

THE EFFECTIVENESS OF USING www.englishspeak.com LEARNING WEBSITE IN IMPROVING STUDENTS' SPEAKING SKILL

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Abstract

The objective of this study is to know the significance of using www.englishspeak.com learning website in improving students' speaking skill. The research design used is experimental design applying pre-test & post-test section to the experimental and control group. The population was the fourth -semester cadets of Politeknik Bumi Akpelni and the sample was class Technical G as experimental group and class Technical F as control group consisted of 22 cadets each group. The result of the study showed the pre-test mean score for experimental and control group were 44.20 and 46.46. The post-test mean score for the experimental and control group was 61.03 and 50.26. The mean score of each speaking aspect (pronunciation, grammar, vocabulary, content, and fluency) was also increased after using www.englishspeak.com learning website for the experimental group. In order to find out the significance of the study, t-test was applied. After having the test of significance, the t-value (2.78) was higher than t-table (1.67). It means that there is a significant difference in the result between students speaking skill after being taught by using www.englishspeak.com learning website and using the conventional method. From the result of the study, it can be concluded that the students improved their speaking skill effectively and they were also better in speaking aspects.

Key words: Learning Website, Practice, Speaking Skill, and www.englishspeak.com

INTRODUCTION

Acquiring English as a second language is one of the requirements to be successful in this global era. As an international language, English has a great role in uniting people worldwide for many purposes. Because of that, it is necessary for Indonesian people to master English skill. So that's why, for the sake of communication, speaking becomes one of the important skills that should be mastered. In this research, the researchers summarize several problems, such as "How is the online material in www.englishspeak.com learning website used to improve students' speaking skill, and what are the advantages and disadvantages of the materials provided by www.englishspeak.com learning website in teaching speaking for Technical Department the fourth - semester cadet in the academic year 2019/2020". The objectives of the study is to describe how online materials on www.englishspeak.com learning website is used to improve students' speaking skill, and to figure out the advantages and disadvantages of using materials on www.englishspeak.com learning website in

teaching speaking to the fourth semester cadets of Technical Department in Politeknik Bumi Akpelni.

The significance of the study, theoretically, it doesn't build a new theory in teaching and learning speaking, but it is expected to be a reference for English teachers. Practically, the materials on www.englishspeak.com learning website can be applied by the English teacher as an alternative media in teaching speaking. Pedagogically, the materials on www.englishspeak.com learning website will help the students to improve their speaking skill.

THEORETICAL BASIS

The role of English in Indonesia is as a foreign language, not a second language. Therefore, English itself is used in a formal setting and not used in daily life communication. However, recent research in second language acquisition finds that speaking is the main factor in forming learner's language development (Hadley, 2001: 230). Furthermore, Hadley (2001 : 230) asserts that in the twenty-first century, second language

speaking skill can be an important benefit for everyone who is looking for a job in education, business, and industry.

English speaking skill is a requirement to expand job opportunities up to international level and make it easier to get, although the requirement is the opposite of the proficiency of many graduates from maritime academies in Indonesia who are assumed to speak English passively. This fact is in line with Pinter's statement (2006: 55) that one of the biggest challenges for all language learners is to speak and think at the same time. Moreover, English has a different pattern from Bahasa Indonesia.

Based on the theories and findings stated, the researchers will apply a strategy using *www.englishspeak.com* learning website to improve students speaking skills. Since the most important thing in solving a problem is by knowing the problem and finding the solution, this research is aimed to help to improve students' speaking skills.

Speaking plays an important role in communication. However, it is also the least understood of the four language skills. Because of that consideration, the researchers are willing to start a foreign language teaching of speaking using *www.englishspeak.com* learning website as a new medium. All the materials provided on this site are free. Through this learning website, students can practice their speaking skill by themselves without such a burden feeling at times and places. A modern teaching method used by the teacher may bring a new spirit to the students and encourage them to improve their speaking skills.

