

LEARN TO SPEAK ENGLISH SOFTWARE THE PERSPECTIVE AND RESPONSE (AN EXPERIMENTAL STUDY AT POLITEKNIK LP3I MAKASSAR)

Imran trista Udin

Politeknik LP3I Makassar

Email: imrantrista@polteklp3imks.ac.id

ABSTRACT

The objectives of this research were: to find out whether) to find out whether or not the students are interested in joining the speaking class through Learn to Speak English software. This research employed Quasi Experimental design. The sample consisted of 32 students of third semester of business administration, Politeknik LP3I Makassar in academic year 2019/2020. The data were collected through and data on the students' interest were analyzed using Likert scale, the results of the research were: the use of Learn to Speak English software increased the students' interest in joining the speaking class, it can be concluded the students have high interest and active toward teaching speaking through Learn to Speak English software.

Key words: Students' interest, Learn to Speak English software

INTRODUCTION

Language learning is important for human's social development. As a language which placed third rank with the greatest speaker in the world according to Ethnologue (2013, 17th Edition), English holds the key as international language. English is a tool of communication among people of the world to get trade, social-cultural understanding, science and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition. There are four basic skills in English, those are listening, speaking, reading and writing skill. All of them are very important for every human being to interact or getting information each other.

Speaking English is one of ways of finding information through oral communication in the world. The person who knows and understands English well can easily communicate with other people all over the world because English is an international language and it can make people get a good job, spread news and social transaction in their business. In this study, the researcher focuses on teaching speaking. In speaking class, the students should be taught about how to speak. The components of English-speaking skill that should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency, accuracy and comprehension. Speaking is the most important skill, because it is one of abilities to carry out conversation on the language. Speaking is an

interactive process of constructing meaning, receiving, and processing information.

As we know, there are many schools and even universities, which still use traditional media in learning speaking as an example most of them only uses a book and white board in teaching. From the observation and interview with students and lecturers at Politeknik LP3I Makassar. Speaking subject is a very difficult subject, the students were only asked to tell a collection of facts that they don't understand. In the practice of English language learning, An English lecturer generally still use lecture approach, they teach English according to the steps which contained in the textbook. Students do not have direct observation of the real circumstances and experiences around them. The results, there are a lot of English students still have low ability in communicating or having conversation in English. Not only that, not a few English graduate students who after graduation worked even in places that do not comply with their department and even not related to the English language. Based on empirical data by using observation and interview to some English lecturers in Politeknik LP3I Makassar, only few students were categorized as high achiever student, most of them were categorized as low achiever. It was also proved by daily score of English department students especially in speaking class which were still low (far from expectation).

The new era assigns new challenges and duties on the modern teacher. The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements.

This research is limited students' response during the application of Learn to Speak English software in improving speaking skill, which focuses on interest of the third semester students, Politeknik LP3I Makassar. These items are chosen because they are very important to be identified by the researcher to know how far the improvement of the students in learning English, especially speaking and to know the students' interest toward to use of learn to speak English software in learning process.

METHODOLOGY

The questionnaire was used to find out the students' interest in the use of Learn to Speak English software in learning speaking. The questionnaire was given after the treatment. It consisted of 20 items where 10 are positive statements and 10 are negative statements. The items were written in English. At the time the researcher used *google drive tools* in distributing and collecting questionnaire. Questionnaire was administered after the last treatment to check the students' interest in learning speaking by using Learn to Speak English software. It used Likert Scale. In this questionnaire, the students responded to what they think as the most appropriate statement that represents their interest in the use of Learn to Speak English software in teaching speaking. They were assigned to select the number of responses, such as (1) Strongly disagree; (2) Disagree; (3) Neutral; (4) Agree; and (5) Strongly agree.

FINDINGS

The questionnaire was distributed to the students to know their interest toward Learn to Speak English software in teaching speaking. The data showed that the use of Learn to Speak English software could enhance the interest of the third semester students of Politeknik LP3I Makassar in academic year 2019/2020. This was indicated by the students' scores of the questionnaire as shown in the table 4.11 as follows:

Table 1 Frequency and percentage of students' interest

Interval Score	Category	Workshop model	
		F	%
81-100	Very high	11	32.35
61-80	High	17	50.00
41-60	Moderate	6	17.65
21-40	Low	0	0
0-20	Very low	0	0
Total		34	100

The data of the students' interval score based on the questionnaire in table 1 indicated that 11 students (32.35 percent) showed very high interest, 17 students (50 percent) of the students were assumed as high interest, and 6 students (17.65 percent) were categorized as moderate.

