THE EFFECTIVENESS OF USING ENGLISH CONVERSATION APPLICATION TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE SECOND SEMESTER OF PUBLIC ADMINISTRASION DEPARTMENT

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Abstract: This research is an experimental research that was conducted by using English conversation applicatioon as a media to activate the students' speaking skill of Public Administration Department. Speaking is one of the language skills to develop the communication competency, and to reach the level of functional literacy. Thus, speaking is one of the language skills that must be mastered by students. Based on those conditions, the writer tries to offer one teaching media for teaching speaking that is English conversation application. The purpose of this research was to know whether or not there was a significant effect of using English conversation application on the second semester at public administration department. The research design was quasi experimental research with non-equivalent groups pre-test and post-test design. Researcher chose two classes, they were given a pre-test to check on the equivalent of the groups on the dependent variable before the experiment began. After knowing the scores of pre-test the experimental group received treatment, that is, using guessing games while the control group was taught using question and answer technique. After that, the researcher gave a post-test to both groups to know the significant difference of the speaking achievement between the experimental and the control group. The subjects of this research were banjarmasin and banjarbaru class. Based on the computation of the t-test formula (from the scores of pre test), it showed that the mean scores of the control class was 54.28 and the mean scores of experimental class was 60.16. Meanwhile, the computation of the independent sample t-test formula (from the scores of post test) showed that the mean scores of control class was 52.78 and the mean scores of the experimental class was 61,02. Analyzing the mean scores of both groups, the mean scores of the students' speaking test in the control class was decreased, from 54,28 to 52,78. On the contrary, the mean scores of the students' speaking test in the experimental class was increased, from 60.16 to 61.02. From the fact findings, it can be seen that the treatment could give a significant result to the students' speaking skill to the experimental class.

Keywords: English Conversation Application, Speaking Skill

A. Background

Speaking skill is one of the important and essential skills that must be practised to communicate orally (Hughes, 2002).On the contrary, for most people, speaking is the most difficult part when learners learn a foreign language. There are many obstacles in mastering English. For people who wants to be competent in communicating with English, learners must change and expand identity as she or he learns the culture, social, and even political factors of English, that needed to speak appropriately with a new 'voice'. Besides, changing and expanding the identity, learners also need bravery and confidence to present their English well. Bravery and self confidence are included in non linguistic aspect which directly indicated one's self concept that can determine one's successful or failure in speaking English.

Nowadays, although learners have learned English for years, many of them are still incapable to use English orally. These may be caused by the limitation of opportunity to practice, lack of vocabulary, or psychological factors which more concern to the fear of making mistakes when speaking English. This fear feeling comes up from the low self-concept learners have. Someone with low self-concept is believed to be unconfident, while confidence is needed by learners to present their English orally.

If learners always think that they are going to be failed in speaking English, learners will not be able to speak well. This situation shows that this fear indicates learners have low or even negative self concept. In other word, it could be said that if learner has no idea about what to say, she or he may loose confidence, feel uncomfortable, and make mistake.

In teaching speaking, the teacher should be able to make interesting topic and apply suitable technique. English conversation application which can be used as a one of alternative media to create a good condition for the class. Through games aplication students can enjoy the learning, even there is a common perception that teaching should be serious to achieve its learning target, but if students do not interest and lazy to learn, so it is not really learning. This is misperception, because to learn a language or even another subject aseasier as can be understood and enjoyed,games can be made as a good strategy to stimulate students attention.Writer found problems when the writer taught general English at public administration deparment, where most of students felt bored and did not focus to the material. And when writer asked to students for speaking most of them were afraid and lazy to learn.

B. The Statement of Problem

Based on the experience of the writer, the statement of the problem in this research is: Is the use of engish conversation application effective in teaching speaking at the second semester of public administration department?

C. The Purpose of the Study

The purpose of the study in this research is to know whether the use of English conversation application is effective or not in teaching speaking at

the second semester of public administration department.

