

Designing SPECA (Speaking Application) Based on an Android for Senior High School

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ABSTRACT

The purpose of this research is to design SPECA (Speaking Application) based on an android for speaking lessons for 11th-grade students of MA Hasanudin Klampisan Jombang. The researcher focused on speaking skill material for the first semester. This research used Research and Development method (R&D) that the researcher adapted from ADDIE (Analyze, Design, Development, Implementation, and Evaluation). Based on the data on the development phase, the researcher got 62,22% on media validation which was categorized as a "worthy category" classification. While the result of material validation was 62% also categorized as a "worthy category" classification. After the product has been validated, the researcher tried out the product to know the response of the students toward the product. In this implementation phase, the researcher got 83% which could be categorized as an "interesting category". From the data that this research showed, it can be said that this application was feasible and can be applied to Senior High School Level.

Keywords: *Speaking, Learning Media, SPECA*

INTRODUCTION

English is a global language that people all around the world use to exchange communication. English has been additionally dynamic and global language that a fifth of the total populace communicates as a native, second, or foreign language. English is becoming more widely used for communication among speakers of other languages in the region where English is not the primary system of words for communication.

English as a foreign language (EFL) has four skills such as reading, speaking, listening, and writing. Writing and speaking skills has cited as productive skills. It is crucial as a result of giving the students chance to practice real-life activities in the classroom. Also, often used as a "gauge" to perceive how well students are doing (Hossain, 2015). Whereas listening and reading has known as receptive skills because when students pay attention and read something students get hold of the language, apprehend it, and decode the meaning (Hossain, 2015).

The ability to deliver words in language exercises is referred to as speaking. Speaking has become an essential ability that students must master as a primary tool of verbal communication as a result of some way to express feelings and opinions. The main function of speaking is to convey a message to others or to use a language that will be comprehended by the listeners.

Speaking is an important skill that needs when studying a foreign language. English has been an essential skill that ought to be learned, these skills include reading, writing, listening, and speaking. Besides that, speaking and writing have always been often antithetical because these are viewed as useful abilities, the capacity to distribute, or deliver information in writing and verbally while reading and listening are regarded as receptive skills, or the capacity to understand spoken language that also is read or perceived. Speaking has been mutual action that comprises giving or getting activities between two or more people which contains opinions, ideas, expressions, and thoughts. (Scott, 2005), argues that speaking is an integral part of every day that human takes or leaves it. The typical individual writes a huge of number words daily, though certain individuals, like bakers or lawmakers, could form much more.

The researchers created SPECA (Speaking Application) as learning media for 11th Senior High School in order to help the students easy and enjoy English learning especially in speaking skill. According to (Brown, 2000), states that speaking has been a useful ability that can straight forward or experimentally noticed; however, these perceptions have been unavoidably influenced by the exactness

and viability of an exam listener's ability. Speaking involves verbal and non-verbal communication to construct and share meaning (Lustigová, 2011).

METHOD

This research used Research and Development method based on Addie's theory. Addie's instructional model is an educational series of actions to achieve a result that comprises five stages, to be specific: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The first step is Analysis. A need analysis was conducted by interviewing the teacher and distributing questionnaire to the student of 11th grade to find out their needs and difficulties of the students as long as the student learning English. There were twenty-three students to fill out the questionnaire. The researchers design learning media based on what the student need in learning English. In the design phase, the researchers designed suitable products for the students because of the consequence of the need for the students. From the data collected, the researcher designed the storyboard of the product. The storyboard is an initial description of the product to be created. The name of the product was SPECA (Speaking Application). The researchers made SPECA based on android in order to the teacher or the students can use it anywhere and everywhere they want to study.

The product needs to validate by the expert in order to know whether the product is suitable or not to the students. There were two validators namely media expert and material expert. After the product was validated, the researchers discussed and revised the result of the assessment to make the product better and suitable for the students (Nur, 2022).

