

## IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT THROUGH ANDROID APPLICATION TFLAT ENGLISH TO THE 12<sup>th</sup> GRADE STUDENTS OF SMA NEGERI 1 PEUSANGAN SIBLAH KRUENG

M. Furqan<sup>1</sup>

<sup>1-2</sup> Almuslim University

Email: [1aanfurqan1999@gmail.com](mailto:1aanfurqan1999@gmail.com),

### ABSTRACT

This research entitled is "Improving the Students Speaking Achievement Through Android Application TFlat English to The 12th Grade Students of SMA Negeri 1 Peusangan Siblah Krueng (a Collaborative Classroom Action Research). The researcher raised the problems of this research, namely: the first, how does the android application TFlat English improve the students speaking achievement? And the second, how do students respond to the implementation of the android application TFlat English at SMA Negeri 1 Peusangan Siblah Krueng?. The purpose of this study is to seen the improvement and students response to the application of the android application TFlat English as a medium for learning Speaking Achievement. The method used in this research is Collaborative Classroom Action Research. The researcher collaborated with teacher at SMA Negeri 1 Peusangan Siblah Krueng. The instruments used in this research are test, observation checklist and questionnaire. It can be seen that the mean score of the students' speaking test in the first cycle was 51.79% and in the second cycle it increased to 73.47%. The mean score of the first cycle of students' observations was 56.6% while in the second cycle was 86.4%. The students' response to the application of the TFlat English got an mean score of 83.95. These results indicate that the application of the TFlat English application in improving students' speaking achievement its good results and a satisfactory response. Thus this research is said to be successful.

**Key Word :** *Speaking Achievement, Tflat English Application, Collaborative Classroom Action Research*

### INTRODUCTION

Speaking is an activity by someone to communicative with other. At the moment someone state something, they interact and use the language to express their reason, feeling and thought. Speaking is a type of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished.

Speaking is a productive skill that is observed either directly or empirically, which is enhanced by the accuracy and effectiveness of listening skills, which must have expertise and productivity in conveying messages orally [1]. According to tarigan defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is described as the activity as the ability to express

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oneself in the situation, or the activity to report acts, or situation in precise words or ability to converse or to express a sequence of ideas fluently. Speaking as development of the relationship between speaker and listener [2].

Based on the definition above, the researcher concludes that speaking is the ability to produce the language and share their ideas with others from what they have heard and can be conveyed to others around them.

English language used to communicate with the people in all their activity. even if, there are two kind of language used in communication, that is writing and speaking. in daily life speaking considered as the most important language use to weave a relationship with the other people. There are two variety of speaking that are dialongue and monologue. Monologue be used by one people and applied to express they feeling or represent they ideas and information like in speech, news, and telling story. Dialongue is conducted by two people or more to interact with the others such as in purchase and sale, teaching and learning process in class and etc.

As quoted by Magdalena.B according to Siahaan, 2014:15 the spoken productive language skill is called speaking. In speaking, it must contain meanings that can be understood by others, not just conveying a word, this is seen in the function of language used as a communication tool to convey messages orally, therefore people must know the norms in speaking and use appropriate grammar [3].

Speaking is one of the communicated means to express our ideas or opinion. Speaking is important because to be able to function in another language is characterized by being able to use that language in an oral communication. Besides, the success of language learning is determined by being able to use that language in real communication [4].

Based on definition above, it could be concluded that the most which important skill in the mastering language is speaking. In learning a language that someone could mentioned to be successful and adept mastering language in case he matters speaking skills. It signify amount of time and effort needs to conducted in order to provide many opportunities for the learners in speaking not only in the classroom however also in outside of the class. since the more time which given to the learners in interacting with the language it will be preferable, then they will obtain more confidence and motivation in learning practicing the language.

as a teacher must assess students speaking in varous aspect of speaking concurrently. Aspect of speaking are some aspect that must masterchip to make our oration acceptable.

According to Harris there are five aspect of speaking namely is grammar, pronunciation, fluency, vocabulary, and comprehension [1].

