

The Effect of Dictogloss Technique Towards Students' Speaking Skill

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Abstract

The research was carried out to investigate the effect of Dictogloss Technique towards students' speaking skill. The time of this research is in second semester of academic year 2021/2022. It has started from 4th August until 25th September 2021. This quasi experiment research took 30 participants with 15 students from X Perhotelan who were given the treatment by using Elsa Speak and 15 students of X Usaha Perjalanan Wisata (UPW) who were using Duolingo. The technique of selecting sample was clustering. Data were collected by using interactive speaking in oral interview. The test was held twice in both classes, Pretest and Posttest. The calculation result showed in significance degree of $\alpha = 0,05$ and $df = 15 + 15 - 2 = 28$ obtained $t = 2,34$ was higher than the critical value (1,75). It means that there is significant effect of Elsa Speak towards students' speaking skill.

Keywords: dictogloss technique, speaking skill, vocational student.

1 INTRODUCTION

Learning English is no longer an obligation to get good grades or rankings in school, but also as a modal to face the challenges in globalization. Speaking is an important tool in communication. It is to deliver mind things regarding what the speaker going to say with their society (Tarigan, 2008). Speaking as a two-way process involving a true communication of ideas, information or feelings (Eckard & Kearny, 1981). By mastering English, people can gain better job and education which often leads to a better life. One of the causes might be one fact that by mastering English, people can access information and opportunities more broadly and in advance. Therefore, because of its importance, English is taught in formal school.

Teaching English have some challenges. This was proven on the research by (Derakhshan & Shirmohammadli, 2015) they said the challenges come from various aspects. English consists of vocabulary, grammar, language use, paralinguistic features of language and sound of the language. All of that have their own difficulties to master. On the other hand, the input of the English learning system often becomes the other reasons such as curriculum, facilities, students, teachers, environment, and learning process are often considered as the determinant aspects of the successful English Learning and Teaching (ELT).

Several curriculums have been implemented in the ELT. From the 1975 curriculum until recently the 2013 curriculum. Mostly, the ELT in Indonesia has not struck a big success. It was proven by the secondary school graduates (senior high school) low mastery of the four English macro skills particularly in the area of productive skills. There are many students who admit that they still have difficulty in speaking English (Umisara, Faridi, & Yulianto, 2021; Putra, Sagita, & Hasan, 2022). Regardless, the ELT process at schools in Indonesia should refer to the Government Regulation Number 32, year 2013 about the National Education Standard. It states that the learning process in each unit of education should be

held by fulfilling the criteria of interactive, challenging, inspiring, and motivating the learners to actively participate, express their ideas, creativity, and autonomy based on their interest and physical as well as psychological development. In fact, this is often ignored and resulting a less successful ELT process.

This kind of case happened in SMK Sahid Jakarta. The researcher had an interview on March 9th 2021 with the teacher. She confessed that some students are still lacks on speaking English. The process of learning is mostly by conducting presentation activity in giving the students chance to rehearse their speaking skill. This known as scientific approach. The steps are observing, collecting information, questioning, presenting, and associating. Thus, she chose presentation activity as the productive skill activity.

Observation of the ELT process was conducted in class X and XII in the 2020/2021 academic year on November 11th until December 16th. The vignette depicted a situation which matches to the teacher's explanation. During the presentation, only students who were on their turn for presenting spoke a lot. The other students were only listening. When the time of question and answer came, only several students performed their ideas or questions. The teacher sometimes asked them to speak in English, but only some students spoke. One of the other issues was their feeling of inferiority to speak English. Inferiority is the feeling of being not good as other or lower in rank, position, quality. In their class, there are some students who are already good in English and that makes them feel inferior. Other than that, they assume that making mistakes was shameful thing. Thus, they played safe by remaining quiet. Besides, this pandemic makes the learning process less interact with the teacher. The activity was less various, they were given too many theories yet they lacked opportunities to practice speaking English.

Some researchers have proved that the use of technology as learning media such as Internet, podcasts, video conferencing, videos and speech recognition software are considered the best tools for teaching speaking skill. An explanation of mobile learning was defined "...any sort of learning that happens when learners is not at fixed, predetermined location, is an advantage of learning opportunities offered by mobile technologies" (Arvanitis & Krystalli, 2021). To overcome the problems mentioned, the researcher will use Elsa Speak as the learning media that will help students to learn speaking English better. Elsa speak is a speech recognition software and built in with Artificial Intelligence (AI) for learning English. The app is supported by features such as speech recognition technology, proven personalized curriculum, free online dictionary, and free assessment test.

Therefore, it is expected that this application can help facilitate speaking skill and encourage them to learn. In this case, the writer is interested in researching to know whether Elsa Speak has an effect on students' speaking skill or not.

2 RESEARCH METHODS

The research employs quantitative method using experimental design. Creswell (2014) noted that "quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study". According to Sugiyono (2013) there are two kinds of quasi experimental method they are time series design and nonequivalent control group design. Experimental research is a way of finding a causal relationship (relationship clause) in determining cause and effect. This study used a quasi-experimental design. Creswell (2014) also states that, during the experiment, a person makes observations or obtains measurements using instruments at the pretest or posttest (or both) stages of the procedure. Researchers applied two tests, they are pretest and posttest. The pretest was conducted before the researcher gave treatment to the students. Then the posttest was carried out after the researcher gave the treatment. This research was conducted at SMK Sahid Jakarta in class X Perhotelan as the experimental class and X Usaha Perjalanan Wisata (UPW) as the control class. The total number of all samples is 30 student.

3 RESULT AND DISCUSSION

3.1 Data of Experimental Group

The following data is the result of students' speaking skill after using Elsa Speak. Table 1 is the recapitulation of the statistics descriptive analysis from the experimental group student.

