



The Effect of Falou Application in Improving Students' Speaking Skill

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Abstract. *The research that has been conducted is entitled “The Effect of Falou Application in Improving Students’ Speaking Skill”, with the background being that the school want to implement English as the language in the school environment, but students’ speaking skill are still low. This research used quantitative methods with pre-test, treatment, and post-test design approaches in the experimental class and control class. The population in this study were students of class X Madrasah Aliyah Al – Washliyah Tebing Tinggi. This study used sample of two classes, namely experimental class as many as 30 students from X IPA-1 and control class as many as 30 students from X IPS-2. This study used a lottery method with random sampling style to select the sample. The validity processing tool used IBM Statistics Version 29. The result of this study revealed that there was a significant of using Falou Application in improving students’ speaking skill. This can be seen from the increase in the result of test, namely a Sig (2-tailed) value of $0.01 < 0.05$ or $t_{count} (19.778)$ higher than $t_{table} (0.361)$. Based on the findings above, it can be concluded that the use of “Falou Application” has a significant effect on students’ speaking skill of Students in Madrasah Aliyah Al – Washliyah Tebing Tinggi.*

Keywords: *Falou Application, Students’ Speaking Skill, School Environment*

1. INTRODUCTION

In Indonesia, our government has designated English as a foreign language studied in schools (Kemendikbud). In some countries that use non-English as the main language, such as Indonesia, English is a foreign language that is difficult to learn. Many students, especially in junior high school, have a low level of English proficiency, especially in speaking English. English is the international language. English is a language that must be mastered by everyone in a world that continues to develop.

In improving the quality of learning, several schools apply English as the language used in the school environment. However, in reality, many students have difficulty speaking English, and even they feel that English is very difficult subject. Some English teachers have tried to use full English in learning but students are still not used to English. They have difficulty communicating in English. As stated by Souriyavongsa et al., 2013, for foreign language learners who almost never use English in their society, oral communication in that language is difficult. Students' English speaking skills are low because English is not their mother tongue. Students' weaknesses in learning English are based on differences in social context, cultural environment, where mother language and foreign language learning takes place (Hashemi, 2011).

In English, there are several skills that a person must have, namely listening, speaking, reading and writing. In oral communication, speaking is the important skill that must be improved. According to Brown (2004, p. 140), speaking is defined as "a productive talent that can be immediately and experimentally witnessed. These findings are always influenced by the precision and potency of a test-taker's ability to listen, which inevitably jeopardizes the dependability and authenticity of a test on oral production. Moreover, speaking skills are multisensory activities because they involve paralinguistic features such as eye contact, facial expressions, body language, tempo, pauses, changes in voice quality, and pitch variations that influence the flow of conversation (Thornbury & Slade, 2005, p. 9).

Speaking is the ability to utter articulatory sounds or words that express, state or convey thoughts, ideas and feelings. Speaking is a tool for gaining knowledge (Tarigan 2015: 16). Speaking English is one of the difficult things for students who are not used to using English. In fact, some schools require their students to use English and Arabic as daily languages. English is used as a means of communication with other people. However, many students have difficulty speaking English, some of them have errors in pronunciation. This is a challenge for a teacher to improve students' speaking skill.

In world development, technology is increasingly developing rapidly and improving. Everyone must be able to keep up with technological developments. As stated, technology gives language learners access to an infinite amount of resources, according to Bull and Ma (2001). Currently, technology is an inseparable part of learning, especially foreign language learning. Technology plays a very important role in the continuity of the learning process. In fact, technology continues to provide benefits for learning foreign languages, especially the special features (e.g. interactivity, Ubiquity, or portability) and encouragement and feedback from teachers (Klimova, 2018).

In the development of technology, teachers are also required to be able to apply technology, even use it as a tool in learning. There are many applications that can be used in learning. Learning applications are tools that can be used as tools, materials or techniques in teaching and learning activities. Learning applications can be very functional in learning to make it easier for students to learn the material, apart from that, learning applications can be used to attract students' attention and interest in learning. Several applications have been used by students as tools to help with learning, one of which is an application that helps in learning English. Based on previous research, it has been proven that several researchers use applications as tools to improve learning, in this case the researcher is interested in conducting research to overcome several of the problems mentioned above. The Researcher has tried to

apply the Falou Application to improve students' speaking skills. Falou Application is an English learning application available on Playstore. In this case, researchers has tried to examine The Effect of the Falou Application in improving students' speaking skills.

