Improving Students' Speaking Skill
Using Hello English Application
as a Medium of Learning from Home

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Abstract

This study aims to improve students' speaking skill using hello English application. The subjects of this study were the fifth-grade students of SDN Sidorejo 1 Mojokerto. The researcher used classroom action research to conduct this study. The research instruments were an observation sheet, questionnaire sheet, test, and documentation. This study was done in two cycles. The researcher procedures of this research consisted of four steps. They are planning, implementing, observing, and reflecting. The criteria of success were 75% of students got a score of 9. From the findings and discussion, the result is Hello English application can improve students' speaking skills. It can be seen in the test of cycle 2. In cycle 2, the result of students' speaking scores showed that 15 students passed and 2 of the students were failed. The mean scores of the test in cycle 2 were 9,05 and the percentage of improvement 88,23%. It is showed that in cycle 2, the students' scores passed the criterion of success 75%. Thus, based on the result of cycle 2 Hello English application can improve students' speaking skills.

Keywords: Improving speaking: Hello English Application

Introduction

The first step to do communicating with each other is by speaking. Besides, people share their ideas through communication. That is one of the reasons why speaking is very important for us, moreover speaking English. Ur (1996) claims that speaking is the most important than listening, reading, and writing. Aye and Phyu (2015) state that we need to learn an effective way to study English especially in speaking English in this era. Then, Sepahvand (2014) argues that there are some causes to choose speaking is the first aim of studies such as individual satisfaction and reaching their career goals because they can speak fluently. Additionally, Tahir (2015) says that when somebody can speak, they will reach their success in learning English.

Since Coronavirus comes to Indonesia, all activities have been hampered, including teaching and learning English. Corona Virus Disease 2019 (Covid-19) first appeared in Wuhan, Hubei Province, China. The World Health Organization (WHO) has declared this virus a global pandemic (Cucinotta, 2020). Various wisdom has been carried out by the Indonesian government to reduce the level of the spread of the coronavirus by enforcing social distancing and physical distancing to the enactment of PSBB (Large-Scale Social Restrictions) in various cities/districts in Indonesia. Therefore, all educational activities are done online, not only in elementary school but also in junior high school, senior high school, and college (Sun, et al., 2020).

Teachers in Indonesia said that mastery of English at the Elementary School level is one of the competencies that must be possessed in this era. It is thought that young children can learn English faster than adults. They talk about children who seem to learn a new language easily. This is related to the plasticity of a young brain (Harmer J. , 2007). They believe that younger children do better at learning foreign languages. Actually, the success of learning a foreign language is not only determined by age. There are many factors to ensure that teaching English to

young learners will be effective, such as teaching materials; teaching styles; learning styles; etc.

However, the researcher chooses Hello English because it has many features, such as 475 interactive lessons, and games to interact or discuss with the teacher directly. This application is used by approximately 55 million users in the world, free to download on the Playstore, there are millions of new dialogs spoken and corrected each day to help people improve their spoken English and what I rarely find in other applications is the material explanation information is very clear, it can be in the form of meaning or common mistakes in sentence usage. The researcher hopes Hello English application can help students to solve their problems and also improve their speaking skills more fluently and accurately.

Hello English is an application of social medium that can make the users, especially students interactive and creative. Many features can be given from the Hello English application, such as grammar; vocabulary; conversation; and so on (Yunita, 2019; Kuning, 2020). In this study, the researcher focused on the conversation feature that will be implemented on students to improve their speaking ability more fluent and accurate. Besides that, this application also has feature "games" to make the users or students more interested to learn. Then, they can discuss some topics with other users of Hello English to studying English, especially in speaking. This researcher will use Hello English as a medium of learning from home and also it can be medium of teaching speaking in the classroom. The participants of this study are fifth grade students of SDN Sidorejo 1 registered in the 2020/2021 academic year.

According to a previous study by Yunita (2019) from the Department of the English Education Muhammadiyah University of Surakarta that used Hello English application as medium to teach speaking skill at the tenth-grade students at SMKN Karanganyar, she used observation and interview to 5 students of Tourism 1 class and 1 English teacher. The results of the study teaching and learning process used by Hello English makes students active in English language skills, the students very enthusiastic and interested in using this application. Thus, Yunita concluded from the perspective of the teacher and students that the Hello English application has advantages and disadvantages in implementing the English learning process.