At this stage the researcher implements the product on the subject to assess the feasibility of the product as learning media in speaking. The researchers implemented the product by explaining and showing how to use it for learning in class. After that the students gave a questionnaire to find out the responds about SPECA (Speaking Application) as learning media. To obtain a score from product data that has been tested on students, the researchers use a likert scale to facilitate calculations.

The last stage was evaluation. The researchers evaluated based on the result of the entire step above. There were shortcomings of the product so that SPECA (Speaking Application) learning media need to be developed for further researcher.

RESULT AND DISCUSSION

Result of Analysis

In this phase, the researchers required a device to assist analysis. The researchers used a questionnaire for the students and interview the English teacher. The analysis was finished by giving a questionnaire to the students using paper or manually distributed by the school and interviewing the English teacher in the school.

Table 1. Result of the Questionnaire

NO	ASPECTS	SCORES	AVERAGE
1	I am happy with English lessons	83	72, 11%
2	When studying English lessons, do you often pay attention to it?	88	76, 52%
3	The teacher often creates a pleasant atmosphere when learning is taking place	99	86, 08%
4	The teacher often provides varied methods when learning is taking place	84	73, 04%
5	The teacher often helps and guides you in solving problems if you have difficulty in learning English	102	88,69%
6	The teacher often gives pre-test before or after teaching English	88	76, 52%
7	Do you agree if teacher often gives assignments or homework after teaching English	66	57, 39%
8	Do you often repeat English lessons that have been delivered by the teacher at home	53	46. 08%
9	In your opinion, is learning English in today's era very important	94	81, 73%

10	There are many problems that I often experience when learning English	96	83, 47%
11	The difficulty that I often experience when learning English is listening	85	73, 91%
12	The difficulty that I often experience when learning English is writing	82	71, 30%
13	The difficulty that I often experience when learning English is reading	83	72, 17%
14	The difficulty that I often experience when learning English is speaking	94	81, 73%
15	Do you want to improve your English skills	96	83, 47%
SUM		1296	

Table 2. Result of Interview English Teacher

NO	QUESTIONS	ANSWER
1	What do you think about English lessons in this class so far?	English learning here is very fun even though this school is still relatively new
2	Are there any difficulties in carrying out English learning so far?	The children are also very enthusiastic about learning English even with the least equipment and media
3	Are the methods and learning models that you have applied to your liking?	The difficulty experienced is that some children sometimes do not pay attention when learning is in progress resulting slightly disrupted learning
4	Does this school only use a book or liquid crystal display (LCD) as learning media?	The school only uses textbooks as learning support, there are no Liquid Crystal Display(LCD) or other media devices
5	What do you think if a smartphones is used as a medium for learning English	I do agree, as using a smartphone as media for learning English will create foster interest in reading and the children's knowledge of English

From the preceding result of the questionnaire and interview with the English teacher, the researcher argues that the results of the questionnaire which obtained a total score of more than 80, indicate that the students strongly agree and agree with these things while those who get a score below 80, it indicates that the students disagree and totally disagree with this thing.

Result of Design

The design activity was done by making a storyboard and the application needed.



Figure 1. Start Play for SPECA

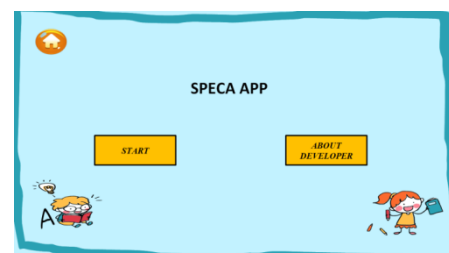


Figure 2. Home Page of SPECA

Kompetensi Inti	Kompetensi Dasar	Tujuan Pembelajaran
1.1 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.	1.1.1 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.	1.1.1 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.
1.2 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.	1.2.1 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.	1.2.1 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.
1.3 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.	1.3.1 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.	1.3.1 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.
1.4 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.	1.4.1 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.	1.4.1 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.
1.5 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.	1.5.1 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.	1.5.1 Menunjukkan sikap antusias, rasa ingin tahu, dan rasa percaya diri dalam mengikuti pembelajaran.