LITERATURE REVIEW
A. Speaking

Speaking is the most difficult language skill to assess reliably (Louma, 2004). A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate. The assessor has to make instantaneous judgments about a range of aspects of what is being said, as it is being said. This means that the assessment might depend not only upon which particular features of speech (e.g. pronunciation, accuracy, fluency) the interlocutor pays attention to at any point in time, but upon a host of other factors such as the language level, gender, and status of the interlocutor, his or her familiarity to the candidate and the personal characteristics of the interlocutor and candidate. Moreover, the nature of the interaction, the sorts of tasks that are presented to the candidate, the questions asked, the topics broached, and the opportunities that are provided to show his or her ability to speak in a foreign language will all have an impact on the candidate's performance.

In addition to all the factors that may affect performance, the criteria used to assess the performance can vary enormously, from global assessments to detailed analytic scales. The ways in which these scales are interpreted by an assessor, who may or may not be the same person as the interlocutor, are bound to have an impact on the score or scores that the candidate is ultimately awarded. There are, of course, ways of overcoming or

at least addressing some of these problems, by careful construction of the tasks used to elicit speech, by careful training of both assessors and interlocutors, through audio or video recording of the speech event and by allowing assessors time to review and revise their judgments. Assessing speaking is thus not impossible, but it is difficult. That's why the students in learning speaking need the stimulant in learning it such as game especially for guessing game that writer used in his research.

B.. Assessing Speaking

According to Hughes, there are three ways general formats are presented in testing speaking: interview, interaction with fellow candidates, respon to audio- or video-recorded stimuli.

1. Interview

Perhaps the most common format for the testing of oral interaction is the interview. In it's traditional form, however, ikt has at least one potentially serious drawback. The relationship between the tester and the candidate is usually such the candidate speaks as to a superior and is unwilling to take the initiative. As a result, only one style of speech is elicited, and many functions (such as asking for information) are not refresented in the candidate's performance. It is posible, however, to get round this problem by introducing a variety of techniques into the interview situation.

2. Interaction with fellow candidates

An adventure of having candidates interacting with each other is that it should elicit language that is appropriate to exchanges between equals, which may well be called for in

the rest specifications. It may also elicit better performance, in as much as the candidates may feel more confident then when dealing with a dominant, seemingly omniscient interviewer.

There is a problem, however, the performance of one candidate is likely to be affected by that of the others. For example, an assertive and insensitive candidate may dominate and not allow another candidate to show what he or she can do. If interaction with fellow candidates is to take place, to pairs should be carefully matched whenever possible.

3. Responses to audio-or video recordings

Uniformity of elicitation procedures can be achieved through presenting all candidates with the same computer generated or audio-video recorded stimuli (to which the candidates themselves respond into a microphone). This format often describe a 'semi-direct', ought to promote reliability. It can also be economical where a language laboratory is available, since large numbers of candidates can be tested at the same time.

Based on statements above, the writer will use the Interaction with fellow candidates as the format test in testing speaking to collect the data.

C.English Conversation Application

Mobile learning is a learning model that utilizes information and communication technology. In the concept of learning mobile learning brings the benefits of the availability of teaching materials that can be accessed at any time and visualization of interesting material. Mobile learning is part of e-Learning, but is more inclined to the use of cell phone sophistication. Mobile learning provides subject matter that can be accessed anywhere and anytime with an attractive appearance. (Quin 2000)

Technology that is now a daily necessity is a cell phone or mobile phone. The development of technology provides advancements to cellular phones, namely smartphones or smartphones. Smartphone or smartphone is a mobile phone that has high-level capabilities with functions that resemble computers. The number of smartphone users is increasing from year to year. The following is a graph of the use of smartphones in Indonesia in 2017. The sophistication of the smartphone can be used as an opportunity in the world of education, where smartphones are used as supporting media for learning. Learning is expected to be interesting because it is felt to be more interactive, which is equipped with pictures, sounds, animations, and the presence of user interactivity. The application called Englis conversation practice is an educational application on smartphones that helps users understand and learn English speaking.

D. The Hypothesis

As an alternative answer of the research questions, the writer formulates the following Hypothesis such as: the null Hypothesis (Ho). in which the null Hypothesis indicated that the use of English conversation application in teaching speaking is not effective. While, the alternative Hypothesis (Ha)is " the use of English conversation application in teaching speaking is effective.