METHOD

An experimental design as the method of study was used, and this is also aimed to prove whether there is a significant difference between the experimental and control group speaking score after giving treatment using *www.englishspeak.com* learning website. Some steps of experimental research include: (1) pre-test activity, (2) treatments, (3) post-test activity.

Before conducting the research, the researchers apply several questions list for designing an experimental procedure proposed by Creswell (2009: 155). In this study, the researchers divided the sample into two groups, namely

experimental and control groups. Pre-test conducted to both experimental and control groups of the experiment to measure the condition before giving activity in teaching speaking for the experimental group. Next, the activity (treatment) is given to the experimental group.

The experimental group is exposed to the influence of the activity in teaching speaking through *www.englishspeak.com* learning website. It uses a conventional method in teaching speaking for the control group. Then, a post-test is conducted for both groups. The effectiveness of the activity is shown by the differences between (O_2-O_1) in the experimental group.

This study places the researchers as a data collector, investigator, data analyst, and interpreter of data gathered during the research. The type of the data in this study is quantitative data that consists of the score that has been achieved by students in the pre-test and post-test in numeric forms.

The population investigated as the subject of research in this study is fourth- semester cadets of Technical Department Politeknik Bumi Akpelni. There are two classes that included as a sample of the study. The researchers divided them into one experimental group and one control group. The experimental group is class Technical Golf (TG) and the control group is class Technical Foxtrot (TF).

There are two variables in the study; independent and dependent variables. The independent variable is the characteristic that is hypothesized to have an effect on comprehension. In this case, the independent variable is the new media used by the researcher to improve students' speaking skills. The dependent variable is a variable that will be affected by the independent variable, that is the goal of instruction will be studied. In this case, the dependent variable is the students' speaking skills.

In order to gather the data needed, the researchers used oral pre-test and post-test as an instrument for collecting the data. The result of the oral pre-test and post-test is measured through a rubric assessment as proposed by Brown.

The following scheme of rating scale combining assessment aspects proposed by Brown is used to measure the students' achievement in the speaking test.

Table 1 Rating Scale of Speaking Test

Aspects	Score	Explanation
Pronunciation	5	Speech consists of almost appropriate pronunciation
	4	Speech consists of hardly inappropriate pronunciation
	3	Speech consists of some of inappropriate pronunciation
	2	Speech consists of mostly inappropriate pronunciation
	1	Speech consists of very poor pronunciation
Grammar	5	Makes few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which occasionally obscure meaning
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and words are difficult to understand.
	1	Errors in grammar and word order so severe as to make conversation virtually unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Sometimes use in inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words in conversation
	2	Mistake of words and very limited vocabulary make comprehension so difficult
	1	Vocabulary limitation so extreme as to make conversation virtually impossible
Content	5	Ideas highly organized, covers all the information from the theme
	4	Ideas well organized, covers almost the information from the theme
	3	Ideas less organized, some missing parts of the information from the theme
	2	Ideas less organized, covers only the main information from the theme
	1	Unorganized ideas, a lot of missing parts of the information from the theme
Fluency	5	Has complete fluency
	4	Able to use the language on all levels
	3	Can discuss particular interests
	2	Can handle but not with facility most social situations
	1	No specific description

The scores from each component above are added to get the total number of 25 for the maximum score. In getting an individual score, the researchers divided the overall students' score from five aspects with the maximum score and multiplied them with 100, as follows:

$$\text{Score} = \frac{\sum \text{aspect}}{25} \times 100$$

Where,

Score : overall of students' mark from five aspects

Σ aspect : the number of student's mark from five aspects (pronunciation, grammar, vocabulary, content, and fluency)
25 : maximal score

Example :

$$\text{Score} = \frac{20}{25} \times 100 = 80$$

To collect the data, the researchers managed several steps elaborated as follows:

First, a pre-test is developed specifically for this study and designed to measure fourth semester cadets' speaking skill of class TG and TF. Then, a speaking pre-test is conducted to both experimental and control groups in order to measure how well their speaking skill before the treatment.