Tabel 1. Experimental group Posttest Recapitulation

Statistics	Score
Mean	16
Median	16
Modes	15
Standard Deviation	4,7

In Table 1, it can be seen that from 15 students the mean value was 16, median 16 mode 15, and standard deviation 4.7. The average score of the experimental class was 16. With the highest score 23 and the lowest score is 9. The distribution of the posttest score data for the experimental group treated with Elsa Speak can be seen the histograms and polygon frequencies in Figure 1.

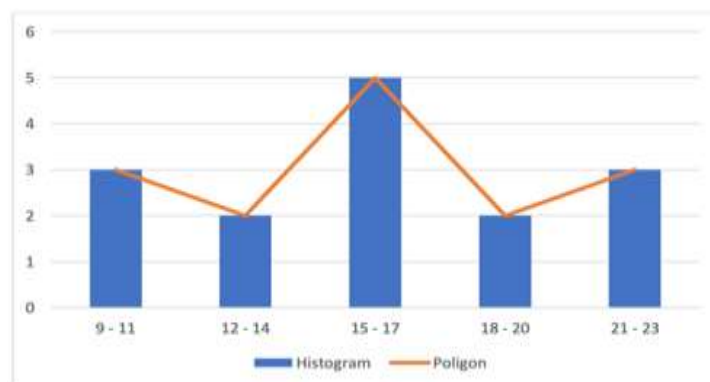


Figure 1. Graph of Posttest frequency of experiment group

Based on Figure 1, it can be seen that the number of students who scored below the average was less than the number of students who scored above the average. This means that many students get good grades after using Elsa Speak.

3.2 Data of Control Group

The following data is the result of students' speaking skill without using Elsa Speak. Table 2 is the recapitulation of the statistics descriptive analysis from the control group student.

Tabel 2. Control group Posttest Recapitulation

Statistics	Score
Mean	14.2
Median	13
Modes	8
Standard Deviation	4.6

In Table 2, it can be seen that from 15 students the mean value was 14.2, median 13 mode 8, and standard deviation 4.6. Detailed calculations (see appendix 14). The average score of the experimental class was 14. With the highest score 22 and the lowest score is 8. The distribution of the posttest score data for the control group treated without Elsa Speak can be seen the following histograms and polygon frequencies in Figure 2.

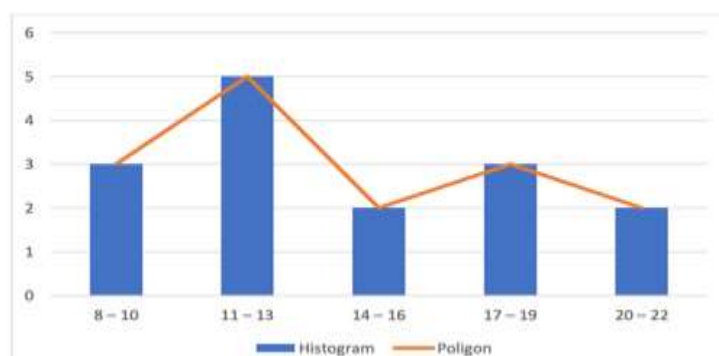


Figure 2. Graph of Posttest frequency of experiment group

Based on the graph above, The value obtained by the control class is not as high as the experimental class. This means that the achievement of the learning process is not good as the group that use Elsa Speak.

3.3 Normality Test

The normality test is used to find out whether the samples used in this research is normally distributed or not. The results of the normality test will affect the calculation technique that will be carried out on the hypothesis test. To facilitate the calculation and analysis of normality test using Lilliefors formula at a significant level, $\alpha = 0.05$ (5%) and the results of the calculations as stated.

Table 3. The Result of Normality test

Group	L_{count}	L_{table}	Description
Experiment	0.095	0.220	Normal
Control	0.109	0.220	Normal

3.4 Homogeneity Test

The homogeneity test was applied to the pretest and posttest result data from the experimental group and the control group. The researcher uses Fisher formula to test homogeneity. Homogeneity test of both groups can be seen from the following table.

Table 4. Homogeneity Test Calculation Results

Group	F_{count}	F_{table}	Description
Experiment	1.50	2.48	Homogenous
Control	1.10	2.48	Homogenous

3.5 Hypothesis Test

Hypothesis testing is done by comparing two sets of means. The t -test was used to determine whether there was a difference in learning outcomes between Elsa Speak and Duolingo in X Perhotelan and X UPW students of SMK Sahid Jakarta. The Result of t -test analysis obtained that $t_{count}=2.32$ higher than $t_{table}=1.75$. It means there is influence of using Elsa Speak on students' speaking skill

4 CONCLUSION

According to the calculation presented in the previous chapter it comes to the conclusion that there is significance effect of Elsa Speak towards students' speaking skill. Based on the research, the results of students' speaking skill in experiment group those using Elsa

Speak were higher than students in the control group. The researcher proved that the use of Elsa Speak is able to make student's more fluent with correct pronunciation in speaking.

Learning through Elsa Speak has many advantages, such as the variety of topics according to the needs of the user, where they can choose any topics they wanted to practice. The learning system is by listening to audio examples of a word or sentence which will later be spoken back according to what is heard and seen on the screen. Elsa Speak will assess whether what is spoken by the user is correct or not. Through its features Elsa Speak provides a fun and memorable learning experience so that the view of learning English that is boring can be minimized. Further, after using Elsa Speak the students' become more active in speaking. They can express opinions, questions, and give the comment on the material discussed at the time. It concluded that Elsa Speak has significance effect on students' speaking skill of tenth grade at SMK Sahid Jakarta.

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