

SEESAW CLASS APPLICATION: ITS EFFECT ON STUDENTS' SPEAKING SKILL

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ABSTRACT

In digital era, seesaw application becomes an alternative platform used to connect and learn. It also contains updated contents as sources of speaking practices. The research was to investigate the significant effect of Seesaw Application on students' speaking skills in the eleventh grade at SMK Kesehatan Kaltara. The method of study was quasi-experimental. The sample of this research was the eleventh-class nursing A as the experimental class and the eleventh-class nursing B as the control class selected through a purposive sampling technique. The research instrument was classified as pre-test and post-test and used the Independent Sample T-test to analyze the data. This research showed a significant difference between students taught using the seesaw class application and those taught using conventional methods in teaching speaking (textbook and whiteboard only). As a result, the hypothesis test determined that the significant factor was smaller than 0.05, and the resulting t-test (2.367) was more effective than the t-table (2.045). This study implied the optimalization of application to support the students' Speaking learning.

Keywords: *Technology, Seesaw Class Application, English Speaking Skill*

INTRODUCTION

Speaking is a critical ability in the English language. We cannot ignore it when learning English because speaking and other skills are intertwined. It is impossible to separate it. Once people speak, they build meaningful text. Rampeng and Ramli (2018) speaking is defined as the act of communicating with another person or being able to explain something to a listener in a language they can understand. People are aware of the speaker, the listener, the message, and the feedback since it is part of communication's nature (Suryana et al., 2020). According to Leong and Ahmadi (2017), speaking is the verbal exchange of ideas and messages. Therefore, we should naturally use and model the language to encourage students to communicate in English.

The dynamic process of creating the meaning is speaking that includes producing, receiving, and digesting information. According to Tiing and Yunus (2021), in the process of learning English, one of the essential skills to master is speaking. It is a two-way interactive process in which information is produced, received, and processed in the presence of both a speaker and a listener to transmit feelings, thoughts, and views. Wahyuni and Fata (2016) said that speaking is one of the most critical indicators of a successful language learner. However, there are three other abilities that students should master at the end of their studies: listening, reading, and writing. Finally, speaking ability played a significant role in total competency.

English teaching and learning in Indonesia aim to build communicative skills, which comprise listening, speaking, reading, and writing in proportion. As a result, the teacher should assign students speaking tasks and allow them to communicate with others in the target language because teaching speaking entails assisting students in improving their capacity to communicate effectively in the target language. To accomplish this, one must communicate effectively (Nakhalah, 2016). According to Mardhiyah (2017), teaching speaking comprises

teaching students to increase their ability to communicate effectively in the target language. Therefore, students need to be able to communicate effectively.

Speaking indicates a person's ability to generate sounds with meaning and be understood by others. Therefore, that effective communication can be established. Based on Tiing and Yunus (2021) English is a crucial skill for students to communicate in the objective language easily and precisely in their daily lives. However, mastery of English-speaking skills Indonesian students still need to catch up to students in other countries because English is a foreign language in Indonesia (EFL). Fitriani and Zulkarnain (2019) stated that learning a foreign language has recently been shown to be problematic for students. Although students are not required to master language acquisition entirely, students are aware that studying English might be beneficial.

Speaking exercises that are well-designed should be incredibly entertaining for students. They were thrilled if they all participated, if the teacher had set up the task well and if she could give sympathetic and helpful comments. According to Leong and Ahmadi (2017), spoken language interactions and the chance to use the language in purposeful activities provide the required repetition for internalization. Jusuf et al. (2008) proposed that inside the classroom, there are various exercises that students do to help students improve their speaking skills.

Since speaking ability has grown more prominent in language training, oral testing competency has become one of the most critical concerns in language testing. Speaking ability tests are used to measure how well students can communicate. As a result, a speaking skills assessment is stressed in speaking practice. An assessment is required to determine the success of speaking learning. Assessing speaking is a multi-stage process. At every level, people act and interact to create something for the next. Examinees, interlocutors, raters, and score users contribute to the spoken assessment cycle, even if the assessment developers play the most critical role (Luoma, 2004).

Teaching English in vocational schools has evolved to emphasize improving communication skills in specific fields of study. One of the schools implemented is the SMK Kesehatan Kaltara. The English for Specific Purposes (ESP) method is utilized to teach English at SMK Kesehatan Kaltara. Students must have their way of absorbing English lessons efficiently because the purpose of the English Vocational High School for Specific Purposes (ESP) for Health is to prepare graduates to go directly into the world of work and be able to master English well (Wulandari et al., 2019). Therefore, in English classes at SMK Kesehatan Kaltara, medical terminology, patient communication, and other medical matters were discussed. Septiana (2018) strengthened that English for Specific Purposes showed up because of the mindfulness that a comprehensive English course needed more reasons for the student's needs. Therefore, in showing ESP, the materials are centered on the students' necessities or their particular fields of study, and they are expected to have fundamental language abilities of general English.

