Teaching Media in Enhancing Students` Speaking Skill

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Abstract

This research was aimed in increasing students` speaking skill by using Hallo Application based on android smartphone which the students able to use it everywhere. The research used pre-experimental design which used one group pre-test and post-test. The research was planned by using of hallo application as instrument and learning support. In implementation, the researcher made planning, treatment, evaluating and reflecting in every meeting.   The result of this research from paired sample test showed the result of the analytical comparisons using t-test. The output shows the average before and after the test (-20,900), standard deviation (4,773), mean standard error (0,871). The bottom difference (-22.682), while the top difference (-19,117). The result of the t test = (-23,983) with a df of 29 and a significance of 0,000. Mean score were higher after teaching using Hallo Application. This means that Ha is accepted and Ho is rejected. In conclusion, the use of Hallo Application is an effective strategy that will use to teach class XI of Senior High School Students.

Introduction

English is a most used international language in all facets of life, including trade, research, and technology. (Wilson, 1963) mentioned that The English language is the window which opens up the vast prospect of human achievement. The more effective grasp of English in all its diversities of speech, vocabulary, structure and meaning, the more will be benefit personally.

The way that spoken and written languages deal with vocabulary, pronunciation, grammar, and fluency is very different. Students actually struggle with active, spontaneous communication in English even though they have a sufficient vocabulary to do so. They lack the knowledge of how to put their thoughts and feelings into words. Additionally, for two reasons, students claim that speaking is more challenging than reading, writing, or listening. The first is that speaking is legitimate in everyday life. Usually, the person we are conversing with is waiting for us to start up the conversation at that moment. Second, we cannot revise the things we would say as we can do when we write something (Syafiq et al., 2021).

Although speaking is a crucial ability for language development, neither learning nor teaching it is simple. Oral skills are not taught language classes for a variety of reasons. If oral production is not really tested, teachers might not want to give valuable class time to it and would rather emphasize grammar, writing, and reading skills instead. Another related factor could be that written language and grammatical correctness are stressed as learning objectives in the instructional strategies and materials (Pakula, 2019). It's also possible that the teacher avoids using the target language in class and gives the pupils few chances to speak in front of the class because she or he is unsure of their spoken language skills. Students who might be worried about making mistakes and receiving criticism may feel the same way.

One approach to achieve this is to set your classroom apart from others by placing the desks in groups rather than in rows, for example, or by hanging posters on English language and culture on the walls. Teach your students` the language of the classroom from the very beginning, continue teaching it, and encourage them to make requests and pose questions in English. Giving encouraging feedback also encourages and relaxes timid kids, allowing them to talk more. Allocating a portion of the final grade to speaking ability and letting the students know they are being regularly evaluated on their speaking practice in class during the term are two more strategies for motivating them to talk more (Bahrani, 2012).

The class activities may be boring or at the wrong level, which is a whole different explanation for the students' silence. All the students are truly asked to do is swiftly respond with "yes" or "no," which they do, and then they sit in quiet or, worse, talk loudly in their native tongue. This is a common problem with our fascinating communicative speaking activities. So perhaps you should examine your speaking activities more closely to determine whether they actually engage students and foster a genuine desire for communication.

Giving the students the materials and language tools when they require to finish the assignment is equally crucial. They might go back to their native tongue if the language is spoken at a pitch that is too high, or if the activity is too simple and they become bored. Additionally, keep in mind that some students, particularly beginners, may frequently utilize their native tongue as a first language emotional support, translating everything word for word to make sure they have mastered the job before attempting to speak. Simply exercise patience with these kids because, more than likely, as their proficiency in English increases, so will their reliance on it.

Mobile assisted language learning (MALL) is a rapidly developing subfield of computer-assisted language learning in general. Mobile technology has improved along with it, and so have the sophisticated applications created for language learning (Yang, 2013).

Most of application that assisted in language learning always had a common bunch of lesson as foundation in learning second language. Learning second language is needed a lot of practice especially in term speaking, a lot of people rate success full in second language learning in speaking skill ability. Off course grammar and tenses are important, but for practice of having a dialog and carrying on conversation are important too (Ihsan, 2016).

Hallo Application is an English application that can be used on both mobile phone such Android and IOS. This application features are builds on educational games. That can help students having conversation with a huge exposure. Because mobile phones are object which can used in everywhere, students can learn not only at school but also can use at home.