Besides, there is also a study by Sivakumar (2015) from Education Wing-DDE, Annamalai University, this study is used in the experimental method. The Control group was exposed to the traditional method of teaching and it consists of 40 students of which belong to VII standard; and the experimental group was given treatment through Hello English application in teaching. The results of this study reveal that the Experimental method of teaching more effective than the traditional method of teaching English. It can be concluded that teaching English by using Android apps such as Hello English is more effective. There is no significant difference between the Control group and the Experimental group in the pre-test, but in the post-test, the Experimental group performed better than the Control group. The researcher focuses on improving speaking skills through Hello English application as the medium of learning from home.

Method

The researcher used Classroom Action Research (CAR) design in this study. It was designed because the aims of the study were: to know and explain how could Hello English application improved student's speaking skill. The subject of this study was students from fifth grade in SDN Sidorejo 1 who had problems in speaking. The researcher collaborated this design with one of the English teachers in SDN Sidorejo 1 who conducted teaching-learning in the class. The subject of this study was fifth grade.

Based on Kemmis and McTaggart (1998) Classroom Action Research is done through cycles and there are four phases in each cycle. Those are planning, implementing, observing, and reflecting. Two kinds of the test was used in this study, those were test-1, test-2 and test-3. A test-1 was used to know how far students' competence before the researcher implements the Hello English application. Then, test-2 and test-3 was used to saw how far the students' competence after using the Hello English application as the medium of learning speaking. In this study, the test was in form of sentence/dialogue completion tasks, picture-cued tasks, and oral

questionnaires.

The researcher did observations in class with classroom action research. The researcher observed in every meeting, not only observed just one time. The function of doing this activity was to know how far the action that students achieved.

The researcher gave questionnaire to the students. The questionnaire of the research was used to know how far the students' practice their speaking skills, students' experiences using medium learning to practice their speaking, students' responses about the Hello English application whether they ever used it before or not. Not only that, but these activities also used to know whether they have handphones to support this research or not.

The researcher record visual data about the learning process or the results of learning in class. So, the researcher knew about the learning activity of students. Not only that, this activity was used to helped the researcher knew the progress of students speaking skill in class.

After getting the data on teacher and student activities with the application of Hello English as medium of learning speaking is collected through observation, the data processed using the formula.

Findings

The preliminary observation was conducted during the teaching-learning process while the researcher thought the students in teaching practice about almost two months and done before the researcher conduct research.

Based on the result of conducting observation in the preliminary study the researcher found out that only 3 students were active in following the teaching-learning process. The researcher distributed a need analysis questionnaire to find any problems faced by the students. Before conducting the need analysis, the writer designed the questionnaire based on speaking, mobile learning, and android theories. The questionnaire was distributed on Saturday, 27 February 2021 in 5 Grade of SDN Sidorejo 1 Mojokerto. There were 17 students in the classroom and nobody was absent on that day. There were 20 closed questions and 5 open-ended questions in the questionnaire.

The data shown that the students sometimes practice their speaking at home. There are only 29,4% of the students stated that they sometimes practice their

speaking out of the classroom such as at home. From the data, it can also be seen that most of the students practice their speaking with their friends who were proved by 47,1% of the students' statement. From the results, we can conclude that they lack practice at home. It can be seen in number 10, the factors that make them not fluent in speaking because of lack of speaking 64,7% students agree about that. So, the researcher implemented the Hello English application to solve their problems.

Before that, the researcher wanted to know the students have an android smartphone to facilitate this activity or not. Then, the result of the data shows that there are 29,4% of students have a lollypop android smartphone. But, you can see from the data, the students never used Hello English to learn speaking at home, there are 35,3% from the students' statement. However, there are only 58,8% of students use electronic devices to practice speaking at home.

However, in open-ended questions, the students seldom or never practice speaking at home. It means that practice is most of the factors in the speaking problem. They also said that they agree and happy if their android or smartphone included of application that can facilitate them to practice speaking at home.

The test-1 was conducted on 27 February 2021. The test-1 in the speaking test was conducted to get students' pre-existing ability in speaking skills. In the test-1, the subject was given 5 items of oral tests to determine their ability on speaking. The researcher made the questions based on the base competencies and indicators for fifth grades. So, the mean score of the test-1 which was followed by 17 subjects was 4,941. These results also clarified their weakness in pronunciation, language, and fluency of speech. These results indicate that the students' speaking skills needed to be improved. Therefore, the researcher tried to improve the students' speaking skills using the Hello English application as a medium of learning at home.