2. LITERATURE REVIEW

Speaking Skill

One of the four language skills is speaking, which is defined as using oral language to express an idea, opinion, or message (Cahyono and Indah, 2012: 8). Several definitions and perspectives of speaking skills from several experts, start with (Luoma, 2009:1). Speaking skills are a crucial component of language education curricula. One of the four abilities that one should acquire when learning English is speaking. Similar to writing, speaking is a productive language talent. Effective language should be able to go through the mental process, often known as the process of reasoning. When individuals wish to communicate and share knowledge, they must communicate. Teaching and learning the talent of speaking English to speakers of other languages is challenging since there are many vocabulary building, pronunciation, grammar, and other requirements that must be met. The students should consider all of those factors when they wish to talk. (Jamilah and Harieddin, 2018:59).

On the other hand, Cameron (2001:40) states that speaking is an active use of language to express meaning so that other people can understand it. She said that attention to linguistic details is very necessary in speaking a foreign language to share understanding with others. A speaker needs to find the most appropriate words and grammar to convey accurate and precise meaning, and needs to manage the discourse so that the listener will understand. Another expert, (Eliyasun, Rosnija, and Salam, 2018:1) Speaking is a process of conveying or sharing ideas orally. They added that if a learner does not learn to speak and never practices speaking in class, then they will lose interest in learning and gain motivation to learn to practice speaking English.

In addition, Thonbury (2005) argues that speaking or oral communication is an activity that involves two or more people who are listeners and speakers who must react to what they hear and contribute quickly at a high level. While, Zuhriyah (2017:122) considers that speaking is a way that people use to express something to other people, and to communicate verbally to other people. Speaking is one of the first ways to interact with other people in a social environment because humans cannot be separated from interaction and communication. Meanwhile, Chaney (1998) in Kayi (2006) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in various contexts.

Speaking is one of the basic speaking skills that every foreign language learner must master because of its significance and usefulness for communicating. It is very important to be able to speak English because English is a common language in the world so it is very useful for those who understand it, not only to increase knowledge and skills, but also to make it easier to get a job. Moreover, it will no longer be difficult to communicate and interact with people from abroad (Gard & Gautam, 2015).

Furthermore, Speaking is the most crucial of the four language abilities, according to Ur (2009:120), because people who acquire a language are called speakers of it. Speaking requires not just the ability to create particular language points, such as grammar, vocabulary, pronunciation, and other aspects of linguistic competence, but also the knowledge of when, why, and how language is produced or how sociolinguistic competency is used.

According to Jones (1989), speaking is a type of communication. It is vital that the speaker's message be conveyed effectively. In order, Kush defined "effective speaking" as "an utterance in a set of voices spoken by someone and understood by someone else" with this meaning. (Kushartanti and others, 2005) It implies that speaking is more complicated than we think, but more than that, it has to do with how the meaning is created in order for people to comprehend what we're saying. Brown complimented that by saying In order to generate meaning, one must produce, receive, and process the information. (Florez, 1999). Haryudin and Jamilah (2018: 61) added that speaking English is a foreign language that must be done with a lot of practice if you want to master it. English language learners should practice in classroom interactions and activities outside the classroom. If you practice more often, students will get used to using English and speak English fluently. Like writing, speaking is a productive skill. It entails speaking in order to communicate meanings to others (Spratt et al., 2005: 34).

Falou Application

In the development of world, technology continues to develop and improve. Everyone is required to be able to keep up with the times, one of which is by using technology. Young and old people are taking part in technological developments, even many children are categorized as underage but already use technology such as Handphone. Technological developments certainly have positive and negative impacts. If we look at the positive impact, then the development of this technology plays a very important role in supporting the learning process. In technological developments, there are several applications that can be used as learning tools, especially in learning English. Applications on mobile phones provide various learning features to help students learn English. Several applications that students can use to

improve vocabulary, listening, speaking, writing, and reading. In this case, the researcher will examine the effect of using applications in improving speaking skills.

Falou Application is an application that can help in learning languages. The Falou Application consists of 20 languages that can be selected to learn languages. This application can be found on the Playstore. This application can help master pronunciation and speaking the language. Moreover, this application consists of language lessons created by more than 200 native speakers. The Falou Application was updated on October 22, 2023 with version 0.069 which has been used by 5 million installations. Everything has advantages and disadvantages, the advantage of the Falou Application is that this application is very easy to get, just by downloading the Falou Application on Playstore then we can use it directly. Moreover, this application provides easy learning in improving English speaking skills so this application is very suitable to be used as an initial learning medium in improving English speaking skills. Meanwhile, the Falou Application also has weaknesses, one of the weaknesses of the Falou Application is that the application has several advertisements that must be skipped when applying it, then for the next stage the user has to pay to continue the further learning contained in this application.

