

Speaking Skill Using Hello English Application in Circuit Learning Model

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Abstract

The purpose of this study is to improve students' speaking skill of procedure texts through the use of the Hello English Application and Circuit Learning Model. This study can improve students' speaking skill with their classmates by using group discussion for the academic year 2022/2023. This research is classified as Qualitative Research, Classroom Action Research. This study includes 3 cycles where each cycle consists of 4 stages: planning, implementation, observation, and reflection. The subjects of this study were 31 students, while the data were collected through tests, observations, and interviews. The results showed that the use of Hello English Application can improve students' speaking skill. This is evidenced by the average value of the results of each cycle, namely in cycle 1 = 63.48, cycle 2 = 74.06, cycle 3 = 87.48. And the observation results show that the observation sheet reaches the target of 80% and more. It can be concluded that Hello English Application as a learning media can improve students' speaking skill of procedure texts. Based on the statement above, it can be concluded that the circuit learning model and Hello English application as a learning media were effective and able to be implemented as an alternative way in the teaching and learning process, especially in speaking skill.

Keywords: circuit learning, Hello English, procedure text, speaking skill

1 INTRODUCTION

Speaking is an important part of everyday life. By talking, people can communicate with other people, a person usually faces some problems in social interaction such as they can't communicate ideas, arguments, and feelings. A person can sometimes understand what the other person is saying but they cannot communicate it. This may occur due to low training, low motivation, lack of communication competence and low self-confidence. Ideally, if one can understand and express, one should be able to produce it.

The use of social media in the current learning process is not just an option (Rachman, 2021). However, the use of social media has become a demand for all teachers to be able to use it as an effort to facilitate students in the learning process. According to Richard (2022) the mastery of speaking skills in English learning is a priority in many second language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much learners felt improved in spoken language proficiency. In learning English, the use of social media is an effort to make the learning atmosphere effective and able to facilitate students in improving their English speaking skills. This is because having the ability to speak English is a requirement for everyone today. In this era of globalization, the need to communicate actively and well is a must in order to compete and cooperate internationally.

Rachman (2021) stated that speaking is an important part of everyday life. By talking, people can communicate with other people, a person usually faces some problems in social interaction such as they can't communicate ideas, arguments, and feelings. Richard (2018) explained that the mastery of speaking skills in English learning is a priority in

many second language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much learners felt improved in spoken language proficiency.

Brown (2007) stated teaching speaking skill is implied the first definition of learning, may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing of knowledge, causing to know or understand. They looked apathetic and inhibited with the activities that involve oral skills. The researchers chose Hello English Application as English learning media to Teaching speaking. Many kinds of the learning media application in mobile phone but Hello English is free language learning. The teaching speaking skill there was a little chance for the students to practice their speaking because the teaching process tended to use Hello English as a main application during the teaching and learning process. In the era globalization technology is increasingly easy to understand through mobile phone. As a result, they will be more confident and be more motivated to have a speaking class.

Circuit learning is a learning strategy that maximizes the empowerment of thoughts and feelings in addition to patterns and repetition (Eksanti, 2022). This learning usually starts with questions and answers about the topics studied, giving procedure text material, dividing into several groups, making summaries that will be delivered at the end of learning, explaining how to fill in, carrying out group presentations, and dividing reward or praise. Circuit Learning is maximizing the empowerment of thoughts and feelings with increase and repeat pattern.

Hello English application is the alternative application for students because in the Hello English many games to improve speaking skills. In other words, this certainly affected their motivation to learn. In addition, the use of media in teaching and learning process was limited. This application makes conversations between learners and virtual people over the phone. Conversational exercises instantly check for pronunciation errors and learners can correct them by repeating the lines. Learners can better understand the content by selecting the topic they want to talk about, unblocking the conversation, and repeating the ongoing conversation. From these statements, the researchers are interested to conduct the research entitled "The use of hello English media using circuit learning model to improve students' speaking skill"

2 RESEARCH METHODS

The researcher conducted a classroom action research method. Creswell (2016) states that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework practice and analyzing it in order to come to some decisions about what their future practice should be. In addition, Mettetal (2002) proposes action research as systematic inquiry done by the teachers or other individuals in teaching or learning environment to gather information about and subsequently improve the ways their particular school operates, how they teach, and how well the students learn.

3 RESULT AND DISCUSSION

This section describes a description of the research results and discussions related to the research that has been carried out, based on the results obtained in class X SMA Muhammadiyah Cileungsi. The researcher found the results from the observation result, and the test result.