The aspect of speaking describe as follows :

1. Grammar

In compose of the sentences Students need to know grammar which consists of systems and patterns that are appropriate in grammatical rules. By utilizing the correct grammar, it will be a support to improve speaking skills. So that the conversation delivered becomes accurate and can be accepted by others Grammar is use to needed for students to arrange a correct sentence in conversation. As quoted by Kurniati.A et.al according by Heaton he said that students' capability to manipulate structure and to discriminate suitable grammatical format in congruence.

2. Pronunciation

in speaking skill Pronunciation as deliberation significant. The student must proficiency pronunciation rules to be a good speaker by reason of words should superlative spoken clearly so that not change the true meaning of word. Furthermore, the student should now stress and intonation in order to their speak occur softly and easy to understand.

3. Fluency

Fluency has nearby connection with pronouncing. if someone could speak automatically, clearly and comprehensibility in can be told fluent in speaking. the student can practice continously by conducting dialogue with native speaker or listening to native speaker speech so that could enchance students' fluency Broughton et.al.

4. Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learn for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

5. Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it. Comprehension is anability in comprehend second language most complicated since it can't direcly observable and should be inferred throught overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Participants must fully understand the nature of the research project, even

when the procedure is complex and contain risks because the understanding refers to facts.

Android Application Tflat English is an application that has features for English language development. in this application presents various forms of learning to make it easier for students to practice speaking English fluently and correctly.

For English beginners and students learning English who want to develop their skills in speaking English this application provides a variety of learning creations equipped with various kinds of vocabulary, English pronunciation and English conversations that make it easier for students to practice speaking. in the vocabulary learning feature, students can practice by remembering vocabulary and practicing pronouncing the correct vocabulary available in the application, thereby helping students remember the vocabulary they speak and increase the vocabulary of students in speaking English. In the pronunciation learning feature students can practice by saying the words or sentences available in the application so that students will be familiar and fluent in speaking. and in the daily conversation feature students can listen to audio conversations, play conversation games to complete learning, after which students can carry out the conversation by themselves.

The three features available in the Android Application Tflat English make it very easy for students to practice speaking by themselves at home. not only that this application can be accessed offline so that it saves expenses for students, if students are diligent in practicing then its application to improve speaking English will be quickly and easily mastered.

There are advantages and kinship in the android application Tflat English. the benefits of this application is that students could training anytime and anywhere without having to be supervised by the teacher always. but the drawback of this application is that because this application can be accessed offline, this application does not have vocabulary updates and other learning features.

There are several steps to use the Android Tflat English application in the teaching and learning process namely is:

1. First, the teacher introduces the android application Tflat English to students. than the Teacher explains to the students through this application students can practice improving his speaking.
2. Before the teacher uses the android application Tflat English, first the teacher explains the learning material, then to make it easier for students to understand and master the

material, the teacher shows video examples through the android application Tflat English to students related the learning material.

3. After students can understand the learning delivered, the teacher invites students to talk through the use of the android application Tflat English. First, the teacher tests the students' pronunciation by playing the words spoken through the android application Tflat English, then students repeat the words spoken through the android application Tflat English . After students repeat the words, a score of one to five stars will appear. If the student's pronoun is good, a five-star score will appear. This pronunciation test needs to be done to improve students' fluency in speaking.
4. Next, the teacher invites students to play guessing games through the android application Tflat English. The function of this game is to improve students' memory of the vocabulary that students know in order to make it easier for students to speak later.
5. Finally, in the android application Tflat English there are also exercises that students must do. This exercise aims to train students' memory skills and train students' skills in expressing themselves in speaking.

With a variety of activities carried out through the use of the android application Tflat English, all of them aim to improve students' speaking both in terms of skills and also in increasing students' confidence when expressing something that students want to convey.

