



## The Effect of Using Hello English Application System on the Students' Speaking Skill

Putri Handayani<sup>1</sup>, Zulfitri<sup>2</sup>

<sup>1,2)</sup> Universitas Muslim Nusantara Al Washliyah  
e-mail: [putriawallhandayani@gmail.com](mailto:putriawallhandayani@gmail.com)

### Abstract

*This research aims to determine whether there is a significant influence of the use of digital systems on the speaking skills of students in ten grade Senior High School. This research is a quantitative with an experimental design. It was conducted in ten grade SMK NEGERI 1 BERINGIN under the academic year 2020/2021. The total population was 168 students and researchers took 20 students for the experimental class and 20 students for the control class which meant 40 students as a total sample. In collecting data, researchers used speaking test. Tests are pre-tests given before treatment and post tests given after treatment. Then, the data obtained were analyzed using t-test at SPSS 20 with a significance level of 5% (0.05). Furthermore, the t-test result showed that t-test (3.327) was higher than t-table at a significance level of 5% (0.05) with a degree of freedom 38 being 2.024. Therefore, the results of t-test > t-table result that H<sub>0</sub> (null hypothesis) is rejected and H<sub>a</sub> (alternative hypothesis) is accepted. Thus, the Hello English application has a significant influence on students' speaking skills in ten grade SMK NEGERI 1 BERINGIN.*

**Keywords:** digital system, speaking skills

### INTRODUCTION

English is an international language in communication. As an international language, English is widely used in every aspect of life such as science, technology, and commerce. This condition encourages people to be able to communicate in English because they consider that English is an important language in the globalization era. Besides important, English is also considered as beneficial because it can help people communicate with people around the world, get better access of technology and have better education and jobs. There are four skills that people need to acquire when they are learning English; listening, speaking, reading and writing. Speaking is one of the English skills that plays an important role in language studies because it is related to the development of communication skill.

According to Brown (in Muhlisin 2019), speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse. Brown (2004:140) states that some aspects of language that should be included in measuring speaking are pronunciation, fluency, vocabulary use, grammar, and comprehensibility. It means that speaking has

some aspects that should be watch before the speaker does the speaking activity. The aspects will influence the students' capability, so it must be learned more over.

Based on the problem identified above, the problems are formulated as follow "Is there any significant effect of using hello english application system on the students' speaking skill"? In general, the results of this research are theoretically expected to contribute to the horizon of English teaching. By conducting the research, the researcher hopes that she can study and get more information to identify the problems in students' speaking skill. For the teachers, this research is expected to provide the teachers with the information about hello english application system, so that the teachers can help their students when they face some problems in mastering speaking skill. The researcher also hopes that English teachers can use the result of the research as a feedback on teaching speaking so that the objectives of the English teaching program especially the objectives of speaking skill can be achieved. For the students, by conducting the research, the researcher hopes that the students can increase their speaking skill. The researcher also hopes that they can get some knowledge of problem. For the readers by reading the research, the researcher hopes that the reader will have no find any difficulties in speaking in mastery and furthermore, the researcher hopes that the readers can increase their knowledge of English language.

## METHOD

This research used experimental research design. It had two groups (experimental and control). The experimental group was the group that receives treatment by using hello english application system and control group did not used hello english application system in this research. The design of this research was shown in the following table :

Table 1. Design Pre-Test and Post-Test

No	Group	Pre-Test	Treatment	Post-Test
1.	Experimental	√	Using hello english application system	√
2.	Control	√	Without using hello english application system	√

Remembering the technique of taking samples of this research. Arikunto (2010:102) stated that If the population more than 100 people, the sample can be taken 25%-30% from the number of population. Based on the definition above the researcher take second years class , for 20 students as experimental group and for 20 students as control group. Total sample will be 40 students. According to Suparno (in Muna 2011), the learners of speaking class were tested on fluency, vocabulary, grammar, pronunciation, and content. Hence, the researcher used a test to collect the data on the learners' speaking ability. The analyzing of the data was consisting of quantitative. The quantitative data was analyzed by calculating the mean of pre-test and post-test. The pre-test and post-test showed whether the students' speaking skill improve or not. The pre-test and post-test were formulated by using mean as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left( \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

Where:

M<sub>x</sub> = mean of experimental group

M<sub>y</sub> = mean of control group

$\sum x^2$  = The deviation score of experimental group

$\sum y^2$  = The deviation score of control group

$N_y$  = The total sample of control group

$N_x$  = The total sample of experimental group

## RESULTS AND DISCUSSION

### Results

As stated at the last chapter that in collecting the data, the researcher used the instrument, it was the essay test. These test namely pre-test and post-test that was conducted to both the experimental and control groups. The result of pre- test and post- test acquired by students of experimental groups are as follows:

Table 2. The Score of Pre-Test and Post-Test of Experimental Group

No	Initial Name	Score	
		Pre-Test	Post-Test
1	AF	65	85
2	AMF	75	90
3	A	70	80
4	AF	60	86
5	BA	55	80
6	BP	75	90
7	BMS	65	85
8	BAA	50	65
9	DF	80	85
10	DNK	55	80
11	DI	65	95
12	DS	75	95
13	EDP	80	90
14	ECB	75	70
15	KBS	55	65
16	MRA	50	60
17	NA	65	95
18	NT	75	90
19	PA	40	85
20	PI	50	75
TOTAL		1280	1646

After applying pre-test and post- test of experimental group, the score were gained. It was obtained that in experimental group the highest score in the pre-test is 80 ( 2 student ) and the post-test 95 (3 students), while the lowest score in the pre- test is 40 (1 student) and the lowest score in post-test 60 (1 student).

Table 3.The Score of Pre-Test and Post-Test of Control Group

No	Initial Name	Score	
		Pre-Test	Post-Test
1	AF	45	75
2	AMF	40	65
3	A	50	75
4	AF	40	85
5	BA	55	60
6	BP	60	65
7	BMS	55	70
8	BAA	60	65
9	DF	40	70
10	DRK	35	75
11	DI	35	65
12	DS	60	80
13	EDP	65	80
14	ECB	60	85
15	KBS	75	80
16	MRA	70	80
17	NA	65	85
18	NT	50	85
19	PA	45	55
20	PI	25	45
TOTAL		1030	1445

After applying pre-test and post-test of control group, the score were gained. It was obtained that in control group the highest score in pre-test is 75 (1 student) and the post-test 85 (4 students), while the lowest score in the pre- test is 25 (1 student) and the lowest score in post-test 45 (1 student).

Table 4. Descriptives of Experimental and Control

		Descriptives		Statistic	Std. Error	
Score	Class					
Control	Mean			72.25	2.473	
	95% Confidence Interval for Mean	Lower Bound		67.07		
		Upper Bound		77.43		
	5% Trimmed Mean			73.06		
	Median			75.00		
	Variance			122.303		
	Std. Deviation			11.059		
	Minimum			45		
	Maximum			85		
	Range			40		
	Interquartile Range			15		
	Skewness			-.802	.512	
	Kurtosis			.295	.992	
	Experimental	Mean			83.30	2.217
		95% Confidence Interval for Mean	Lower Bound		78.66	
Upper Bound				87.94		
5% Trimmed Mean				83.94		
Median				85.00		
Variance				98.326		
Std. Deviation				9.916		
Minimum				60		
Maximum				95		
Range				35		
Interquartile Range				14		
Skewness				-.960	.512	
Kurtosis				.303	.992	

Based on the table of descriptive statistics output table it was explained from each number and word from the experimental and control calculation output are as follows. From the experimental class Mean 83.30 with the lowest average value is 78.66 and the highest average is 87.94, while the mean control class is 72.25. Then the Median which is the midpoint in the experimental class is 85.00 while that in the control class is 75.00. The experimental standard deviation is 9,916 and the control class 11,059 shows the average disperse of the sample.

Skewness is a statistical scale that showed the slope of the data. The was normal when the skewness ratio is in the range of -2 to 2, the results of the experimental assessment show that the skewness values were 0.512 and -0960 means that the data are normal and the control class showed values 0.512 and -0.802 means that both values are normal Meanwhile, kurtosis can be used to

determine the value of data loss, kurtosis > 3 is called leptokurtic, kurtosis = 3 is called mesokurtic and < 3 is called platykurtic, in both data the value of experimental data is at 0.303 and 0.992 and in control data are 0.295 and 0.992 because both data < 3 the data was in platykurtic.