After that, at this point, the researchers gave the experimental group a treatment using www.englishspeak.com learning website to teach speaking while the control group is taught without the media. Besides, weekly grade reports for the students included in the experimental and control group are collected. Moreover, the application of the use of www.englishspeak.com learning website is done like: Preparation, Materials, Work in pair, and Performance.

Finally, at the end of the experimental period where the students are given a treatment using www.englishspeak.com learning website and administered the speaking post-test to both experimental and control groups of students. A post-test is given after students do the pre-test and receive some treatments. The performance as one kind of oral test was chosen. The materials of the pre-test and post-test would be the same.

After all the data are complete, the researchers compiled the students' score from pre-test and post-test and then analyzed them through statistical analysis in order to draw a conclusion from the data had been investigated.

RESULT AND DISCUSSION

The experimental group activities were held from October 22nd to November 12th, 2019. The total of the meetings was 4 meetings. The first meeting was used for the speaking pre-test and last meeting was used for the speaking post-test.

The pre-test section was conducted in the form of speaking practice to both experimental and control groups of Maritime English in Technical majors to know the students' speaking skills before the experiment. TG was chosen as the experimental group.

The speaking pre-test activity for the experimental group was conducted on Wednesday, October 22nd, 2019. The

researchers explained to them the rule of pre-test activity and divided them into two groups according to their attendance list number. Since the students have found their partner already, the researchers distributed 19 pieces of cards of different situations they were going to practice in pairs. The students were given five minutes to prepare themselves before practicing the conversation in front of the class, then, come forward and did a speaking pre-test based on the situation given.

The treatment of the experimental group of class TG was started from Wednesday, October 29th, 2019 to November 5th, 2019. In conducting the treatment, the students were taught by using www.englishspeak.com learning website to improve their speaking skills. There were two meetings spent on treatment activities. On Wednesday, October 29th, 2019, the researchers started to give a treatment by using www.englishspeak.com learning website and play it on the slow speed or normal speed.

The next treatment was conducted on Wednesday, November 5th, 2019. That day, the researchers did the same activities with the first treatment to the experimental group students. However, it was a different material to be learned by the students. It was a "congratulation" expression learned in the second treatment activity before the post-test.

A post-test was given after all of the activities were conducted. The speaking post-test activity was conducted on *the fourth meeting* on Wednesday, November 12th, 2019. The speaking post-test activity was given to measure students' speaking skill after giving treatment using www.englishspeak.com learning website as a learning medium.

Students show an improvement in their speaking skill on the post-test activity. Their vocabulary growth significantly compared to their performance on the pre-test activity. Not only vocabulary but they experience an improvement in five speaking aspects; vocabulary, content, fluency, pronunciation, and grammar.

To the control group, the activity was similar to the experimental group. However, there was a significant difference between the treatment given to both groups. For the control group, the teaching and learning process was done through the conventional teaching and learning process. The set of activities for the control group was started by a speaking pre-test activity, followed by two sets of treatments, and

finished by a speaking post-test activity.

Pre-test to the control group was conducted at the first meeting on Monday, October 20th 2019. The pre-test activity for the control group was the same as the experimental group. They had to perform the 19 situations in front of the class with their partner. It aimed to measure their speaking skill before the experiment.

The researchers gave different methods for the control group to the experimental group. Students in the control group were taught using a conventional method. The different treatment given to both groups is aimed to see the difference in the students' speaking achievement after the experiment between the experimental and control group.

The first treatment activity of the control group was conducted on Monday, October 27th 2019. The researchers taught the students about asking and expressing the intention through the conventional lecturing method, and explain about intention and simple future tense. To make the class understood more, the researchers wrote down 19 situations related to intention on the white board and ask them to make a simple conversation with friend next to them. Later on, they had to try to remember and practice the conversation without text. Before practice in front of class, the students were asked to practice on their desk.

