

**THE APPLICATION OF MULTIMEDIA BASED ZELLO WALKIE TALKIE IN
IMPROVING FIRST GRADE STUDENTS' SPEAKING SKILL
AT SMK KESEHATAN MEDIKA FARMA**

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ABSTRACT

The objective of this research is to develop the application of multimedia based Zello Walkie Talkie as strategy to improve students' speaking ability of first grade A students of SMK Kesehatan Medika Farma . The research design used is action research. The data of the study are in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the students of class XA. The procedures of the research were done through planning, acting, observing and reflecting. Based on the qualitative data, applying Zello Walkie Talkie media gave the students more chances to speak in English. These findings were also supported by the result of the students' speaking scores. The mean improved to 79.6. It indicates that they made a considerable improvement in some aspects of speaking skills such as pronunciation, fluency, grammar, and vocabulary.

Keywords: zello walkie talkie, speaking ability

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengembangkan aplikasi multimedia berbasis Aplikasi Zello Walkie Talkie sebagai strategi untuk meningkatkan kemampuan berbicara siswa kelas 1 SMK Kesehatan Medika Farma. Penelitian ini dikategorikan sebagai penelitian tindakan kelas (PTK). Data penelitian berupa data kualitatif dan kuantitatif. Data kualitatif diperoleh dengan mengamati proses belajar mengajar dan mewawancarai siswa kelas XA. Prosedur penelitian adalah perencanaan, tindakan, pengamatan dan refleksi. Berdasarkan data kualitatif, penggunaan media Zello Walkie Talkie memberi siswa lebih banyak kesempatan untuk berbicara dalam bahasa Inggris. Hasil ini juga didukung oleh hasil skor *speaking* siswa. Nilai rata-rata meningkat menjadi 79,6. Ini menunjukkan bahwa media Zello Walkie Talkie dapat meningkatkan kemampuan *speaking* siswa seperti pengucapan, kelancaran, tata bahasa, dan kosakata.

Kata Kunci: Zello Walkie Talkie, *Speaking*

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INTRODUCTION

Background of Study

The world will have two billion active smartphone users by 2016, with China, India, and Indonesia leading the way in growth. Looking ahead even further, the three nations will collectively add over 400 million new smartphone users from 2014 to 2018. These new numbers and projections are from a new report by E-marketer (Millward, 2014).

Zello Walkie Talkie is an application to talk between user everywhere without limited time and distance because it works based on the internet's network. It is developing from handy talky wherever uses special frequency and limited of distance. Not only for communication Zello Walkie Talkie application has automatic recording, so the researcher will be able make authentic assessment for each students' speaking skill especially in fluency.

Hopefully, this application will able to improve speaking ability at the first grade students so they does not shy in make error speaking English because never face to face in speaking English. After Zello Walkie Talkie installed in Android or Apple create user and join to English group so students will make conversation about the topic which suitable with instructional book.

Review of Related Literature

a. Speaking Skill

Perception (from the Latin perceptio) is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment (Schacter, 2011). Definition of perception can base on the definition given by some experts. Baron and Byrne called it "social perception" which is the process through which we attempt to understand other persons to obtain information about temporary causes of others' behavior (for example, the emotions or feelings) (Baron & Branscombe, 2012).

b. Micro Skills of Oral Communication

Richards in Brown (2001: 272) suggests some micro skills of oral communication, they are:

1. Produce chunks of language of different lengths.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and into national contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

c. Zello Walkie Talkie Application

Zello Walkie Talkie is an application startup located in Austin, Texas, behind the creation of Zello Walkie Talkie applications. The applications are push-to-talk

(PTT) walkie- talkie for consumers and business and available for Android, iOS, Blackberry, Windows Phone, Windows PC, rugged mobile devices and two-way radios. (Gavrilov, 2013) Zello Walkie Talkie is free while the Zello Walkie Talkie@Work application is free for up to 5 users. It is an application to call a contact, change Smartphone become walkie talky.

d. Assessing Speaking

Assessing is the process to measure competence and ability, especially for students, it means to evaluate student in understanding the material which has been given by the teacher. Hence, assessment has an important role in teaching learning process. By assessing students, the teacher can measure how far the students can understand the material.e.The Types of Classroom Writing Performances.

e. Previous Study

The first research was conducted by Athia Fidian (2016). The research entitled "Building Students' English Speaking Confidence of Nursing Students at University of Muhammadiyah Magelang through Zello Application". Based on the research, it can be seen if Zello Application improved the students' speaking in the teaching and learning process. This application gives opportunities for students to interact and use English and could monitor the process of the learning process. Based on that previous research, Zello Application gives a good impact toward speaking ability.