#### **RESEACRH METHODELOGY**

Research design is how a researcher conducts research methodology. The type of research used is Collaborative Classroom Action Research (CCAR). Classroom action research is the research procedure with absolute action, the action which goes on interrogatory disciplines, somebody's effort to realize and join in the processing of improving and increasing. This study, the researcher collaborates with one of the classroom teachers to solve students' problems in speaking achievement and makes it easier for researcher to overcome student problems in the teaching and learning process later and contribute to the development of learning media in education. In this study, the researcher would use classroom action research reflection on the activity that appeared and happened in class. The researcher use a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model consisting of four steps: planning, acting, observing, and reflecting. The cycle series brings about improvement of the problem in this research [5].

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The setting of the research is SMA Negeri 1 Peusangan Siblah Krueng. It is located on Jl. Tgk Chiek Awe Geutah- Lueng Daneun, Bireuen, Aceh. The students of the twelfth grade at SMA Negeri 1 Peusangan Siblah Krueng as a subject of this study. There are 19 students in the class. They have different level of intelligence and ability of English. Each of them will participate in the discussion in each cycle. And will be given a score based on their speaking performance.

The success criteria are set as the basis to determining the success or failure of a cycle in classroom action research. The requirements for the success of the research area are as follows:

1. The students fulfill the post-test in speaking achievement is 65% or good level.
2. The researcher had good achievements in the teaching and learning process. Researcher get a percentage in their performance of about 70%.
3. The Students responses to the implementing of android application TFlat English learning media to improve students' speaking achievement. An average score in the questionnaire is 3.01 – 5.00 or a good level.
4. During the learning activities, the researcher said that it was successful if the android application TFlat English had impacted the application of learning media to improve students' speaking achievement around 65% or a good level.

Data collection is the process of gathering, measuring, and analyzing accurate data from various relevant sources to find answers to research problems and forecast trends and probabilities. There is the technique of data collection namely is:

1. Observation checklist

The observation checklists will be aimed at getting specific information on an aspect of the class. The observation checklist used in this study is for the observer. The observer in this research is the English teacher and students in SMA Negeri 1 Peusangan Siblah Krueng.

2. Questionnaire

the questionnaire is used to elicit complete information from the students during the learning process. The students administered a questionnaire to complete the information they couldn't attain from the observation checklist in this research.

3. Tets

test to know the extent to which students can master speaking achievement.

Data analysis is an essential part of fulfilling research. Therefore, the researcher must know the techniques of data analysis to achieve reliable and scientific results. generally, there are two types of data collected and analyzed in classroom action research there are quantitative data and qualitative data.

The quantitative data was used to analyze descriptive statistics to calculate the mean score of students. It means that the collecting data in this research was analyzed by using a formula. While qualitative data is the data in the form of sentences obtained from observation checklists, field notes, and questionnaires like students' attitudes and motivation during the learning and teaching process.

### RESEACRH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents data and research results in solved students' problems in learning English. The classroom action research was conducted at SMA Negeri 1 Peusangan Siblah krueng in the second grade. SMA Negeri 1 Peusangan Siblah Krueng was a place for conducted research activities using the 2013 revised 2017 curriculum with English as a local content subject. In previous chapter explained that the researcher used the Android Application TFlat English learning media to improve students' speaking. The researcher used the Classroom Action Research method, which consisted of two cycles with two meetings in each process. The time allocation used for each meeting is 2 x 35 minutes or 2 hours of lessons. The data and results was presented sequentially based on the cycle. The cycle included action planning, action execution, analysis, and reflection.

After carried out several actions in cycle 1, the study's results did not showed satisfaction. achievements the average score of students on the test was quite good but did not meet the success criteria of around 70% as previously determined. The researcher analyzed the students' post-test scores. The test results could be seen in the table below:

**Table 1. the result of the test in cycle 1**

No	Students Name	Grammar	Vocab	Compre	Fluency	Acce nt	Total
1	Annisa	10	12	13	7	11	53
2	Arif Munandar	13	11	10	8	8	50
3	Elia Fitri	11	12	12	10	8	50
4	Firli Fizarni	11	12	10	6	11	50
5	Fauzi	12	10	12	8	9	51
6	Karunia Fitri	10	12	10	8	10	50
7	Karmila	12	10	11	8	10	51