Figure 3. Competencies Page

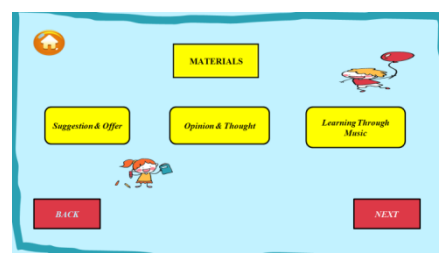


Figure 4. Kinds of Material Page

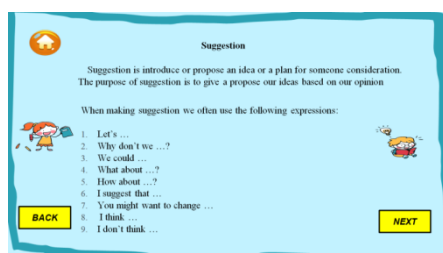


Figure 5. Suggestion Material Page



Figure 6. Quiz Page

Result of Development

The researcher finished the assessment of SPECA (Speaking Application) to media expert and material expert. The result of questionnaires obtained from the students, media expert, and material expert were analyzed using the Likert scale.

Table 3. Result of Material Validation

No	ASPECTS	SCORES
1	The suitability of the material with basic competencies	3
2	The suitability of the material with learning objectives	3
3	Use of easy-to-understand vocabulary	3
4	Increase learning motivation	3
5	Completeness of material coverage	4
6	It is easy to understand the material	3
7	Giving the right examples	3
8	Practice questions to explore the material	3
9	Variety of practice questions	3
10	Grammatical accuracy	3
SUM		31
AVERAGE		62%

The researcher got a 62% score, which was a “worthy category” classification. It means that the resulting material validation sheet or the result of SPECA (Speaking Application) based on material expert “can be tested” with some suggestion or advice from the material expert.

Table 4. Result of Media Validation

NO	ASPECTS	SCORES
1	Media is simple and attractive	4
2	Attractive display design	3
3	Appropriate button function	3
4	Interesting back sound selection	2
5	Text can be read clearly	3

6	Color combination, font, and background	3
7	Text font size	3
8	Text font type	3
9	Level of ease of use	4
SUM		28
AVERAGE		62,22%

The researcher got a 62, 22% score, which was a “worthy category” classification. It means that the resulting media validation sheet or the result of SPECA (Speaking Application) based on media expert “can be tested” with some suggestion or advice from media expert.

Result of Implementation

At this stage, the learning media has been developed and then implemented in the 11th grade of MA Hasanudin Klampisan Jombang with twenty-three students. The implementation of this learning media was carried out offline, so the students could run the media individually.

Table 5. Result of Collected Data

NO	ASPECTS	SCORES
1	Design of SPECA (Speaking Application) media is interesting?	76
2	Does SPECA (Speaking Application) easy to use?	77
3	The video material in SPECA (Speaking Application) help you to understand suggestion & offer, opinion & thought, and learning through music	76
4	Does SPECA (Speaking Application) able to enhance your motivation to learn about suggestion & offer, opinion & thought, and learning through music	76
5	Does the presentation of material in this media the same as your handbook?	76
6	The material in this media is easy to understand	74
7	These media have exercises to evaluate you about suggestion & offer, opinion & thought, and learning through music	74
8	The material of this media can help you to answer questions	76
9	The shape, style, and font size used are simple and easy to read	73
10	This media easy to understand	86
SUM		764
AVERAGE		83%

Data obtained by the researcher from twenty-three students at MA Hasanudin Klampisan Jombang was 83% which was an interesting category “classification. It means that the result of questionnaires for students’ responses stated that the product of SPECA (Speaking Application) can help students in learning English, especially in speaking skills.

Result of Evaluation

Evaluation was the last stage in designing SPECA (Speaking Application) for Senior High School level. The purpose of evaluation was to see the reliability of SPECA (Speaking Application) as a learning media and can be used as a reference for similar research in the future. Based on the data obtained from implementation stage, it could be concluded that Speaking Application (SPECA) could be considered worthy of being used as a learning media in speaking lessons at MA Hasanudin Klampisan Jombang.