Further analysis showed that the mean score of students' interest toward the use of Learn to Speak English software as teaching method were 71.41 which categorized as high interest. Therefore, the students' interest toward the use of Learn to Speak English software can be seen in the table 2 below:

Table 2 Mean score and standard deviation of the students' interest

Group	Mean	Standard deviation
Experimental Group (Learn to Speak English software)	71.41	11.22

The data of students' interest toward the use of Learn to Speak English software was described in the figure 1.

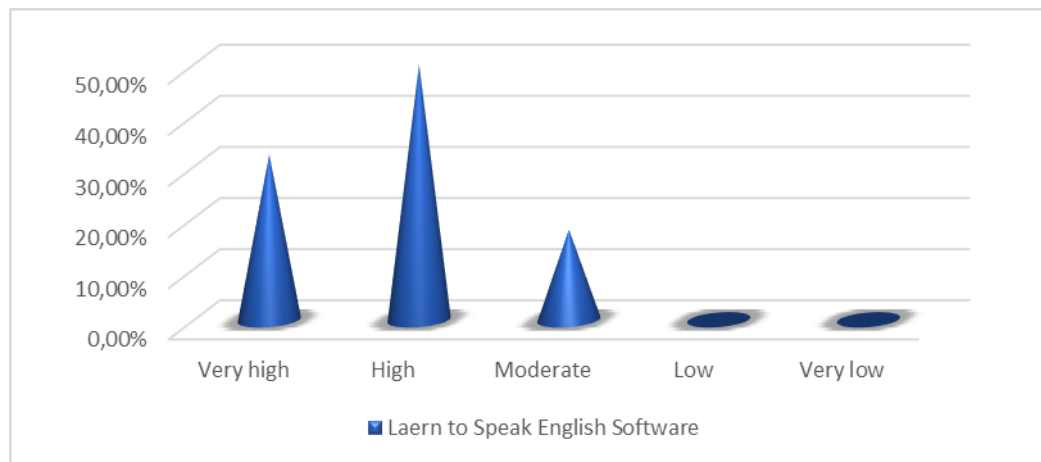


Figure 1 Students' interest towards *Learn to Speak English software*

Students' interest.

The questionnaire that was given to the experimental group covered general statements about interest toward applying *Learn to Speak English* software as teaching method in improving speaking skill. All these statements were related to implementation of *Learn to Speak English* software as teaching method in this research.

Based on the results of the research showed that most of students were interested in learning speaking by using *Learn to Speak English* software. This is based on Table 4.12 showing that 11 students felt strongly agree and 17 students felt agree to the most of statement related to students' interest toward *Learn to Speak English* software in learning English especially in speaking.

The interest of the students can be also shown from the mean score of the students' interest toward *Learn to Speak English* software. The mean score of the students' interest was 71.41 with the standard deviation 11.22; the mean score of students' interest was categorized as high interest with the interval score 61 – 80. It means that the students have high interest toward the use of *Learn to Speak English* software in learning English especially for speaking class.

The analysis showed that the use of *Learn to Speak English* software in learning speaking influenced to the students' interest. This means that there was a good applicable method in teaching speaking. In other words, the students' interest is the indication of a degree of success that a foreign language student is likely to have in real given foreign language setting. As stated by Nasution (in Setia, 2006:31) that interest is something very necessary for someone in doing better activities. It can be stated that interest has very strong influence on someone to change the behavior or attitude in their profession.

Here are several of the students' comments toward learning speaking by using *Learn to Speak English* software:

1. Asmaul Husnah said “I think learn to speak english software very interesting, selain dapat ilmu baru , meskipun pembelajaran di kelas more rilex but kita menyimak dan mengerti apa yang kita pelajari.”
2. Astria Puspita Sari and Asri Baharuddin said “Learning speaking by using Learn to Speak English software is good :)”
3. Azisah said “my opinion about learn speak English software, it is the one way to improve my skills to speak English, and i think it is the best way to train our skills to make it easier to speak English. But Learning speak English by software sometimes makes me not relaxed, but honestly i like using by software to speak English. I think just it, thanks. :)”
4. Nurwahidah said “I think with using learn to speak English software it's very fun because what is think in my mine I can express it. This study also helped my interest in learning speaking. And also classes in this study seemed to be getting bored and when my time is fleeting, compassion want to learn.”
5. Ramlah said “I think the software is very good in the learning process because it can improve speaking or talking train, and develop a way of thinking we are in talking. Otherwise, it is easy to understand because we are directly talking, so it can train ourselves so that we are accustomed to speak English, in addition we are also able to master the vocabulary that much.”
6. Verawati Dasilva said “My suggestion, if we use LSE in learning activity we need more time to finish and need complete facilities.”