The researchers conducted preliminary research at SMK Kesehatan Kaltara in 2021 and found that there are indeed difficulties with speaking skills. Students can understand the meaning of English. Still, students need help communicating effectively in that language. Students need more vocabulary and confidence in their ability to communicate in English even though various approaches in the learning process have been carried out. Aside from that, SMK Kesehatan Kaltara only used Google Classroom and Zoom Meeting as digital media. As a

result, teachers have significant challenges enhancing students' learning abilities. Therefore, alternative solutions were needed to be able to improve that ability.

Adopting numerous digital technology platforms has drastically altered how English is taught. In addition, it gives a plethora of options for making instruction more engaging and productive in terms of growth. Students learning is aided by technology, which acts as an accurate instructional tool that allows for understanding (Ahmadi, 2018). Teachers of English should encourage their students to use digital platforms to develop their speaking skills by utilizing the numerous elements available. Seesaw, one of the intelligent digital platforms, is a new learning environment. Teachers can implement this application as information and communication technology-based media to enhance students' English skills because the software has features that could help students improve their speaking abilities (Hindasah et al., 2021). According to Uurtsaikh and Batmunkh (2019), students can publish their assignments, and teachers can send messages, papers, photos, learning videos, and podcasts into digital seesaw classrooms. Furthermore, parents can monitor children's learning outcomes to improve their skills.

Digital media are available to develop speaking skills. Ahmadi (2018) explain that students play with appropriate digital media on their phones regularly with their interest, attempting to develop their speaking skills, which are critical in today's modernized IT environment. The seesaw class application is one intelligent digital media that can improve speaking skills. Nur and Riadi (2019) explain that the seesaw class application is a media to practice students speaking skills in learning. As long as we know, not all students can speak up in a class. Furthermore, the seesaw class application makes it possible for students to speak up. The seesaw class application can be an alternative solution; it is a powerful digital media that should help students enhance their speaking skills. As a result, Students learn more about how seesaws are used to improve students' speaking abilities and how students perceive them. Seesaw gives student's a spot to archive their learning, be innovative, and figure out how to utilize innovation in language learning class.

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Seesaw class is a smartphone application for teaching and learning. In today's world, applications are used as learning media. Ratnaningsih (2019) stated that the seesaw class application is utilized during teaching-learning activities to improve English skills and components. In addition, several features in the seesaw class application give students additional room to express themselves. Putting English abilities and components into context is essential for learning English. Therefore, speaking and English skills improve even more when the students use the seesaw class app. The seesaw class application can be an alternative solution; it is a powerful digital media that should help students enhance their speaking skills. As a result, it is necessary to learn more about how seesaws are used to improve students' speaking abilities and how students perceive them. Moreover, a seesaw gives students a spot

to archive their learning, be innovative, and figure out how to utilize innovation in language learning class (Nur & Riadi, 2019). Therefore, this study focused on the effect of the seesaw class application on students' speaking skills at SMK Kesehatan Kaltara."

METHOD

This research employed Quasi Experimental with an experimental group and a control group (Creswell, 2014). The seesaw class application for teaching speaking skills was employed in the experimental group. In contrast, the control group was taught by the conventional method using a textbook. Both groups' pre-test and post-test scores were compared to examine whether the experimental group's treatment significantly affected students' speaking skills.

This research was conducted on eleventh-grade students of SMK Kesehatan Kaltara through purposive sampling (31 students). Speaking skill as one of the skills in English lessons are taught to all students. Therefore, the main objective of English subjects helped students have better English Competence. The tests used pre-test and post-test in speaking which focused on fluency, pronunciation, vocabulary, grammar, and comprehension. In tests students described the medical pictures in the form of spoken descriptive test about medical things. The instrument's speaking test was administered to students based on the teaching module in English lessons. When students did a speaking test, students were recorded as an assessment material was carried out by the expert following the rubric scoring. In addition, an expert assessed the speaking individual performance test. These instruments were measured and analyzed the validity and reliability before being used to collect the data. The researchers used paired t-test statistical analysis to see the effectiveness of Seesaw class. After analyzing the data, the researchers described and interpreted the results obtained by both the experimental and control groups.