Second treatment activity of the control group was held on Monday, November 3rd 2019. On this occasion, the researchers taught

new material about expressing congratulation and used the same method as the previous meeting. The media used in this meeting was only students' handouts and a set of the lesson plan.

The last meeting was a post-test activity for the control group. The post-test activity was given after all of the activities were conducted. The speaking post-test activity for the control group was conducted on the last meeting on Monday, November 10th 2019. The speaking post-test activity was given to measure students' speaking skill after given treatment using conventional method.

The speaking post-test materials for the control group and experimental group were same. They were about asking and expressing intentions, expressing congratulations, introducing someone, expressing care, and the last was complimenting someone. The researchers recorded the students' performance using a netbook and gave some comments about their performances.

After conducting the post-test to the control group and experimental group, the researchers began to score the achievement of the students' speaking skills. Based on the analysis of the students' speaking test score which was scored using an Oral Proficiency Scoring Categories, the following table shows the means for pre-test and post-test for each aspect (pronunciation, grammar, vocabulary, content, and fluency) of both groups.

Table 2 The Mean Score of the Experimental and Control Group for Each Aspect

Aspects	Group Item of Speaking Scoring	The Mean of Pre-Test	The Mean of Post-Test
Pronunciation	Experimental	2.00	2.74
	Control	1.79	2.18
Grammar	Experimental	1.95	2.69
	Control	2.92	3.10
Vocabulary	Experimental	2.25	3.69
	Control	2.69	2.95
Content	Experimental	2.72	3.84
	Control	2.15	2.33
Fluency	Experimental	2.08	2.79
	Control	2.00	2.02

There are significant differences in each aspect after given treatment by using www.englishspeak.com learning website to the experimental group. It can be seen in the experimental group that the *pronunciation*

aspect increased by 0.74 from 2.00 in the pre-test to 2.74 in the post-test. It happened after the researchers gave the students a treatment using www.englishspeak.com learning website. During the treatment, besides using

English materials in the handout, the students were drilled on how to pronounce some words on the dialogue by listening and repeating to native speaker's pronunciation on the learning website. So, they had known the right pronunciation of each word. This drilling method developed their pronunciation into the correct one. The researchers assessed the pronunciation aspect by listening to the students' performance and transcription of the tape and assessed this aspect based on the Oral Proficiency Scoring Categories.

Based on the explanation above, it shows that learning English through www.englishspeak.com learning website is effective to be conducted in teaching spoken English because it can develop students speaking skills better than only applying

explanations and examples. To have a good skill on speaking, foreign language learners have to practice their English daily and not only passively heard.

To sum up, there is significant improvement experienced by the experimental group students of the study after giving treatment using www.englishspeak.com learning website. I can say so because the experimental group's speaking skill improvement is higher than the control group's improvement. The data of the mean score of each speaking aspects on the pre-test and post-test activity can be seen on the following charts which cover the five aspects of speaking on the experimental group and control group of the study.