Even though, there were few comments that a little bit disagrees about this method, most of students agreed and interested in this method. Researcher believed that all of students' critical views and suggestions would improve and develop the implementation of Learn to Speak English software in teaching and learning process.

In this study, the interest of students was considered as output because they were expected to have high interest category toward the use of Learn to Speak English software. The students stated that learning speaking by applying Learn to Speak English software were able to improve their interest in process of study. Most of the students agreed in applying Learn to Speak English software as teaching method because it was able to improve the students' motivation in learning speaking.

CONCLUSION

Based on the research findings and discussion, the researcher come to the following conclusions that the students' interest in learning speaking skill by using learn to speak English is categorized as high interest (71.41) based on the result of Likert scale by distributing questionnaire. It means that the use of CALL (Computer Assisted Language Learning) especially Learn to Speak English

software can engage or stimulate the students' interest in learning English in terms of speaking.

REFERENCE

- Douglas, B. (2007). *Teaching by Principles an Interactive Approach to Language Pedagogy* (Third). San Fransisco State University: Pearson Longman.
- Delcloque, P. (2000). History of CALL. Retrieved October, 5, 2010.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2011). *Educational research: Competencies for analysis and applications*. Pearson Higher Ed.
- Gips, A., DiMattia, P. A., & Gips, J. (2004, July). The effect of assistive technology on educational costs: Two case studies. In *International Conference on Computers for Handicapped Persons* (pp. 206-213). Springer, Berlin, Heidelberg.
- Gong, J. (2002). The Employment of CALL in teaching second/foreign language speaking skills. Post-Script is published by the Faculty of.
- Graddol, D. (1997). *The future of English?: A guide to forecasting the popularity of the English language in the 21st century*. British Council.
- Snell-Hornby, M. (1988). *Translation studies: An integrated approach*. John Benjamins Publishing.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The internet TESL journal*, 12(11), 1-6.
- Lai, C. C., & Kritsonis, W. A. (2006). The advantages and disadvantages of computer technology in second language acquisition. *Online Submission*, 3(1).
- Lee, K. W. (2000). English teachers' barriers to the use of computer-assisted language learning. *the internet TESL Journal*, 6(12), 1-8.
- Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization*. Oxford University Press.
- Likert, R. (1932). A technique for the measurement of attitudes. *Archives of psychology*.
- Liu, J. (2010). An Experimental Study on the Effectiveness of Multimedia in College English Teaching. *English Language Teaching*, 3(1), 191-194.
- Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers, 7625 Empire Dr., Florence, KY 41042-2978.
- Nuraeni, N. (2018, November). Using Audio Visual Material to Enhance Students' Speaking Skills. In *PROCEEDINGS OF THE 65th TEFLIN INTERNATIONAL CONFERENCE* (Vol. 65, No. 02).
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research* (Vol. 108). Saddle River, NJ: Pearson Custom.
- Roblyer, M. (2003). *Integrating educational technology into teaching*. Columbus, Ohio: Person Education
- Shyamlee, S. D., & Phil, M. (2012, March). Use of technology in English language teaching and learning: An analysis. In *International Conference on Language, Medias and Culture* (Vol. 33, No. 1, pp. 150-156).

- Subramaniam, P. R. (2009). Motivational effects of interest on student engagement and learning in physical education: A review. *International Journal of Physical Education*, 46(2), 11-19.
- Tahir, S. Z. A. (2015). Improving Students' Speaking Skill through Yahoo Messenger at University of Iqra Buru. *International Journal of Language and Linguistics*, 3(3), 174-181.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Ernst Klett Sprachen.
- Widdowson, H. G. (2012). ELF and the inconvenience of established concepts. *Journal of English as a Lingua Franca*, 1(1), 5-26.