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The Implementation of Memrise to Improve Speaking Ability on Secondary Level Students

Muhammad Ardan Firdaus Kusuma Wardana[1*], Jamilah[2]

[1,2]Univesitas Negeri Yogyakarta

This research aims to analyze the development of students' speaking skills in Vocational High School in Magelang, Central Java through classroom treatment by using CALL-Memrise. This classroom action research is implemented in a cyclical process, covering planning, acting, observing, and reflecting. The research subject was students in grade 11 in an EFL classroom, consisting of 34 students. The data were obtained from observation checklists, field notes, pretest, and post-tests. They were analyzed quantitatively by using SPSS. Quantitative data dealt with the teaching-learning process, i.e., students' participation in classroom activities and assignments given to them. They were gained from pretest and post-test after treatment. The findings revealed that in cycle 1, the mean score was 1.84/4.00, the median score was 1,80/4,00, and the mode of the score was 1,80/4,00. In cycle 2, it showed that the mean of the score was 3,39/4.00, the median of the score was 3,30/4,00 and the mode of the score was 3,30/4,00. It can be concluded that the treatment has proved to be helpful in developing students' speaking skills and could help the student improve their speaking skills based on accuracy, fluency and grammar.

Keywords: EFL, Vocational high school, CALL, Memrise, Speaking.

1.   Introduction

As human beings, language is a crucial tool to communicate. Every day, we communicate by speaking to our family, friends, and even strangers sometimes. By having proper speaking skills, we can convey our intended action to someone else as effectively and efficiently as possible. As we know, English has four significant skills to be taught: listening, speaking, reading and writing (Adam et al., 2020; F. et al., 2019). In this study, we are going to focus on speaking skills; speaking means the ability to communicate the language itself; according to (Mandasari & Aminatun, 2020; Oktaviani, 2023), speaking is a two-way process that involves receptive comprehension skills and productive speaking skills. Several factors are causing the students to be afraid to speak in class, according to Woodrow (2006). Significant factors of students' speaking anxiety are oral presentation, speaking English in front of the class, and talking English to strangers. The learners' problems in speaking include the lack of initiating a conversation, feeling afraid of making mistakes, and being ashamed

to start the talk. According to Goodrich and Namkung (2019), these issues are typical among beginners, who believe that the teachers' obstacle in teaching speaking is the learners' poor motivation to talk.

Children will develop their ability to speak fluently and confidently, a skill that will help throughout their lives in the future, which they will acquire during their time at school. Communicating effectively is the definition of speaking skills; the purpose is to make the listener understand and receive the information we will give verbally. In primary and secondary school, children will learn to speak in their mother tongue or other languages. ESL students need to learn how to develop their speaking skills because it is one of the most essential parts, considering communication is something we do every day.

In order to communicate effectively, it is crucial to develop listening and speaking skills. Because speaking is an interactive process involving an action by the listener, occasionally after information is shared. The success of speaking can be seen from the student's ability to express their ideas orally. In conversation, the listener will understand what their partner is saying to convey their thoughts, feelings, and everything on their mind (Muhammad et al., 2018; Yulianti & Sulistyawati, n.d.). A benchmark of someone who has achieved speaking mastery skills is when they can communicate their thoughts well; that is why learning to speak

requires much attention and practice. According to Mandasari Aminatun (2020), speaking is the ability to pronounce articulation sounds or words to express or convey feelings, ideas, and thoughts. According to Pratiwi and Ayu (2020) and Suprayogi and Pranoto (2020), speaking is an act of conveying one's intention (thoughts, hearts, and ideas) to other human beings by using spoken language.

However, due to limited resources, especially in Indonesian school settings where the class is filled with 30 students or more, this factor made it difficult for the conversation class to take action. A possible solution to this problem is integrating technology to help teachers and students effectively learn. To realize the solution, teachers' competency in technology should be available. To achieve an effective and meaningful teaching-learning process, they should encourage learners and provide them with a comfortable and exciting environment (Jeong, 2006). A possible effective solution for these concerns is integrating computer-assisted language learning (CALL) and the Internet.