Method

The researcher used a pre-experimental design that applies one group pre-test and post-test with consists seven meetings, where five meetings for the treatment and two meetings for pre-test and post-test. The population of this research is first semester of second grades of Senior High School students. There are 30 students. In implementation, the researcher made planning, treatment, evaluating and reflecting in every meeting. To obtained the data, the researcher used test, which is pre-test and post-test. The test was used to see the result of the students` English comprehending. To calculating the data score, the researcher analyzed the data with using SPSS V.22 from windows.

Results

1. Paired sample correlation

Paired Sample Correlation is the relationship between post-test and pre-test. The researchers conducted SPSS V.22 for windows software. The result of this

analysis is shown in:

Table 1. 1 The result of paired samples statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before Treatment	48.5333	30	10.11565	1.84686
	After Treatment	69.4333	30	10.28787	1.87830

Based on the results of the data paired samples statistics on the SPSS V.22 for windows software, pre-test score is 48,5333 and post-test score is 69,4333 showed that after experiencing treatment had a significant increase.

Table 1.2 The result of paired samples correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Before Treatment & After Treatment	30	.891	.000

Based on the results of the data paired samples correlations on the SPSS V.22 for windows software, the correlations between the two variables in 0,891 with a sig. of 0,000. This shows the correlations between the two mean pretest is strong and significant because < (less than) 0,05.

2. *Paired samples T-test*

The paired sample T-test is a test of the difference between two paired samples are the same subject but experience different treatments. Researchers tested the paired sample T-test on SPSS V.22 for windows software. The paired sample T-test was used to determined whether there was a difference in the mean of the two paired samples. The results of analysis are shown in the:

Table 2.1 Paired Sample test T-test Result

Paired Samples Test

	Paired Differences			
				95% Confidence Interval of the Difference
	Mean	Std. Deviation	Std. Error Mean	Lower

Pair 1 Before Treatment - After Treatment	-20.90000	4.77313	.87145	-22.68232

Paired Samples Test

	Paired Differences				
	95% Confidence Interval of the Difference				
	Upper	t	df	Sig. (2-tailed)
Pair 1 Before Treatment - After Treatment	-19.11768	-23.983	29	.000

Based on the table above, the result of the paired sample test shown the result of the analytical comparisons using the t-test. The output shows the average before and after the test (-20,900), standard deviation (4,773), mean standard error (0,871). The bottom difference (-22.682), while the top difference (-19,117). The result of the t test = (-23,983) with a df of 29 and a significance of 0,000.

Discussion

Learning strategies are needed to support the realization of successful learning. One of the strategies used by the researchers here is by using technology, which is Hallo Application that helps students develop their speaking ability. In some senior high school, they have not used the strategies of using the advantage of technology in teaching. So that the teacher activities in teaching feel so monotonous and students become bored quickly in following the lesson.

According to (Ihsan, 2016) Most of application that assisted in language learning always had a common bunch of lesson as foundation in learning second language. Learning second language is needed a lot of practice especially in term speaking, a lot of people rate success full in second language learning in speaking skill ability. Off course grammar and tenses are important, but for practice of having a dialog and carrying on conversation are important too.

Therefore, this time the researcher tied to apply the Hallo Application to help students learn to develop their speaking ability easier. This study proves that use the Hallo Application is effectively to develop students speaking skill ability. As mentioned in introduction above, Hallo application helps students to practice English with native speaker and offered talking with partners anytime in direct way, so students can develop their speaking abilities. Hallo Application give some features, those are learnt with real teachers, practice with speaking partner, find

classes based on the interest, join the largest English community, and monitoring student skill progress.

Conclusion

English is a most used international language in all facets of life, including trade, research, and technology. People are encouraged to speak English because they believe it to be a crucial language in the age of globalization due of this condition. In addition to being significant, English is regarded as advantageous since it enables people to interact with others from around the world, gain better access to technology, and obtain better education and employment. When learning English, people must learn the four abilities of listening, speaking, reading, and writing. Speaking is an essential English skill in language studies because it relates to the improvement of communication abilities. Speaking is an essential English skill in language studies because it relates to the improvement of communication abilities.

The result of paired sample test showed the result of the analytical comparisons using t-test. The output shows the average before and after the test (-20,900), standard deviation (4,773), mean standard error (0,871). The bottom difference (-22.682), while the top difference (-19,117). The result of the t test = (-23,983) with a df of 29 and a significance of 0,000. Mean score were higher after teaching using Hallo Application. This means that Ha is accepted and Ho is rejected. In conclusion, the use of Hallo Application is an effective strategy that will use to teach class XI of Senior High School Students.

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