RESULTS/FINDINGS

The researchers used the scoring rubric to evaluate students' scores. The scoring rubric consisted of fluency, pronunciation and accent, vocabulary, grammar, and comprehension. Every part of the scoring rubric had a different point with the same criteria. The criteria were excellent, good, fair, weak, and poor. Based on the students speaking skill scores in the pre-test, the researchers found the students' results in each aspect of the experimental and control classes.

Table 1 The students' pre-test score

Classification score	Score range	Experimental class		Control class	
		Frequency	Percentages	Frequency	Percentages
Very good	86-100	0	0 %	0	0 %
Good	71-85	0	0 %	0	0 %
Fair	56-70	1	6,25 %	0	0 %
Poor	41-53	1	6,25 %	2	13,33%
Very poor	0-40	14	87,5 %	13	86,67%
Total		16	100 %	15	100 %

Table 2 The students' post-test score

Classification score	Score range	Experimental class		Control class	
		Frequency	Percentages	Frequency	Percentages
Very good	86-100	0	0 %	0	0 %
Good	71-85	0	0 %	0	0 %
Fair	56-70	6	37,5 %	1	6,66%
Poor	41-53	2	12,5 %	1	6,66 %
Very poor	0-40	8	50 %	13	86,6 %
Total		16	100 %	15	100 %

Table 3 Independent sample T-test of pre-test in experimental and control class

T-test	T-table	Comparison	Sig (2-tailed)	Sig	Comparison
.442	2.045	T-test < T-table	.662	.162	Sig (2-tailed) > Sig.

Table 4 Independent sample T-test of post-test in experimental and control class

T-test	T-table	Comparison	Sig (2 tailed)	Sig	Comparison
2.367	2.045	T-test > T-table	.025	.038	Sig (2 tailed) < Sig.

Table 1 shows the percentages of the student's scores from the experimental and control classes. In the experimental class, the percentages showed that no students got in the classification score for very good or good. Meanwhile, in the classification score for fair, the percentages showed 6,25 % (1 student), and then the percentages of poor showed 6,25 % (1 student), and the last percentage of very poor was 87,5 % (14 students). In the control class, none of the students obtained the classification score for very good, good, and fair, then two students (13,33 %) obtained a poor score, and 13 (86,67 %) obtained a very

poor score. The highest percentage of students' scores in both classes could have been better. That was 81,25 % (12 students) in the experiment class and 86,67 % (13 students) in the control class. At the same time, the lowest percentage of the students' scores in both classes was all of the classifications except the fair, poor, and very poor classifications.

Based on table 2 the students speaking skill scores in the experimental class showed that six students got a fair score with a percentage of 37,5 %, and two students got poor scores with a percentage of 12,5 %. In addition, 50 % with very poor, which eight students achieved. Furthermore, students could have gotten better scores. Meanwhile, the students speaking skill scores in the control class showed that was one student who got a poor score with a percentage of 6,66% and one who got a fair score with a percentage of 6,66%. Furthermore, 86,6% could have been a better score achieved by 13 students. Then, no students who got very good and good category. Overall, the highest percentage for the experimental class was classified in the very poor category, 50 % (8 students), and the control class was classified in the very poor category at 86,6 % (13 students).

Based on table 3, it can be seen in two ways. The first way was that the sign (2-tailed) is higher than the level of significance ($0.662 > 0.162$), and the second way is based on the result of the data analysis of the degree of freedom (df) is 29. From the t-table statistic, if the degree freedom is 29, the T-table score is 2.045. On the other hand, it could be seen from the table that the t-test score was 0.442, so if the t-test is lower than the t-table ($0.442 < 2.045$), the two variances have no differences before treatment. Based on table 4, the sig. (2-tailed) is lower than the significance level ($.025 < 038$), and the result of the t-test computation by SPSS 26.0. The development of the t-test was 2.367. The degree of freedom (df) is 29. From the degree of freedom, the t-test score was higher than the t-table ($2.367 > 2.045$). It means there was a difference in skill between the experimental and control class in terms of speaking skills after the treatment. Based on the result above, there was a significant difference in students speaking skills between the control class and experiment class after using the seesaw class application as a media to practice students' speaking skills. Furthermore, after the data was analyzed using SPSS 26.0, the researchers found a significant difference between students taught by the conventional method for the eleventh-grade students at SMK Kesehatan Kaltara. It means that H_a is accepted.