8	Mursalin	12	12	10	8	8	<b>50</b>
9	Mahfud	13	10	12	6	9	<b>50</b>
10	M. Akmal	12	9	12	6	14	<b>53</b>
11	Mila Asriani	15	10	8	8	12	<b>53</b>
12	Nur Fajri	10	10	14	8	8	<b>50</b>
13	Olia Riska	12	16	8	8	9	<b>53</b>
14	Rafli Zulfikar	10	12	8	8	12	<b>50</b>
15	Razia Rahmat	12	12	13	8	9	<b>54</b>
16	Rizki Arianda	12	12	10	9	12	<b>55</b>
17	Sulaiman	12	14	7	8	9	<b>50</b>
18	Ulfa Safira	15	8	6	8	13	<b>50</b>
19	Wulan Agustiani	18	15	8	8	12	<b>61</b>
	<b>Total Score</b>	<b>984</b>					
	<b>Mean Score</b>	<b>51,79</b>					

The test in cycle one was carried out to find the average value of students' speaking performance after used the android application TFlat English. Based on the test activity in cycle 1, the researcher found that students' test scores did not meet the criteria for success. The total score obtained from the analyzed above was 984, with an average score of 51.79 for students' speaking achievement. The score was included in the "good" category but did not yet met the success criteria of about 70.

The analyzed was carried out on both learning and learning outcomes. Evaluated of the learning process was focused on student activities during the applied of the technique in the three-stage teaching and learning process: pre-teaching, main-teaching, and post-teaching. Learning evaluation was focused on students' speaking ability. After analyzed the results in cycle 1, some of the findings obtained in the teaching and learning process, several processes had not achieved. Thus, researcher must change the same way to get good results in suitable criteria of success. The researcher changed the learning material, but the learning carried out was still using the android application TFlat English. The first step the teacher must took was to gave clear instructions because there are new activities that were unknown to students. Both students were asked to work together in solved problems presented by the teacher. Finally, prepared students well by managed time for each phase and asked students to completed the discussed by made the best used of time so as not to wasted time. Therefore, the researcher revised and continued the plan in cycle 2.

The results of the research in the second cycle showed that the average score of the students in the students' speaking achievement test was 73.47, meaning that in speaking, the



students had met the criteria of success. The results of the second cycle test were presented in the table below:

**Table 2. the result of the test in cycle 2**

No	Students Name	Grammar	Vocab	Compre	Fluency	Pron	Score
1	Annisa	20	15	15	10	15	<b>75</b>
2	Arif Munandar	15	17	15	10	18	<b>75</b>
3	Elia Fitri	20	15	16	10	15	<b>76</b>
4	Firli Fizarni	18	15	15	10	15	<b>73</b>
5	Fauzi	15	15	15	9	16	<b>70</b>
6	Karunia Fitri	17	15	18	10	15	<b>75</b>
7	Karmila	15	18	15	10	15	<b>73</b>
8	Mursalim	18	16	18	10	10	<b>72</b>
9	Mahfud	15	15	13	10	17	<b>70</b>
10	M. Akmal	16	15	17	10	15	<b>73</b>
11	Mila Asriani	18	15	17	10	15	<b>75</b>
12	Nur Fajri	15	16	15	10	16	<b>72</b>
13	Olia Riska	17	18	15	10	15	<b>75</b>
14	Rafli Zulfikar	14	16	15	10	15	<b>70</b>
15	Razia Rahmat	19	19	15	8	12	<b>73</b>
16	Rizki Arianda	18	18	17	10	15	<b>78</b>
17	Sulaiman	16	18	15	18	12	<b>71</b>
18	Ulfa Safira	18	15	12	9	16	<b>70</b>
19	Wulan Agustiani	19	19	15	10	17	<b>80</b>
	<b>Total Score</b>	<b>1396</b>					
	<b>Mean Score</b>	<b>73,47</b>					

Based on the calculation of the average score above, the researcher found that the total score was 1396, and the average students test speaking achievement was 73.47 and was included in the "Good" category. Thus, that concluded that the students' speaking achievement in the android application TFlat English as a media had experienced a significant increase and is said to be successful. In conducting the research, the researcher collected data in field notes and based on observations made by observer teachers during the teaching and learning process in the classroom. It was done to see the problems in the field owned by researcher and students. There were some field notes obtained in cycle 2 in this study. Namely, students were more interested in the learning process using the android application TFlat English at the first meeting. Students were used android application TFlat English and had received the right direction from the researcher at each meeting. Thus students were easy to respond to and motivated to use the media.