RESEARCH METHOD

This research was used classroom action research (CAR) as a research method. Action research is a process which allows action (changing and improvement) and research (understanding and knowledge) to be achieved at the same time (Costello, 2003). According to Ferrance (2000:1), action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

Research Subject

This research was conducted to the first grade students of SMK Kesehatan Medika Farma. The students of first gradewere selected as the subjects of the research which consisted of 19 students; there were 17 females and 2 males. The subject of the research which total of 19 students were considered to be representative enough for the purpose of this research.

Research Procedure

In this research the teaching and learning process were used a cycles and each cycle consisted of four sessions. In addition, the four sessions could be described as follow:

a. Planning

Planning was a procedure or some activities that would be done before the present research was implemented. Moreover, panning was done before the

present classroom action research could be successfully carried out. It was prepared instructional planning for all sessions.

b. Acting

Action was what the teacher did in classroom based on scenario made in conducting the action. In order to achieve successful in improving students' speaking skill, in this case through Zello Walkie Talkie. The action was classified into three main parts, they were: pre-activities, whilst-activities and post-activities.

c. Observing

In this classroom action research, observation aimed to know how far the students got and improved their speaking after the implementation of learning. There were two kinds of observations that have done here. First, observing the student' attitude toward the teaching learning process and finding out the progress of the students, especially those who still had problem in speaking.

d. Reflecting

Reflecting was an important role in a classroom action research. Reflection was a process of reviewing an experience of practice in order to describe, analyze, evaluate and thus inform learning about practice. In addition, the purpose of reflection was to measure to what extent the students' ability has been improved and to know effective the technique could help the students' speaking skill.

Research Instrument

Research instruments were tools which used for gathering data. In this research instrument variable must be valid and reliable to use in required data for the research being undertaken. The research instruments which were used in this research were Observation, interview, speaking rubric and questionnaires.

DATA ANALYSIS TECHNIQUE

The qualitative data would be analyzed by following steps proposed by Burns (2010: 104-105) as follows.

a. Assembling the data

The researcher collected all data that had been got, reviewed the initial or revised questions, and started to look for broad patterns, ideas, or trends that seem to answer the questions.

b. Coding the data

In this step, the data were grouped into more specific categories and identified the data sources that might code as qualitative or quantitative.

c. Comparing the data

The researcher compared the categories across the different sets of data to see whether there were contradictions or not.

d. Building meaning and Interpretations.

To make sense of the data, the researcher analyzed the data several times to pose questions, rethought the connections, and developed explanation of the situation.

e. Reporting the outcomes

The researcher described the context of the research, outlined findings, and organized the whole research not only the analysis and findings.

Criteria of Success

The subjects would be achieved when the subject had reached the minimum standard score which had been set. The success indicators for the achievement of research subjects were 80%. It meant 80% of the subjects must be achieved a minimal completeness criteria score in SMK Kesehatan Medika Farma 75. It meant 17 from 19 students were successes in improving their speaking skill if their got score upper than their KKM, but if the students score under KKM, it will be continued in cycle 2.

FINDING AND DISCUSSION

The total score was 354. Meanwhile, the total for each item A, B, C and D was 246, 146, 35, 0. It meant that the motivation and responses of the subject had been increased after the implementation of Zello Walkie Talkie as media in teaching learning processes.

After doing the actions the students' speaking ability had been improved. It could be seen from the following explanation.

1. Zello Walkie Talkie could improve students' speaking ability. It provided a relax atmosphere for learning so the anxiety in speaking was reduced. Moreover, by providing a lot of modeling or exposure and different activities to the students, they could produce a good pronunciation.
2. Most of the students could pronounce the words correctly and only a few they pronounced the words incorrectly.
3. Mostly the students could use thee expressions appropriately. Students' mastery in words and expression improved significantly. They could do the tasks as the cues. Their ability to produce the utterances using correct grammar also increased.

CONCLUSIONS

The application of Zello Walkie Talkie as media had more strengths than weaknesses. The media increased students' participation in the speaking class and was flexible to use. It could accommodate various contents or topics which were closely related to the students subjects especially in the Vocational School that has a lot of majors or departments so that the students will get meaningful learning. They can directly apply the language as their needs and the skills that they learn in the class. It would help students understand the lesson easily and memorize the lesson longer.

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