It shows that 23,52 % or only a quarter percent subject of the study achieved their score to the minimum standard passing score of fifth grade students SDN Sidorejo 1 Mojokerto that was 9. Cycle 1 was applied in two meetings. This cycle consists of four steps. They are planning, implementing, observing, and reflecting.

In planning step, the researcher planed everything that could be done and prepared things dealing with the classroom activities such as making the lesson plan, preparing the observation sheet, preparing the media (youtube, WhatsApp, PowerPoint), preparing Hello English application, etc. Then, the researcher identified the problem concerning the teaching-learning process which could be observed. In this case, the problems were about students' ability to mastery the English speaking skill.

After that, the researcher implemented the material and medium used in the teaching-learning process. In this research, the researcher takes two steps. If there is no sufficient result in the first step, the researcher conducts the second step to get the best result. At the end of the second step, the researcher could conduct a test-2 to make sure that the Hello English application surely improves students' speaking skills.

There are two meetings in every cycle in implementation. The implement of cycle 1. The detailed process of the teaching and learning process could be shown as below:

In Pre Activity, the researcher gave greetings to the students. Greeting such as "Hello how are you?". The researcher asked some questions about the activity yesterday, asked their condition, etc. After that, the researcher explained the objectives and competencies; the topic about parts of the body and present continuous tense. The researcher used English and Indonesia in teaching. After explaining, asking, or commenting using English, the researcher used Indonesian to make it clearer because most of them felt difficult to understand if the researcher explained using full of English language.

After opening the meeting, the researcher shared PowerPoint and instructed the students to watched a video on YouTube about the material. Students pay attention and try to understand parts of the body and present continuous tense. They could ask the researcher what they didn't understand about the example of sentences, or the explanation about the material. After that, the teacher asks students to look at the picture on the PowerPoint then asks questions related to the picture. Next, the teacher asks students to open the book on pages 11-12 and asks students to do an exercise.

In the next activity, the researcher instructs the students. Students are

instructed to read the text. After all, activity is done, the researcher gives a link then the students must watch the tutorial videos on the use of the Hello English application. They could install the application and tried the medium at home by themself. They could ask the researcher if they could not understand every step using the Hello English application.

In the closing section, the researcher instructs students to do the exercise in the Hello English application and next week it will be discussed. In the end, the researcher closed the lesson by saying greetings.

In observing, the analysis of the data was done after cycle 1 had been implemented. The data was gotten from the students' achievement test and checklist analysis in cycle 1. The mean of the results in cycle 1 was 6,58 while the percentage of successful students was 47,05% (8 students). While the criterion of success of students' achievement was 75%, so this cycle did not reach the criterion of success.

The observation data was gotten from the observation checklist. The observation was held at the same time as implementing the treatment. Table 4.5 is the table of observation of students' activity which was filled by the collaborator: students only 7 items from 11 items of students' activity during the teaching and learning process. Therefore, the percentage of students' activity was (7/11 x 100%) 63,63%.

In the second meeting, the items of students' activity increased from 7 to 9. It increased for 2 items. It is on the items "Paying attention and answer the teacher's question", "Ask a question about the material". However, the percentage of students' activity was (9/11 x 100%) 81,81%. So, the mean percentage of two meetings in cycle 1 was 72,72%.

The observation data was gotten from the observation checklist. The observation was held at the same time as implementing the treatment. Table 4.6 is the table of observation of teachers' activity which was done by the collaborator: Based on the observation table above, the activity of the teacher in the first meeting showed that she did 10 items from 14 items. The percentage of teacher's activity was

(10/14 x 100%) 71,42%. Then, in the second meeting, the teacher did 12 items from 14 items. It was shown that there was an increased 2 items.   It is on the item "Give an example of the material briefly" and "Give students correction for the students' task". The percentage of teachers' activity in the second meeting was (12/14 x 100%) 85,71%. So, the mean percentage from the first and second meetings was 78,5%.

In the first cycle, the teacher was active in helping the students. The teacher explained, introduced the topic. The teacher asked the students in group WhatsApp about their understanding of the material. But, the teacher did not stimulate students' knowledge about the material at the first meeting. The teacher also did not give more examples. Therefore, it makes the students did not have motivation in the first meeting.

Reflecting activity of cycle 1 was based on the data analysis from observation. The criterion of success of students' achievement was the students with a minimum score of 9 by the percentage of 75%. Based on the students' achievement test, those who are successful were 47,05%. Therefore, the criterion of success was not reached so it needed any improvements for the next cycle.