Computer-Assisted Language Learning (CALL) is the search for and study of computer and information technology (ICT) applications in language teaching and learning. Finding alternative ways of using computers for language teaching is CALL's primary purpose. CALL uses computers for educational learning, such as modeling, tutoring, problem-solving, word processing, presentation, and guided drill, employing various computer-based technologies such as multimedia, internet applications, chat, e-mail, games, and the World Wide Web (WWW).

Our paper will focus on improving secondary school students' speaking skills with the help of CALL (Computer-Assisted Language Learning) called Memrise. Memrise is a platform where we can learn English quickly with the authentic voice of a native speaker who acts as input for the students. With the help of this platform, we hope it enables students to practice speaking and search the limitations and benefits of using CALL for speaking.

2.   LITERATURE REVIEW

SMK Syubbanul Wathon is a boarding school. This boarding school makes the males and females in the same school unable to be in the same class. The class is divided into morning classes and afternoon classes. The morning classes are for male students, which start from 7.15 am - 11.30 am, and the afternoon classes are for female students, which start from 12.30 pm - 5.00 pm.

(a) The school is located in St. Kyai Abdan Tepo No.03, Gemoh, Dlimas, Tegalrejo, Magelang, Jawa Tengah 56192

(b) The number of rooms available;
  -    24 classrooms
  -    3 fashion laboratorium
  -    two fashion production room
  -    4 DKV laboratory
  -    two studio production
  -    2 Center of Excellence laboratory

- 4 Computer and Network Laboratory
- 1 Language laboratory

(c) Common rooms for students
(d) Teacher office
(e) Boarding school health center
(f) Counseling room
(g) Canteen
(h) Mini market
(i) Library
(j) Facilities related to interests;
- music studio
- football field
- basketball field
- sport centre

All of the class members we researched were female. The class is about 34 female students, the number of the class is 32, the total of teachers is 62, and the English teacher is 5.

- The number of teachers: 62 teachers
- The number of teachers of English; 5 English teachers
- The availability of language learning facilities and equipment
- Learning materials (print and electronic)
- Teaching aids & media
- Internet access/ WiFi

2.1   Improving the Speaking ability

Speaking skills are one of the four primary skills in learning a language, as the researcher knows those other skills are listening, reading, and writing. According to Bahadorfar and Omidvar (2014), speaking is a process of sharing and building meaning through verbal language in varied contexts. Another from Zuhriyah (2017) stated that speaking is the beginning way to interact with others in a social community. Based on a previous researcher's statement, speaking has a crucial role in the real-life situation.

Speaking is an essential skill in learning a language because it is one of the productive skills used to measure how well the students understand after they get some input about what they have already learned. Another essential thing in speaking is that it is helpful for our real-life context, such as having a conversation with an English native speaker or giving an argument while doing a job with an English native speaker; if we are an English teacher, we should deliver material using English appropriately and academically. Rao (2019) stated that students need to learn speaking skills to express their ideas and opinions to others.

Mastering speaking skills also has some advantages in the EFL classroom. The main advantages of mastering speaking skills are actively participating in pair or group activities, developing critical thinking among students, participating actively in debate and group discussion, giving a mental boost to the speakers' self-confidence, communicating effectively with other students, and maintaining over cognition and having a sharp argument (Rao, 2019).

In this era, the student's point of view is essential because of the growth of media and mass communication. Everyone who wants to benefit in every part of this informational era or technological era should have good English communication skills and a good knowledge of the English language. A person who does not have good speaking skills might have a little trouble competing with a person who has good speaking ability. However, the person who gets this kind of trouble could be fixed and get an improvement in speaking ability.

In order to improve their speaking ability, the students must get books of good quality for the beginner level. The level depends on their speaking ability; the student should be able to see themselves and the material that they use. Also, they should have time to speak, practice some phonetics, and be surrounded by a friendly environment. Therefore, the teacher should provide applicable and practical strategies to the students, such as speaking most of the time in English, encouraging the students to speak confidently, not overcrowded classes, and giving the students motivation and rewards.

Speaking is necessary for communication in any language, specifically when the speakers are not using their first language or mother tongue. As English is used globally for communication, particularly on the internet, speaking should be improved but followed with other communication skills because it will enhance communication achievement for the native speakers and the non-native speakers or the international community (Bailey, 2005 and Goh, 2007).