Class observation was conducted in January 12, 2023. Based on initial observation, there were still many students who have low learning outcomes in English, especially in speaking. This was revealed from the results of the achievement of the speak English which is still low. The passing grade of English in SMA Muhammadiyah Cileungsi is 75,

but some students still get results below 75. To solve the problem at school, the researchers used the Hello English application to support the teaching-learning process.

In this section, the researcher created a lesson plan with the material of speaking procedure text the title "Conversation in The Grocery for How to Make Pizza" or things that were given to the class. Additionally, the observation sheets were prepared to observe the students and the researcher's conditions during the learning process.

In cycle I, the researcher greeted and introduced herself to students in a friendly manner to begin the research and the students did too. She asked the students to pray together before beginning the activities for teaching and learning. The researcher then looked at the attendance list for the students. The researcher did personal approach to the students by asking students directly and they must answer orally, the researcher asked to the students about what they have learned in English and difficulties of studying English, and students gave response. The main activity, before the researcher explains the topic the researcher explained about concept MAP and procedure text to learning outcomes, its goals, and the stages of the learning process. The study's content was the subject of a question-and-answer session by the researcher. The research and students paste pictures, then ask students questions about the pictures that have been posted on the whiteboard. Next, they paste the concept map that has been made. The researcher then showed the students how to use text procedures like text structure, linguistic elements, and types of text procedures in the concept maps.

Before researcher explained the material, she introduced the Hello English Application as an application that helps students can speak fluently in teaching and the learning process. At the direction of the researcher, students to download the hello English application and log in using the cellphone number on their phone and students were asked in to their Hello English Application using their phones. All the students did not seem familiar with this Hello English Application because many students do not know about this application. then the researcher gave instructions to open the conversation feature in the application, The researcher made sure that the students had logged into the Hello English Application to then start a speak-in-features conversation. The researcher gave ten minutes to try features conversation.

After the students tried the features of conversation. She presented material about the procedure text using the concept map that has already prepared. Then, she explained the material, the structure of the procedure text, the linguistic elements of the procedure text, and the types of procedure text. After analyzing the examples of procedure texts, she gave examples of procedure texts so that students could find out the structure of texts such as the example, " Conversation in The Grocery for How to Make Pizza ". After observing the example, she divided the students into six groups consisting of five or six students in each group, the researcher prepared several exercise including; how to use a blender, how to use glue gun, how to operate an electronic rice cooker, how to make a cup of coffee, how to make manggo juice and how to make fried rice. Each group chose one of the pictures and then they made conversation using text procedures. Each student has a section to speak explaining the procedure text they have made. Students in groups come forward in front of the class presenting the results that have been made using their own language.

After the students explained the results of group work in front of the class the researcher gave valuable feedback to the students. students were asked questions about today's learning whether it was fun or not, then students gave feedback to the researcher.

The researcher gave assignments to students, in the application there are various tasks and games that can be done, the researcher asks students to try to complete the conversation feature game and complete the tasks or games in the hello English application at their respective homes to help students practice speaking fluently.

Researchers pay attention to class conditions during the learning process by using observation sheets. Researchers can be explained as follows: In the first cycle, some students did not follow the class rules, which made the class not conducive. Many

students do not pay attention during the learning process, and students' responses tend to be passive, especially when making concept maps and presenting groups using procedure text. The student's response to the method was very enthusiastic. They do not speak fluently, sentence structure, and lack vocabulary. And there are still many students who are wrong in pronouncing words and sentences. and there are still many students who are shy and not confident to speak for fear of being wrong.

In observation, it reflected that there were found some problems with teaching and learning activities. The situation of the classroom did not work well. Further, there were 28 or 85% of the students could achieve the target. The average score is 63.48. It must be conducted next cycle to treat the students' speaking.

In cycle 2, the researcher prepared a syllabus, compiled a lesson plan in Indonesian called "Learning Plan (RPP) for cycle 2. It consists of materials or things provided in class. The researcher also prepared a list of student names and prepared the media used in the classroom, an observation sheet was also prepared to observe the condition of students and researchers during the learning process. Followed by the second research cycle, The researcher started the research in cycle II by saying greetings and asking how the students were that day. Then the researcher asked the students to pray together before starting the teaching and learning activities. After that, the researcher checked the student attendance list. The researcher conveys the topics and objectives as well as the steps of the learning process that will be studied in this second cycle.