As for knowed students' perceptions about the learning process of satisfaction and whether students felt happy or not with the applied of the android application TFlat English media, researcher gave questionnaires to students with as many as ten questions. Researchers directed students to choose answers (a, b, c, and d) on the choices provided. The following was a researcher analyzed students' perceptions of the implemented of the android application TFlat English as a medium in knowing students respond in students speaking achievement namely:

**Table 3. the percentage of the Students' Response to the implementation of android application Tflat English**

No	Variable Measured	Questionnaires Number	Total Score	Mean Score
1	The students' felt happy and increase their respond in speaking achievement in group	9,10	127	3.3
2	The students' able to understand that speaking achievement material can developed their ideas in oral activity	2,4,5	192	3.4
3	The students' felt interesting, motivated, and active in speaking achievement	1,6	129	3.4
4	The students' felt satisfied used the android application Tflat English in improved speaking achievement	3,7,8	190	3.3
<b>Total Score</b>			<b>638</b>	<b>13.4</b>
<b>Average</b>			<b>160</b>	<b>3.36</b>

Based on the table, it could was found that the mean score for each variable from several towards the maximum score can be interpreted as the followed:

1. Studying happily : 3.3 Criteria : Strongly Agree
2. Studying understand : 3.4 Criteria : Strongly Agree
3. Interested, motivated and active to the activity : 3.4 Criteria : Strongly Agree
4. Satisfied used an android application Tflat English : 3.3 Criteria : Strongly Agree

It can be concluded, the mean score of the students' perception toward the implemented android application Tflat English was 3.36 categorized "Strongly Agree". It mean that the students had good response toward the implemented android application Tflat English to improved the students speaking achievement.

Based on the analyzed results in cycle II, several discovered were found with the analyzed of teaching and learning that researcher had achieved. First, the results from the observation list for the teacher performance in teaching students to speak through the android application TFlat English as a medium were excellent. Furthermore, the results of observations of student performance indicated that students were already active in learning speaking achievement. The questionnaire distributed to students showed that the average of students who answered that they felt happy and satisfied with used the android application TFlat English. The main point that could be took in this cycle was that the students' speaking achievement scores increased. In this case, the students' speaking ability also achieved good criteria. Therefore, the researcher concluded that the second research cycle started and ended successfully.

### **CONCLUSION AND SUGGESTION**

Based on the research, the researcher drew the following conclusions:

1. The research was carried out in two cycles used the android application TFlat English as a media. In the first cycle, the research action was categorized as not successful or not meeting the specified success criteria, so the researcher continued to the second cycle used the same media with slightly different material to improved students' speaking achivement as in the previous process. The first cycle consisted of two meetings, and the second cycle also consisted of two meetings. The average student test results in the first cycle were 51.79 in the "good" category but did not meet the criteria of success. So the researcher had to continued to the second cycle. In the second cycle, the student's test results met the requirements for success with an average score of 73.47 in the "good" category.
2. Based on the sheets observations of the researcher performed in improved speaking achievement through the android application TFlat English in the first cycle, the researcher average value was around 67%. In the second cycle, it increased to 95%.
3. Based on the questionnaire results, the percentage improved and student response to the android application TFlat English is about 3.36 "Strongly Agree".
4. Furthermore, based on observations sheets for students, the application of android application TFlat English media in teaching speaking achievement made learning activities fun and interested because the use of android application TFlat Englishh could help students learn English independently and creatively save time. Using this media also made students more confident in expressed their ideas and motivated them to learn English

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because the teaching materials contained in the applied are excited and easy to understand. It made the class more active and lively. It could be seen in the results that the average score of student observations in the first cycle was 53.6%, while in the second cycle, it increases significantly to 86.4%.

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