The second cycle was applied because the learning process in cycle 1 was not successful yet. They were still lack of confidence and did not reach the highest score in each criterion (language, pronunciation, fluency). Based on that condition, cycle 2 had to revise the right way in cycle 1 that using the Hello English application as medium of learning speaking. It is evidenced by the increase of study achievement from the preliminary study. This cycle also aimed to repair the lack of implementing cycle 1. So the problem in cycle 1 could be solved and the student can achieve the criteria of success. The researcher and the collaborator planned cycle 2 based on the problem that had been faced on cycle 1. The planning of cycle 2 was making steps of teaching and learning process, making a lesson plan for cycle 2, preparing media and the instrument for classroom action research, explaining material before asks the students to practice speaking, burn the students' motivation up and making the students interested to the teaching and learning process. Not only that, but the teacher also giving more time to do the task that the students could finish the task on time.

All the revised plans were intended to get a better result in cycle 2. This cycle

was done in three meetings: There are three steps in every meeting. The steps are pre-activity, main activity, and closing. The analysis of observation data was done after cycle 2 had been conducted. The data was gotten from the students' achievement test and checklist analysis in cycle 2. From the results above, the results showed that the students' speaking skill was more improved than in cycle 1.

It could be concluded that the result of students' speaking skill from the test-1 to test in cycle II, the mean score of cycle II   was 9,05, was higher than the result of cycle 1 which was 6,58.

Based on the result of the students' achievement test above, it showed that 88,23% of the subject of the study achieved their score to the minimum standard passing score of fifth-grade students SDN Sidorejo 1 Mojokerto that was 9. According to the table of students' criteria of success 88,23% is the "excellent" category. The result of the student's success is also higher than the minimal category which is 75%.

The observation data was gotten from the observation checklist. The observation was held at the same time as implementing the treatment. Table 4.8 is the table of observation of students' activity which was filled by the collaborator: Based on the observation checklist in the first meeting, students only 10 items from 11 items of students' activity during the teaching and learning process. Therefore, the percentage of students' activity was (10/11 x 100%) 90,9%.

In the second meeting, the items of students' activity were 10 items from 10. However, the percentage of students' activity was (10/11 x 100%) 90,9%. So, the mean percentage of two meetings in cycle 2 was 90,9%. The observation data was gotten from the observation checklist. The observation was held at the same time as implementing the treatment. Table 4.9 is the table of observation of teachers' activity which was done by the collaborator. Based on the observation table above, the activity of the teacher in the first meeting showed that she did 13 items from 14 items. The percentage of teacher's activity was (13/14 x 100%) 92,85%. Then, in a second meeting, the teacher did 14 items completely, it was 100%. In this cycle, the researcher did all of the items completely. So, the mean percentage of two meetings

in cycle 2 was 96,43%.

Based on the students' mean score, the students' criteria of success, and the percentage of students and teacher observation sheet indicated that their speaking skill was well improved. The mean score improvement was 4,117, the percentage of students' observation sheet was 90,9%, and also the criteria of the students' success was 88,23%. The students were enjoyed the teaching and learning process especially in speaking. Therefore, they could achieve speaking ability in English lessons enthusiastically.

After the teaching and learning process, the teacher and the researcher discussed the conclusion of applying the implementation. Based on the result of observation toward teaching and learning process in this cycle, the students' participants were improved. They pay more attention to the materials and they more practice speaking English at home. Not only that, but the students also had more motivation to speak and they more confident in front of their friends or family. As the result, some students did their work better and correctly.

The result of the students' mean score was improved, and also the percentage of students who got score more than 75%. So, the researcher realized that she will stop continuing the research because it was successful. The students' speaking skill is improved well by using Hello English application in the cycle 2.

Based on the results of the questionnaire after CAR, the students agree that practice speaking English using online learning medium can help them, the percentage of students is 64,7% of 11 students. Hello English application also easy to use, there are 11 of 17 students agree about this. The Hello English is designed based on the student's need; the percentage are 58,8% agree about this statement. However, most of the students agree that the Hello English application makes speaking learning easier, was 64,7% of the students agree about this.

Not only that, but the researcher also gives open-ended questions to students, it is designed to know the weakness of Hello English. Some students said that the voice of feedback in the application using google voice, so they hope it should be a natural voice as a native speaker.