The learning material in cycle II is about the procedure text of the How to use electronic. Then, the researcher explained the material, the definition of the procedure text with concept map, structure of procedure text, linguistic elements and types of procedure text. The researcher asked students to read and understand the material and examples of procedure texts on How to use electronic. An example of procedure text is " Interview Conversation How to use a Washing Machine ". After students understand the example, students are asked to make an identification about the examples that have been observed. Students should identify the structure of procedure text, linguistic elements, and types of procedure text of the examples. Then the researcher invites students if there are questions related to the material that has been presented and explained by the researcher. The researcher gave assignments to Students are divided into several groups to make procedure text how to use something and then students one by one represent in front of the class.

After students display the results of the exercise speaking, students were asked to identify the structure of procedure text, linguistic elements, and types of procedure texts. The researcher reviews and asks about the tasks that have been given in cycle 1 and whether they have been done or not. then the researcher gave 10 minutes for students to open the conversation feature on the Hello English application, students began to record conversations that had been provided by the application.

After finishing working on a group for making conversation with procedure text, students were asked questions about today's learning whether it was fun or not, then students gave feedback to the researcher, then the researcher gave information about the highest score for several groups and told each of their scores.

Research observed class conditions during the learning process by using observation sheets. In cycle II students have started to pay attention during the learning process but not all, there are still some students chatting with their friends, student responses are starting to be active. The students' response to the Application was very interest. Some of them do not speak with fluently, vocabulary is still limited, and some students still make mistakes in pronunciation and grammar but this is already better than cycle I.

Based on the observation result, the researcher reflected positive results in the first cycle. The second cycle was better than the first cycle. There are enhancements in this cycle. There are 13 or 41% of the students who achieved the target or minimum passing grade and 58% didn't get. The average score is 74.06 didn't get the target. It means that the next cycle is still needed.

In the third cycle, the researcher made a plan based on the results of the reflection in the second cycle. There is almost no significant difference with the previous lesson plan. The material is still related to procedure text but focuses on speaking with procedure text. Researchers prepare lesson plans. It consists of materials or things provided in class. The researcher also prepared a list of students' names and prepared the media used in class. Observation sheets were also prepared to observe the conditions of students and researchers during the learning process.

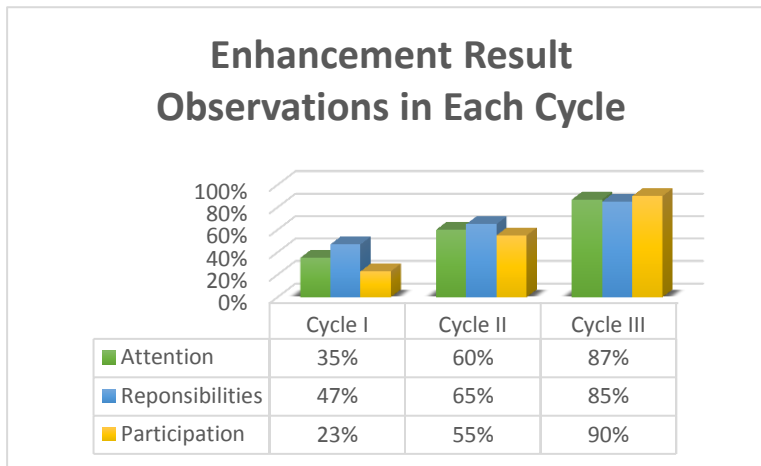
The research is not much different from the research of the previous cycle. The researcher started the research in cycle III by greeting and introducing the students in a friendly manner. Then the researcher asked the students to pray together before starting the teaching and learning activities. After that, the researcher checked the student attendance list. The researcher conveys the topic and topic objectives as well as the steps of the learning process. The researcher reviewed the students' memories about the material at the previous meeting by asking simple questions. The material in cycle 2 is about procedure text of How to use electronic.

Based on cycle III, the data showed there was a lot of improvement in speaking skill. All students attend each class. They are very active in participating in learning in this third cycle. During the teaching-learning process, the researcher also observed the following; The number of students who attended the teaching and learning process in cycle III was 100% of students and was active during learning in cycle III. The number of students who follow this cycle is 90% and 10% of students do not follow. 90% of students participated and actively answered when the researcher asked questions. They have more motivation in speaking skill. The number of students who paid attention to the researcher was 87% and 13% did not pay attention. Students pay attention to the researcher's explanation of the material, when the researcher asked, they know about the question. The number of students who have responsibility is 85% and not have responsibility is 15%. 85% of students do assignments, are orderly in class, and they are well prepared when class starts.