RESEARCH METHOD
A. Research Design

The writer used an experimental method in this research. According to (Miller, 1984: 4) that in formal terms an experiment is a means of collecting evidence to show the effect of one variable upon another. To get the result of this reasearh, the quantitave approach was applied by the writer. A quantitative approach is one in which the investigatory primarily uses postpositive claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of the ories), employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistics data (Creswell, 2007: 21).

Because this research was experiment, the writer classified the students became 2 classes namely experimental and control class, and for treatment, the writer gave the different ways in teaching speaking. In experimental class, writer taught speaking by using English conversation application. Meanwhile, the writer taught speaking in the control group by using English textbook.

The design of this research was *After-Only: Intact Group* that the measure of the research was taken after the treatment of the two groups: exerimental and control group (Sprinthall, 1990: 69). Therefore, the writer took the post test only to get the data. The population and sample was taken from the second semester of public administration department.

Doing experimental research, the writer took only 2 classes as the sample. The technique which used to select the sample was total sampling technique.

B. Research Instrument

The instrument was used in this study was a test which consisted of speaking test. The purpose of using test was to know the effective of English conversation application in teaching speaking for the second semester student of public administration department.

Based on browns scoring rubric, the classification above was counted from the lowest and the highest score from the total score of the whole five speaking indicators. The lowest score is 5 and the highest score is 25. The score limit is 7 for each category, so the total amount of the result is:

Criteria

Poor	Average	Excellent
5	12	19
6	13	20
7	14	21
8	15	22
9	16	23
10	17	24

11	18	25

C. The Data Analysis

The data needed for the analysis was the scores of research about English conversation application for the experiment group and for the control group. The data for students' attitude was obtained from 2 classes which became the sample of this study. To analysis the result of the test, the writer use SPSS 21 by using significance level 5 %.

FINDING AND DISCUSSION
A. Finding

This particular chapter deals with the interpretation and analysis of the data obtained since the investigation conducted. As the writer stated on the first previous chapter, the interpretation will be quantitative data form, meanwhile, these quantitative results will be analyzed through well structured basic statistical computation, itmeans the figures of the data presented will be analyzed respectively untill the writer finds out the last results of computation.

In finding the data needed the writer designed a research into two groups of subject that was given treatment. The scoring achievement procedure in the research, the students were ordered by writer with their partner. The students came forward in front of the class with their partner and made dialogue based on their topic that they got under the monitoring of writer.The data of this research were collected through post test which was given after the students of two groups had been treated with different treatments in which the test was consist of speaking test.

To get the valuable data of the research, the writer taught speaking by using English conversation application for experimental group and for control group, writer taught speaking by using English book only.

The writer continued to calculate the scores of post–test of the experimental group and control group. The sample could be seen in the following tables:

Table 4.1. Score of post-test of experimental group

object	Criteria					Scores	
	Grm	Pro	Flu	Comp	Vocb	X	
AK	1	2	1	1	2	7	49
AI	2	2	2	3	3	12	144
DW	2	3	2	3	3	13	169
HM	2	2	3	3	4	14	196
HML	2	2	3	2	3	12	144
HJ	2	2	3	3	3	13	169
HA	2	3	2	2	3	12	144
IKW	2	2	1	1	2	8	64
M.Y HP	2	2	3	2	2	11	121
MH	2	3	3	3	3	14	196
MAR	3	3	3	2	4	15	225
MK	3	3	3	4	4	17	289
MJ	2	3	3	3	3	14	196
MUL	3	3	3	3	4	16	256
NAN	3	3	3	3	3	15	225
NUR	3	3	2	2	4	14	196
REZ	1	2	2	1	2	8	64
RN	2	2	1	1	2	8	64

SH	2	2	2	2	2	10	100
SUM	2	2	1	1	2	8	64
SR	2	2	1	1	2	8	64
TA	3	2	3	2	3	13	169
PP	1	2	1	2	2	8	64
total	49	55	51	50	65	270	3372