2.2   CALL

CALL is a teaching-learning process in which teachers and students use digital tools or devices such as cellphones, tablets, laptops, MP3s, etc. According to Richards and Schmidt (2002), CALL is an activity that supplements learning via many media. Further, (Scott & Beadle, 2014) classified CALL as any activity in which students use computers to enhance their foreign language proficiency; however, their technology was not restricted to computers but also cellphones, gadgets, tablets, MP3 players, and so on. As a result, CALL covers a wide range of topics, including 1) natural English resources such as songs, video clips, podcasts, news, and animations, among others. 2) An online setting where students can connect with native English speakers through instant messaging, email, a video conference or social media platforms such as Facebook, Instagram, and Twitter. 3) Language learning tools include online learning apps or software such as Quizizz, BBC, VOA, Kahoot, Padlet, Quipper, Duolingo, Memrise, and Quizlet. 4) Students and teachers, learners and their peers can communicate online or virtually without physically meeting. 5) Digital Game-Based Learning (DGBL), in which learners learn while having fun through games.

Using CALL in the classrooms, for example, has various advantages. CALL encourages pupils to learn quickly and boosts their risk-taking skills (Casado & Garcia, 2000). CALL promotes learner-centeredness. This allowed learners to be self-directed, learning the subject when, when, and how they wish (Kongrith & Maddux, 2005). Furthermore, by offering online access to teaching materials, CALL assists educators in their teaching, stimulates pupils to learn English in a fun way, and enhances their English ability.

2.3   Collaborative Learning

Collaborative learning is an education method related to the learning process in the classroom that integrates groups of students to do the work to learn, exchange ideas, solve problems, complete assignments, and make some product. In this method, the students will be emotionally and socially challenged because they hear other students' perspectives, and they need to say and stand with their ideas and be more explorative of an idea they have discussed. Therefore, students begin to develop their thinking concepts, which also means not relying on anybody's or book concepts. In this method, they have rules: students should have a chance to talk to their mates, defend their ideas, present, exchange ideas about diverse beliefs, question other people's thinking concepts, and participate actively (Srinivas, H., 2011).

At this level, collaborative learning is a learning approach that represents a typical teacher-centered classroom learning environment. In a collaborative classroom, the teaching and learning process might not be removed entirely; however, it coexists with the process according to the student's discussion. The teachers who implement collaborative learning prefer to think themselves not the same as experts while delivering the information or material to students; they more like designing experiences of intellectuality for the students.

Teaching and learning activities in the classroom that use a collaborative learning approach occur when a group of students help each other learn and discuss with each other. Collaborative learning is sometimes misunderstood. It does not allow students to discuss each other or have a conversation in a group, whether directly in the learning process that is held in the classroom or online learning while they work on each other's assignments. It does not have them do tasks individually and then have the other student who finishes earlier help those who have not. Moreover, few or fewer students do all the work, while others put their names on reports (Klemm, WR, 1994).

There is evidence that the collaborative learning process achieves a good level of thinking and retains knowledge longer than the other students working individually (Johnson et al.; DW, 1986). Moreover, Samuel Totten (1991) stated that co-learning gives students the chance to work together, engage in discussion, and take responsibility for their work, thus allowing them to become students with excellent critical thinking skills. Collaborative learning espousal claims that when students have a good group discussion, it not only escalates their interest but also drives them to become good critical thinkers (Gokhale, AA, 1995).

3. Research Method

The nine-step George's (2008) library research methodology, which was adapted by Ariantini et al. (2021) into a qualitative model, is used in this study. Character education was chosen as the general theme for the investigation.

The second step involved conducting a brainstorming session to focus on the idea and purpose of reviewing the values that can be strengthened through reading. George (2008) was chosen as the research model since the third step involved creating the research questions and carrying out the investigation. Identifying the data sources, which were articles acquired from databases and reference systems like Google Scholar, ERIC, Science Direct, and Semantic Scholar, was the sixth stage. The chosen materials were published in credible periodicals with a national reputation. "Developing English materials integrated with character education" was the search keyword used to find the articles. In the sixth step, a review was conducted to determine the paper's relevance to the study themes. The seventh part of the research involved reviewing the publications from earlier phases.