Based on the observation of the results, in the third cycle the results were better. Most students participate, pay attention, and take responsibility in offline classes. It can be concluded that the Hello English Application media can improve the Speaking skill of tenth graders. This increase was seen in 95% of students who passed the passing grade from the research success criteria, the average score was 90 and the students' scores increased in each cycle. The researcher and collaborators decided to discontinue the Classroom Action Research because the teaching and learning process had been completed and the success criteria had been met.

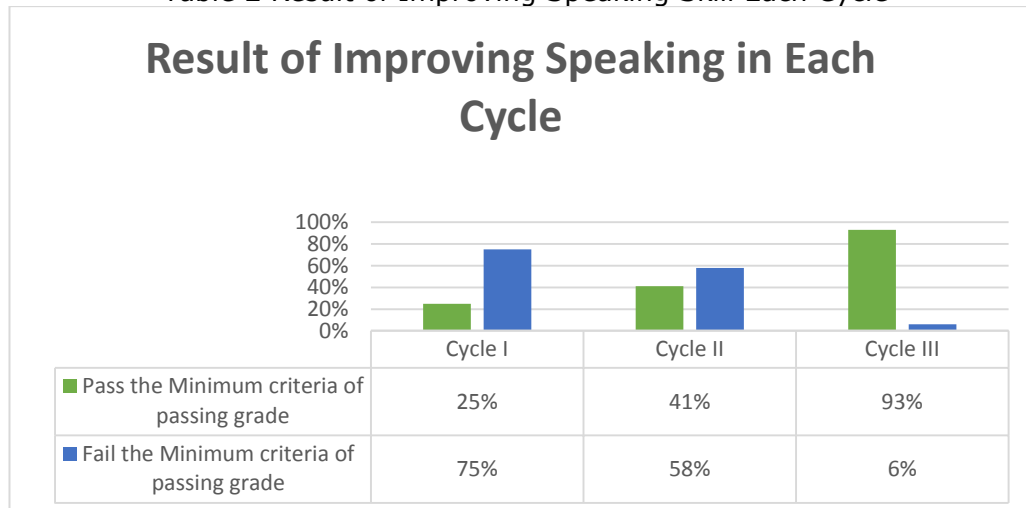
Based on the results of class X SMA Muhammadiyah Cileungsi, this section presents an outline of the research findings and discussions that took place in relation to these studies. The researcher found the results from the observation result, the test result, and the interview result. Researcher observed all activities carried out by students during the teaching and learning process in the classroom by paying attention to their attitudes and responses when learning. Observation results were obtained from collaborator observation sheets for researchers, collaborator observation sheets for students, and researcher observations for students.

Table 1 the results of the research observations on students.



The test results of the students' speaking skill test showed that the use of Hello English Application in the learning process could improve students' speaking skill. Based on the graph of each cycle 1, students who passed the passing grade in that cycle were 25% or 8 students and the remaining 74% or 23 students did not meet the KKM with an average score of 63.48. The results of the second cycle showed that 41% or 13 students passed the KKM and 58% or 18 students did not pass the KKM with an average score of 74.06. While the results of the third cycle showed good results, namely only 6% did not pass the KKM or 2 students. While those who meet the KKM are 93% or 29 students with a total score of 87.48. The data of the Speaking Skill test in each cycle can be seen in the chart below:

Table 2 Result of Improving Speaking Skill Each Cycle



Based on the data from each cycle above, it can be concluded that there is an increase in student learning outcomes in each cycle. From cycle I to cycle II and cycle III there was an increase of 40%. It can be concluded that the percentage of students has increased in each cycle.

4 CONCLUSION

The researcher can conclude that in learning teaching process by using Hello English Application and Circuit learning model can improve students speaking skill at SMA Muhammadiyah Cileungsi. The result of the research, by cycle I, cycle II, and cycle III improve the speaking score of the students. There are 75% students who do not reach passing grade in cycle I. There are 58% students who do not reach passing grade in cycle II, and there are 6% students who do not reach passing grade in cycle III.

The implementation of Hello English application and circuit learning model in speaking class, students work on assignments by discussing with their group, then showing their results in front of their friends, which they have prepared in advance with their group so that is model of learning can increase their motivation to improve their speaking skills through collaboration with their respective group. Then the researcher asked several students about their responses after implementing this model of learning. The students gave positive responses to the student facilitator and explaining model, they said this model could improve their speaking skill effectively, their vocabulary mastery was better than before and increase their courage to speak English.

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