DISCUSSION

The statistical parametric test in data processing in this study used an independent sample t-test statistical test. The result of the computation t-test was 2.367. It means the data was higher than the t-table, which was 2.045 at degree freedom (df) was 29, and at a significant 5% $p = 95\%$. Moreover, $t\text{-test} > t\text{-table}$ can be seen as $2.367 > 2.045$. It indicates that the t-test was higher than the value of the t-table. Moreover, other words, H_a was accepted, and H_o was rejected. It showed that teaching using the seesaw class application as a medium to practice students speaking skills was better than the conventional method. Moreover, teaching by seesaw class application as a media was an effective way to enhance students speaking skills. The analysis above showed that using the seesaw class application as a medium to practice students speaking can improve students' speaking ability because learning media plays a significant role in the learning process (Ediyani et al., 2020). The seesaw class application is one exciting digital medium that facilitates the learning process. McBride and Flowers (2020) reported that seesaw class is digital media that teachers and students can view, store, share, and act on each other. While teaching, speaking concentrates on the discussion area and roles play tasks that require communication and presentation (Jusuf et al., 2008). Then find what was in the field by using the features of the seesaw class application that can provide coverage towards asking that require communication, role play, and individual presentation.

In the teaching of speaking, the seesaw application becomes the medium for practicing speaking. In addition, students can explore already available features such as store-to assignments, videos, voice

notes, pictures, parents' guides, and links to learning in one secure location (Jarvis & Martin, 2018). Then it was found that students used these features quickly and flexibly. This statement was supported by Ratnaningsih (2019). The seesaw class application is flexible, accessible, self-confident, and makes students happy. The seesaw class application is a convenient and eco-friendly way to evaluate students speaking tasks and personal conversations. Because the teacher determines who has access to students' work, such as classmates and parents, and whether or not they are a lot "like" or comment on other students' contributions (Curtis, 2017).

Henceforth, the speaking activity used features available in the seesaw class app as a media for students to practice speaking. Because in the digital seesaw class application, the teacher can enter messages, materials, photos, and learning videos, and students can upload their assignments to this digital seesaw class. It can also be used as a blog (Qotimah, 2018). Kurnava and Sellhorn (2018) stated that the seesaw is a digital communication platform for teachers. The features used are store assignments as a place to store assignments, and teachers can design assignments for students. In addition, features that are also used are video features and the use of this feature to develop students' confidence in expressing opinions on the material provided. At the same time, the voice note feature is also used in speaking learning activities. This feature is used to train students to accurately explain related to understanding the material. Then the picture feature is used to clarify an understanding to students. The last feature is the links to learning in one secure location feature. This feature provides a variety of materials that can be shared with students.

The seesaw class application as a media benefited practical learning strategies because it facilitated and attracted students' interest during the exploration and elaboration process to improve their English skills. This research was in line with the results of Nur and Riadi (2019), Moorhouse and Beaumont (2020), and Kusmaryani and Arifin (2022) that the seesaw class application gives students a place to document their learning, be creative and learn how to use technology in language learning class. Nur and Riadi (2019) also assumed that the seesaw application positively affects students in speaking class and can improve students speaking skills.

The above aligned with the current findings, which showed that the seesaw class application was an application that can facilitate the students' learning activity that makes the training more attractive, especially in speaking class, and has succeeded in improving speaking skills. Students can have alternative approaches to presentation, assessment, and instruction more safely and engagingly. Jarvis and Martin (2018) stated that seesaw is a student-driven online digital portfolio that allows students to store assignments, videos, pictures, and links to their learning in one safe and secure place. Moreover, the drawback of the seesaw class application was that it used a solid and stable internet connection, whereas not all students can have access to it. Besides, the seesaw class application on certain cell phones cannot be accessed via the web but must first be downloaded.

From the research, the influences of using the seesaw class application in English language skills, such as speaking, contributed greatly to improving both the teachers and the students. Teachers used the seesaw class application as an alternative to creating new designs in teaching and assessing speaking skills by utilizing the features in the seesaw class application. The seesaw class application provided a breakthrough in the latest learning styles for students. The students changed how they practice speaking, increasing their fluency, pronunciation/accent, vocabulary, and comprehension. In addition, students practiced speaking skills using the video and voice note features in the seesaw class application. This activity improved students' speaking ability because it was more exciting and flexible.

CONCLUSION

The use of seesaw class application for speaking for the eleventh grade at SMK Kesehatan Kaltara gave a significant effect on students speaking skills. It is undeniable that digital media plays an essential role in developing students' teaching and learning styles and improving their English skills, especially

speaking skills. Using the seesaw class application is beneficial for creating breakthrough class activities with collaboration using media for speaking practice. Students are more motivated and interested in engaging in speaking practice than using conventional methods. Students explored their speaking skills by using the features provided by the seesaw class application as an alternative way to solve students' problems in speaking. The speaking skills of the experimental were higher than the control class which showed that the seesaw class application as a medium for practicing speaking skills presents various exciting features to enrich speaking skills. Using seesaw class as media teaching can help teachers create new classroom activities and build students' collaborative work.

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