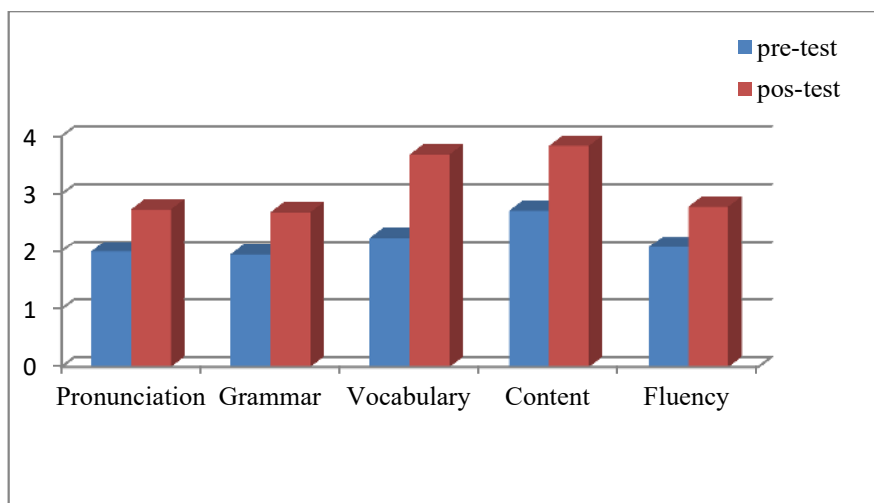


Chart 1 The Mean of Each Aspect in the Experimental Group

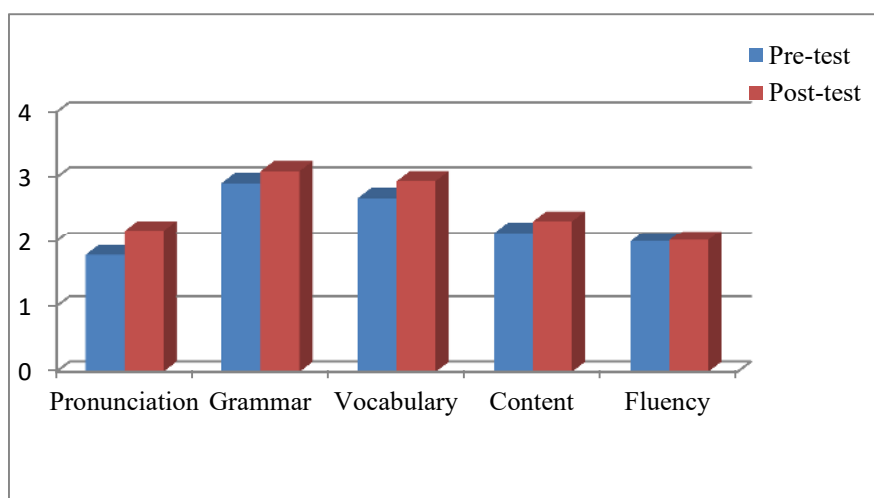


Chart 2 The Mean of Each Aspect in the Control Group

Based on the chart above, all aspects of speaking skill experienced a significant improvement in the post-test activity for the experimental group. The red bar is higher than the blue one. Blue bar represents the students' pre-test score on the experimental group and the red bar represents the students' post-test scores.

Based on chart 2, five aspects of speaking skill in the control group experienced an improvement too. There is a blue and red bar on the chart. The blue bar represents students' pre-

test scores on the control group and the red bar represents students' post-test scores. Besides the improvement of both groups, the experimental group's improvement was higher than the control group.

From chart 1 and 2, it can be seen that the mean of each aspect of speaking in two groups was improved on the post-test activity. Based on those result, the mean score of both groups was analyzed. In details, it can be seen on the following chart:

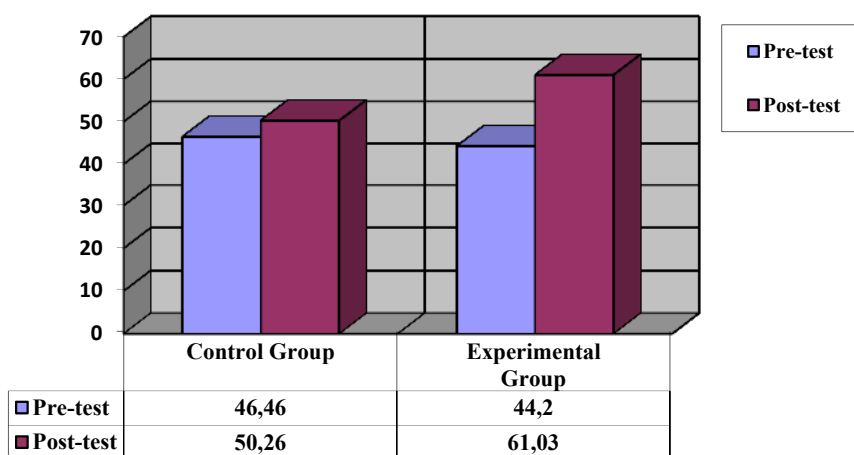


Chart 3 The Comparison of the Mean between Experimental and Control Group

From the speaking pre-test and the post-test result above, it can be concluded that the students' speaking skill improved after they received a treatment using www.englishspeak.com learning website.

To interpret the t obtained, it should be consulted with the critical value of the t -table to check whether the difference between the t -value and the t -table was significant or not. In education research, the 5% (0.05) level of significance was used. If the t -value is higher than the t -table, it means that there is a significant difference between the two means. On the contrary, if the t -value is lower than t -table, it means that there is no significant difference between two means.

While t -table at $N_e + N_c - 2 = 39 + 39 - 2 = 76$ is 1.67. It means that t -calculation is higher than the t -table. The number of subjects in this study for the experimental group and the control group was 78 with the degree of freedom (df) = 76, that was $N_x + N_y - 2 = 76$. At the 5% (0.05) alpha level of significance, the

t -value that was obtained was 2.78 and the t -table was 1.67, so the t -value is higher than the t -table. It means that there is a significant difference between the two means.

Therefore, there is a significant difference in achievement between students who were taught by using www.englishspeak.com learning website and those who were taught without the learning website. It can be proven by the result of the test where the students who were taught by using www.englishspeak.com learning website got higher scores than those who were taught without the medium.

The purpose of this experiment is to find out if there is any significant difference in speaking skill score of the students who are taught using www.englishspeak.com learning website compared to the score of those who are taught without the medium.

The result of the t -test in the post-test for the experimental group was 2.78. Then, it compared on the t -table using 5% alpha of

significance (0.05) and the t-table 76 degree of freedom was 1.67. Since the obtained t_{value} was 2.78 and the t_{table} was 1.67. It means that the t_{table} was lower than t_{value} ($1.67 < 2.78$). So, there was a significant difference between the two means.

The advantages of using *www.englishspeak.com* learning website in teaching spoken English; build active teaching and learning process, students can access the materials from the learning website freely without any charges, it is easier to learn, We can access *www.englishspeak.com* learning website in 18 different languages include English, Bahasa Indonesia, Arabic, Deutsch, Espanol, Francais, Japanese, Portugues, Bengali, and so on.

The disadvantages of using *www.englishspeak.com* learning website include; learners could not practice with native speakers directly through the learning website. Second, this learning method can't be applied in every school and by everyone because only those who have a device and internet connection can learn spoken English through the website. Third, materials on *www.englishspeak.com* learning website are not designed based on the curriculum.

CONCLUSION

This study was done with a purpose to find out whether there is any significant differences score of the speaking skill of the students who are taught using *www.englishspeak.com* learning website compared to the score of those who are taught without the learning website.

The result showed that there was a significant difference score of the students' speaking test scores for them who are taught using *www.englishspeak.com* learning website compared with the students who are taught without the learning website. The mean scores of each group of the pre-test and post-test were different. The scores between the experimental group and the control group on the post-test were increased but they were significantly different.

The mean of the experimental group on the post-test was 61.03 while the mean of control group on the post-test was 50.26. In order to know the significance, a t-test was applied from the difference of means of those two groups until 10.77. From the t-test, the t-value (2.78) was higher than the t-table (1.67). Therefore, it

could be seen that there were significant difference scores of the speaking skill test for the students who are taught using *www.englishspeak.com* learning website compared to those who are taught without the learning website.

From the results, it can be concluded that the students' development in their speaking skill was improved through the activity using *www.englishspeak.com* learning website.

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