#### Preliminary Analysis

Normality test was tested by using Lilliefors in SPSS V20 in this research. This test is one of the requirements that should be fulfilled by the researcher before conducting the t-test. It aims to know whether the data from two classes are normally distributed or not. The researcher tested each test before and after the treatment. The data is normally distributed if the significance scores of (Asymp. Sig. 2 tailed) is more than 0.05 or  $L_{table}$  is higher than  $L_{observe}$  with the number of sample (n) is 20 for each class. The normality test result can be seen below:

Table 5. The Test of Normality Experimental and Control

#### Tests of Normality

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Control	.158	20	.200*	.916	20	.081
	Experimental	.218	20	.014	.900	20	.042

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

Based on the table 5 above, it showed that the significance of experimental class data was 0.014. Meanwhile, the significance of controlled class was 0.200. Both of experimental and controlled classes data were much less than the calculation in Kolmogorov-Smirnov table with critical points of 20 = 0.238. The significance scores of (Asymp. Sig. 2 tailed) was also more than 0.05. Thus, it can be concluded that the scores in both experimental and controlled classes were normally distributed.

Table 6. Test of Homogeneity of Variance

#### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.418	1	38	.522
	Based on Median	.443	1	38	.510
	Based on Median and with adjusted df	.443	1	37.919	.510
	Based on trimmed mean	.461	1	38	.501

The table above showed the results of the homogeneity test using the Lavene's Test method. The Lavene value is shows in the Value based on Mean row, which is 0.418 with p value

(Sig.) of 0.522 where  $> 0.05$  which means there is a similarity of variance between groups or which means homogeneity.

**T- Test**

After normality and homogeneity tests were measured, the researcher calculated the data by using t-test in SPSS V 20. It was done to know the significance difference between experimental and controlled classes. The significance level for the t-test in this research is 5% (0.05). The researcher also used t-test to find out the empirical evidence about the effect of using hello english application system on the students' speaking skill. The researcher processed the data from gained score of experimental and controlled classes. The result of the t-test is presented below:

**Table 7. The Result of T-Test From Post-Test Score of Experimental and Controlled Class Group Statistics**

Kelas	N	Mean	Std. Deviation	Std. Error Mean
HasilBelajar Eksperimetal	20	72.25	11.059	2.473
Control	20	83.30	9.916	2.217

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
HasilBelajar Equal variances assumed	.418	.522	-3.327	38	.002	-11.050	3.321	-17.774	-4.326
Equal variances not assumed			-3.327	37.5	.002	-11.050	3.321	-17.776	-4.324

Based on the output table "Group statistics" above it is known that the amount of data from the experimental class is 20 students and controls 20 students. The mean value or mean for the experimental class was 83.30, while for the control class was 72.25. Thus in descriptive statistics it can be concluded that there are differences in average student learning outcomes between the experimental and control classes.

In order to know the result of the research, the researcher used statistical hypothesis test with the criteria as follows:

- If the Sig. (2-tailed) > 0.05 then  $H_0$  is accepted and  $H_a$  is rejected, which means there is no difference in average student learning outcomes between the experimental and control groups
- If the Sig. (2-tailed) < 0.05 then  $H_0$  is rejected and  $H_a$  is accepted, which means there is a difference in average student learning outcomes between experimental and control

Based on the t-test counting in experimental and controlled classes, it was found that the  $t_{\text{observe}} = 3,327 > t_{\text{table}} = 2,024$  and the Sig. (2-tailed) is  $0.002 < 0.05$ . To summarize, it can be drawn that  $t_{\text{observe}} > t_{\text{table}}$  and the Sig. (2-tailed) < 0.05. Therefore, the  $H_a$  is accepted which means the Hello English application is effective on the students' speaking skill.

## Discussion

Based on the above findings, this shows that there is a significant effect of the use of a digital system based on the Hello English application on the English proficiency of students in tenth grade Smk Negeri 1 Beringin. It was proven from the score of the experimental class students who had better performance than the scores of students in the controlled class in conducting the post-test. Whereas the pre-test scores of students in both the experimental and controlled classes had almost the same level of speaking ability of students before the treatment. Thus, this shows a significant difference between students who are taught using the Hello English application and students who are not. The results of this study are related to what Rahmawati and friends found that the Hello English application increased the competency of young students in learning vocabulary and Vasselinov and Gergo (in Fitriani 2018) that Hello English had a significant effect on students' oral proficiency in 10 to 12. grades. Based on two related studies, this further research has proven that Hello English can also be effective for teaching English in speaking skills in eighth grade students of junior high school. Like the research conducted by Kusumadewi and Muddin (2018) who both observed other mobile game applications (Duolingo) on students' vocabulary mastery, this study also had the same results as them even researchers used different mobile game applications (Hello English) where there is a significant effect of using Hello English and Duolingo on students' vocabulary mastery.