SF	3	3	3	2	3	14	196
SAP	2	2	2	2	2	10	100
SU	1	1	1	1	1	5	25
UH	2	2	2	2	2	10	100
YSS	2	2	2	2	2	10	100
HA	3	2	2	2	3	12	144
total	50	46	40	38	48	222	2172

Table 4.1. Score of post-test of control group

object	Criteria					Scores	
	Grm	Pro	Flu	Comp	Vocb	X	
AS	1	1	1	1	1	5	25
AH	2	2	1	1	2	8	64
AI	2	2	2	1	2	9	81
DS	2	2	1	1	2	8	64
HH	3	2	2	2	3	12	144
HAR	3	2	2	1	2	10	100
HRT	1	1	1	1	1	5	25
HW	3	3	2	2	3	13	169
IA	2	2	1	1	2	8	64
KARB	3	3	2	2	3	13	169
LS	2	2	2	2	3	11	121
LA	2	2	2	2	2	10	100
MAE	1	1	1	1	1	5	25
MM	1	1	1	1	1	5	25
NA	1	1	1	1	1	5	25
PZ	2	2	2	2	2	10	100
PATC	1	1	1	1	1	5	25
RF	2	2	2	2	2	10	100
RB	2	2	1	2	2	9	81

B. Data analysis

The discussion in this part of study deals with the analysis scores of the test. Writer continued to calculate the mean scores, standard deviation scores and *t-test* of experimental group and control group.

C. Discussion

The mean score of experimental group was 11.74 and the mean score of control group was 8.88. it means that experimental group was more successful in using English conversation application in learning speaking than the control group that learning speaking by using English book. Then, the writer found the standard deviation of both groups. The standard deviation of experimental group was 2.96 and the standard deviation of control group was 2.83.

Although the scores for experiment group was higher than control group, it was not guarantee significance of the result. Therefore, the writer continued to find out the *t– test* score, it was 5.698. Then, after getting the score of *t-test,* it was compared by *t-table* test in order to know whether it was positive effect or not. In this case, the *t-table* using (as degree freedom (df). The df was (23= 46. Well, the writer took the

confedence level of 46. Lastly, the writer found what was called confedence level of students in using English conversation application in teaching speaking was 2.000 inconfedence level 0.05% (95%).

table 1 : The comparison between t-test and t-table

t-test	Df t-table 0.05
5.698	2.000

Based on what was the writer found in this research, that was the result of counting process by using *t-test* was higher than *t-table*. It means that the research is siginificant according to *t-table* consultation. Because the writer having two hypothesis in the previous chapter, so both of hypothesis has to be clarified. Well, the writer concluded that alternative hypothesis (Ha) is accepted and null hypothesis is rejected. Finally, the use of English conversation application has positive effect in teaching speaking.

CONCLUSION AND SUGGESTION

A. Conclusions

After doing the analysis of the data, the writer found that the mean score of experimental group was higher than the control group but it did not guarantee the significance result. The mean score of experimental group was 11.74 and the mean score of control group was 8.88 while the standard deviation of experimental group was 2.96 and the standard deviation of control group was 2.83.

But the result above did not guarantee the signifance, therefore the *t-test*was used to find out it. The value of *t-test* was 5.698 with df of 46. It was measured from the *t-table* and the critical value was 2.000 at the level of significance 0.05 (95%). Based on the data found above, the writer compared between *t-test* and *t-table* values. The result showed that *t-test* was higher than *t-table*, it means that English conversation application was effective in teaching speaking.

B. Suggestions

Based on the conclusion, the writer would like to present some suggestions as follows:

1. To the teacher

The teacher should use the English conversation application as a media in teacing speaking. They can explore their capability and express what they want to say.

The English teacher need to give chance for students to explore that they need when the english learning process so, they are going to be accustome to it so that the students can learn English more easily.

2. To the students

The students hoped not to be shy when they are going to speak. Don't be afraid of doing mistake when you want to speak.

3. To the next writer

The next writer can use the English application for teaching another skill of English, such as: vocabulary.

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