In order to aggregate publications that expressed similar views on the eighth phase, these summaries were analyzed. The creation of the synthesis came next, and it was used to conclude. The research report was created in the eleventh phase, and it was then revised in response to feedback

4. RESULTS

From 3 journals being analyzed and identified, some points were obtained by the researchers considering developing English materials based on character education. The first journal, titled "Developing English Teaching Materials for Young Learners Based on Islamic Values of Integrated Language Skills for Islamic Elementary School," discussed some related points as follows:

Teachers should integrate English teaching materials with language skills based on Islamic values. Teachers need to be involved in some steps in developing English teaching materials, such as need analysis, material development and validation, evaluation, and the final product.

Meanwhile, in the second journal, entitled "Development Teaching Materials of Islamic Education in Improving Students Learning Outcomes", the researchers provided some points related to the need to develop English materials, such as:

a. Providing magazines and books that contained Islamic learning nuances;
b. Supervising teachers;
c. Holding meetings of teachers for each subject;
d. Holding school-based religious activities;
e. Learning through natural facts;
f. Increasing religious practice;
g. Asking for students to memorize short surah of the Qur'an; and

They are making recommendations for teachers to join workshops and training.

a. Teachers need to identify aspects contained in standard and essential competencies in selecting teaching materials;
b. Teachers need to identify the type of the teaching materials;
c. Teachers must select teaching materials to students' needs;
d. Teachers must choose the source of teaching materials.

Moreover, it was identified about the principles in making development of English teaching materials of Islamic education, such as:

a. Providing magazines and books that contained Islamic learning nuances;
b. Supervising teachers;
c. Holding meetings of teachers for each subject;
d. Holding school-based religious activities;
e. Learning through natural facts;
f. Increasing religious practice;
g. Asking for students to memorize short surah of the Qur'an; and

They are making recommendations for teachers to join workshops and training. The last journal is "Developing English Learning Materials Integrated with Character Values for the Elementary School Students." Here below are the details:

a. Teachers need to plan and develop the product made (English teaching materials based on character education); and
b. Teachers need to evaluate and revise the product until it is appropriate for the student's needs and suitable to use

5.   Discussion

The first journal a, titled "English Teaching Materials for Young Learners Based on Islamic Values of Integrated Language Skills for Islamic Elementary School," discussed that English teaching materials based on Islamic values integrated with language skills needed by young learners must have an attractive appearance, colorful, and guide them to use English words. In this case, some units include English teaching materials developed by the researchers. There are "My Friends and I," "My Home," "Hobbies," "In the School," "Food and Drinks," "It Looks Good," and "Time." It was developed by considering the language skills without forgetting the Islamic values. Therefore, it was good to use as guidance for teachers and students in teaching and learning.

The second journal, "Development Teaching Materials of Islamic Education in Improving Students Learning Outcomes," explained that selecting appropriate teaching materials is needed in the teaching and learning process since it will bring students to desired changes. Teaching materials have principles that animate the development of the teaching materials themselves. The principles will be designed according to the demands of all parties, such as the nation, society, teachers, students, and parents.

The last journal, under the title "Developing English Learning Materials Integrated with Character Values for the Elementary School Students," discussed that the English materials developed by the researchers are appropriate and effective to use in the teaching and learning process since they consider some things in developing it such as planning and developing the product (it is needed to make a plan well about how the materials will be developed. If the planning has been obtained, then the materials are ready to be developed). Planning and developing without any revision and evaluation is not enough to make it perfect. In this case, English learning material integrated with character values consisted of 3 books. They are a Workbook, a Students' Book, and a Teacher's Guide.

6.   CONCLUSIONS

From the results and findings above, it could be known that developing English materials based on character education is not done without any considerations. Some similarities are dealing with the points mentioned in these three journals. First, teachers must know the students' needs in order to make the materials appropriate. It would be nothing if it were not based on their needs. Second, teachers need to plan and develop their product while considering evaluation and revision to make it suitable for teaching-learning. Third, there must be a source of teaching materials to avoid something wrong.

Preparing teaching materials is not just collecting material to develop knowledge. The development of teaching materials should be viewed as designing learning activities or experiences. Thus, the compiler of teaching materials must pay attention to the basic principles of material development according to the chosen learning method's systematic development steps and follow standardized assessment criteria. Thus, evaluation through material trials is precise in reference, so input from appraisers is easy to provide, and revisions will also be accessible.

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