Discussion

The improvement of the students' speaking skill, found the oral test held in cycle 1, the mean score of test-1 was 4,94 and it increased to become 6,58 (47,05%) in the test of cycle 1. While in cycle 2, it gained a higher mean score for the test that was 9,05 (88,23%). The improvement of students' speaking skills is also found in the observation sheet. For cycle 1, the percentage of teachers' observation was 78,5%, meanwhile, the percentage of students' observation sheet was 72.72%. While in cycle 2, the percentage of students' observations sheet was improved, it was 90,9% and also the percentage of teachers' observations was 96,43%. The result of that observation sheet indicates that the Hello English application was an effective medium of learning because the students were interested in the researcher's material. Based on the explanation above, the researcher concludes that there is an improvement in speaking skill, it was 88,23%. The researcher concludes that the implementation of the Hello English application in learning speaking can improve students' speaking skills in class V of SDN Sidorejo 1 Mojokerto.

The researcher also did a questionnaire to know students' opinions about the advantages and disadvantages of the Hello English application. Based on the previous study, Alley said that there are many advantages and disadvantages of using the Hello English application. The advantages, such as this application is completely free and we can download it without pay any charges; contains more than 250 lessons; there are some games for reading, writing, listening, and speaking; there are conversations future available in English; this is a level based application and we can learn with clear levels. Besides, the disadvantages, such as we need to purchase coins to unlocking some courses available in it, and need to purchase a premium to unlock some courses that are locked (Cited by Fransiska (2020).

However, the results of the questionnaire after CAR showed that most of the students agree the advantages of Hello English can help them practice speaking English using the conversation feature, they also did some games for speaking, and they easier to use the application because they can download it free; the future is

simple and interesting; they can easier to understand about the material. But, the students' also give an opinion about the disadvantages such as they can not unlock some courses because they need to purchase a premium unlock; the connection limitations when used the application because they have too strong connections; when they log out suddenly have to repeat the exercise; and the voice of feedback using Google voice, not using native speakers. The student's perception of the advantages and disadvantages is the same as the theory of Alley in Fransiska (2020).

The result of this study is the same as the previous study that was conducted by Yuanita (2019) from the Department of English Education in Muhammadiyah University of Surakarta. This research focused on the students' and teachers' perspectives about the advantages and disadvantages of the Hello English application. The subjects in this research were tourism majors at the tenth-grade students at SMK Negeri 1 Karanganyar. She used observation and interviews with 5 students of Tourism 1 class and 1 English teacher. The results of the study, teaching, and learning process used by Hello English make students active in English language skills, the students very enthusiastic and interested in using this application. Thus, Yuanita concluded from the perspective of the teacher and students that the Hello English application has advantages such as this application is easy to use and performs well; Hello English makes it easier for students to practice speaking English; easy to understand, and easy looking for the vocabulary and conversation. Not only the advantages, but Hello English also has disadvantages such as the connection limitations when used the application because they have too strong connections; and when they log out suddenly have to repeat the exercise.

The result of this study is the same as the previous study that was conducted by Sivakumar (2015) in the Journal of Contemporary Educational Research and Innovations. This research aimed to find out the effectiveness of the Android App in Teaching English. The sample consisted of 40 students in the Control group and 40 students in the Experimental group. The data were collected using appropriate tools and it was analyzed by t' and F' test. He used the Hello English application in this research. The findings of the study indicated that the Experimental method of teaching more effective than the traditional method in teaching English. In other words, teaching English by using Android App is more effective. There is no significant difference between the Control group and the Experimental group in the

pre-test. But in the post-test, the Experimental group performed better than the Control group. Also, the result of this study showed that using Hello English as medium of learning can improve students' speaking skill based on the result of test-3 in cycle 2 that indicate percentage improvement is 88,23%.

Conclusion

From the result of the implementation, there are some improvements as follows: The mean score result for the test-1 was 4,491; for the test in cycle 1 was 6,58 and the test in cycle 2 was 9,05. The criteria of students' success are 75%, then in cycle 1 was 47,05% and students' success in cycle 2 was 88,23%. The mean percentage in the observation sheet students' performance in cycle 1 was 81,81% and students' performance in cycle 2 was 90,9%. The advantages of Hello English: this application can help the students practice speaking English using the conversations feature, they also did some games for speaking, they easier to use the application because they can download it free, the future is simple and interesting, and they can easier to understand about the material. The disadvantages of Hello English: they can not unlock some courses because it needs to purchase a premium unlock, the connection limitations when used the application because this application has too strong connections when they log out suddenly have to repeat the exercise, and the voice of feedback using Google voice, not using native speakers.

Based on the explanation above, it can be seen that the action hypothesis is accepted. Learning students using Hello English application as medium of learning from home can improve the students' speaking skills.

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