The researcher found that students had no difficulty operating mobile devices and understanding how the game worked. That is because mobile devices are closely related to student life. As national policies support teachers in Indonesia that they do not always depend on the use of blackboards to support their teaching and learning process, the use of online games can also support their teaching and learning process. Because of the above conditions, researchers found that students were easy to actively participate in games that had made them use language and therefore learned it. This condition proves what is believed about the game as a conceptual model that works in all formal learning contexts. As the final conclusion of this research, it is evident that there is a significant influence of the use of the Hello English application on the speaking ability of students at the tenth level of Senior High School students as new and creative media in the teaching and learning process.

## CONCLUSION

Based on the finding and discussion obtained in this research, the researcher concluded that the Hello English application was effective in students' speaking skill. This is indicated by data analysis that  $t_0$  is higher than  $t_{\text{table}}$  at the 5% significance level ( $3.327 > 2.024$ ). In addition, it can also be seen from the comparison between the mean scores obtained in the experimental class that is 83.30 while in the control class the average score obtained is only 72.25. Therefore,  $H_a$  (Alternative Hypothesis) is accepted which means there is a significant effect of the Hello English application on

students' speaking skill. In addition, it was found that the effect of using Hello English system on the students' speaking abilities was strong. It can be concluded that the research question has been answered and proven Hello English application has succeeded in improving the speaking ability of students in ten grade SMK Negeri 1 Beringin.

It was also found that digital usage with the Hello English application can be a center for language teacher techniques in learning English because of intense and meaningful language practice. In this game, students also do a lot of unconscious speaking skills in class because they think they are playing a game in Hello English. It shows that students are easy to actively participate in games that had made them used language and therefore learn it.

### Suggestions

Based on the result of the research, the researcher presents some suggestions for the students, teachers and other researchers. First, Students must find out their own motivation to learn English. There are a lot of current media to support their English learning. Hello English is merely one of them. By applying Hello English application, they can be more active in the process of teaching and learning at the classroom. They felt fun and enjoy which unconsciously they had increased their speaking skill. Second, as the English teachers, they should be able to find out creative and current media which is close to the students' world because students today are different with students tomorrow. As the use of Hello English application, it was found that Hello English can be one of the effective media. Therefore, the researcher suggests the English teachers to try to implement this application in their classroom.

For other researchers who are interested in the same field, they can try to apply Hello English application on the different level of learners through different topic of learning to prove the effect of Digital System on the Students' Speaking Skill. They can also try to conduct further research in another skill of English the researcher found that this application also affect, other skills in English such as vocabulary and listening.

### REFERENCE

- Arikunto, S. & Suhardjono. (2015). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik (Edisi Revisi VI)*. Jakarta: Rineka Cipta.
- Brown, H.D. (2001). *Principles of Language Learning and Teaching*. San Francisco: Addison Wesley Longman, Inc..
2004. *Language Assessment Principles and Classroom Practices*. New York: Pearson Education, Inc.
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. London: Longman.
- Kurnia, N, et.al. (2017). "The Implementation of Find Someone Who and Two Stay Two Stray Models to Improve Students' Self-Efficacy And Social Studies Learning Outcomes". *Journal of Research & Method in Education*. (online). Available on: [www.iosrjournals.org](http://www.iosrjournals.org)
- Kusumadewi, H. and Kusumadewi, M. (2018). The effects of using Duolingo towards student's vocabulary mastery. *IJET*. 7 (2)
- Muddin, A. (2018). The use of Duolingo to improve students' vocabulary mastery. Thesis. Ar-Raniry State Islamic University
- Yaumi, Muhammad. (2018). *Media & Teknologi Pembelajaran*. Jakarta : Kencana.
- Muhlisin, M., & Widyanto, A., (2019). An Analysis on Teacher's Communication Strategies In Teaching Speaking At MTs NW Bonjeruk. *Journal of Language and Language Teaching* (Vol.7 No.2)
- Munir, (2017). *Pembelajaran Digital*. Bandung: CV Alfabeta.
- Nunan, David. (2003). *Practical English Language Teaching*. New York: McGraw Hill.