Discussion

According to (Harmer, 2001), speaking consists of two essential features; language characteristics and mental social processing. (1). **Language Characteristics**. Language characteristics are how the

speakers speak. The element consists of four items which are as follows:

- **Connected Speech.**
The speaker needs to use component affiliated speech which is connected to assimilation or omitted, as well as weakened in connected
 - **Expressive Devices**
This item indicated how the speaker expresses the idea, which includes the stress of specific parts of utterance, volume, and speed, as well as the display of other physical and nonverbal signals.
 - **Lexis and Grammar**
Lexis entails being familiar with both words and their meanings. Furthermore, grammar is concerned with the construction of sentence structure, such as the use of the verb and category parts of speech.
 - **Negotiation Language**
This item shows that for the listener to understand what the speaker is saying, the speaker could perhaps try to use sentences that are easy for the listener to understand.
- (2) **Mental Social Processing.** Speaking involves mental social processing. The inner self is responsible for mental social processing. The three aspects of mental social processing are as follows:

- **Processing of Language**
This language processing occurs when someone attempts to make the listener know the meaning of what the speaker said so that the listener can participate and become fully involved in the exchanging information.
- **Interacting with Others**
People communicate with one another by speaking. In this phase, interaction will take place between the speaker and listener. The different items will influence how the speaker communicates
- **Information Processing**
The information emphasizes the ability to catch up with the speaker's detail to word whatever the speaker said.

There are four aspects of speaking that should be investigated (Brown, 2000). They are:

1. **Pronunciation**
Pronunciation is the manner for the students' to provide clearer language once the students speak. It offers a phonological system that refers back to the additives of a grammar made of the factors and standards that decide how voice range as well as sample inside a speech.
2. **Grammar**
Grammar has been required to enable the students to organize language rules through conversations and writing or speaking. Grammar has been described as a structured procedure of explaining and anticipating the speaker's and listener's ideal understanding.
3. **Fluency**
Fluency sometimes relates to precise language skills without interference. Unless the teacher wishes to envision students' fluency during the learning and instruction process, the teacher permits the students to precise flexibly without disruptions.
4. **Vocabulary**
Vocabulary denotes appropriate word choice which is used in communication, without mastering vocabulary; one will not be capable of effectively communicating and categorizing the concepts both in oral and written communication. A limited vocabulary is another obstacle that keeps students from learning another language. So, the teacher should use method extensive data on how to manage a motivating room through the students to achieve attain high achievement

Speaking is one of vital tool in way to communicate with others. There is some of aspect speaking implemented in SPECA learning media. It is purposed to help the students easy to understand and can practice the material fluently.

CONCLUSIONS

This research was doing at MA Hasanudin. The research subject of this research is 11th-grade students of MA Hasanudin Klampisan Jombang. The objective of this research is to design SPECA (Speaking Application) for Senior High School level as a learning media. In this research, the researcher used Research and Development research based on ADDIE model that consists of five phases namely: analysis, design, development, implementation, and evaluation. In the analysis phase, the researcher was

distributing a questionnaire and interviewed English teacher to know the need of the student. In the design phase, the researcher made a storyboard based on the result of students' needs. While in the development phase, the researcher was made SPECA (Speaking Application) where this application was validated by the material and media expert. The researcher got 62, 22% from media expert which was categorized as "worthy category" classification. Then the researcher also got 62% from material expert which was categorized as a "worthy category" classification. From the result of the expert, the researcher directly changed some aspects that the experts suggest or advised. Whereas in the implementation phase, the researcher was giving a questionnaire to students to know about SPECA (Speaking Application), and the researcher got 83% which was categorized as "interesting category" classification. The last stage was evaluation which was the researcher looking for SPECA (Speaking Application) whether this media revised or not. Based on the result of the validation sheet, this product could be applied to the Senior High School level.

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