3. RESEARCH METHODOLOGY

Location of the research at Madrasah Aliyah Al – Washliyah jln. 13 Desember Tebing Tinggi City. In this study, the researcher methodology to be used is the quantitative method. Bambang Prasetyo, et.al (2008:24) said that the definition of quantitative research is an effort to carefully and comprehensively examine a phenomenon or problem using objective measures with the aim of obtaining a fact or truth and testing the theories that emerge due to its emergence. a phenomenon or problem. This study used a quasi-experiment pre-test and post-test research design. The purpose of this study was to determine the enhancement of using the Falou Application in improving students' speaking skills, is suitable for this experimental design.

Furthermore, in this design the research sample divide into two groups, namely the experimental class and control class. Before the learning process begins, a pretest give to each class. These two groups then receive various treatments. The experimental class received a learning intervention using Falou Application. Meanwhile, the control class received teaching in the learning using traditional method by English Book.

A population is a collection of people who differ from other groups in terms of personality. The subjects of this study were 10th grade of Madrasah Aliyah Al – Washliyah Tebing Tinggi in the 2024/2025 academic year. This study used a lottery method with random

sampling style to select the sample. The name of each class is written on a piece of paper, which is then place with the other papers in the glass. Three sheets of paper are removed from the glass after shaking. Thus, two class of sample are taken.

The instrument in this research is use pre-test and post-test. The pre-test and post-test used to measures responses to variable x, namely Falou Application, and measures student improvement or variable y. The researcher gave a pre-test to students in the form of a oral test. The test consist of a dialogue from one student to another student related to the topic. The analysis used to test this hypothesis is a simple correlation analysis technique. However, before the analysis is carried out, a requirements test must be carried out, namely Validity and Rehability, Normality Test, Homogeneity Test, ttest and Test the Hypothesis.

4. FINDINGS AND DISCUSSION

In this section the researcher described the data that has been collected using IBM SPSS Statistics version 29. The data obtained includes information about students' speaking skill which was collected using 2 tests, namely pre-test and post-test. After conducting this research, the researcher finally obtained data from students. The data scores obtained by the researcher contained pre-test and post-test from the experimental class and control class. For an explanation, we can see the table below.

Table 1. The Score of Pre-test and Post-test in Experimental Class.

Number of Students	Experimental Class	
	Pre-test	Post-test
1	72	96
2	64	92
3	64	88
4	52	92
5	52	88
6	48	92
7	56	92
8	64	96
9	64	88
10	68	80
11	56	84
12	64	88
13	52	92
14	68	80
15	72	88
16	60	92
17	64	92
18	84	92
19	56	88
20	68	88
21	68	92
22	64	88
23	68	84
24	68	88
25	64	84

26	64	88
27	68	92
28	64	88
29	64	88
30	72	96
SUM	1912	2676
MEAN	63,73333333	89,2
MODUS	64	88
MEDIAN	64	88
SCORE MIN	48	80
SCORE MAX	84	96

Based on the table above, the pre-test score in the experimental class had increased. As stated, it could be seen that the average score of students in the pre-test was 63,73 and in the post-test it increased to 89,2. This showed that the use of the Falou Application had an effect on students' speaking skill.

Table 2. The Score of Pre-test and Post-test in Control Class.

Number of Students	Control Class	
	Pre-test	Post-test
1	52	64
2	56	68
3	60	64
4	48	60
5	48	64
6	56	64
7	64	68
8	56	80
9	56	60
10	68	76
11	52	64
12	60	68
13	56	68
14	60	72
15	64	68
16	52	68
17	56	64
18	60	72
19	68	64
20	56	68
21	60	64
22	56	72
23	64	68
24	60	64
25	64	68
26	60	64
27	56	72
28	52	68
29	52	64
30	68	72
SUM	1740	2020
MEAN	58	67,33333333
MODUS	56	64
MEDIAN	56	68
SCORE MIN	48	60
SCORE MAX	68	80

Based on the table above, the pre-test score in the control class had increased. As stated, it could be seen that the average score of students in the pre-test was 58 and in the post-test it increased to 67,33. This showed that the use of the English book also had an effect on students' speaking skill.

This study done for answer problem existing research , whether the use of Falou Application has significant improvement to speaking skill at Madrasah Aliyah Al – Washliyah. So For explain answer from question above, data results from pre-test And post test has calculated use t- test formula (paired sample t test) with presumption under This :

H_a accepted if $t_{\text{count}} > t_{\text{table}}$ or if $\text{sig. (2 tailed)} < 0.05$.

There is significant increase to using Falou Application at Madrasah Aliyah Al – Washliyah Tebing Tinggi. That matter can seen from the table, a sig (2 tailed) value of $0.001 < 0.05$ which means that hypothesis H_a accepted, H_o accepted if $t_{\text{count}} < t_{\text{table}}$ or if $\text{sig. (2-tailed)} > 0.05$. There is significant enhancement to using Falou Application at Madrasah Aliyah Al – Washliyah Tebing Tinggi. It can be seen from the table, that sig. (2- tailed) value of $0.001 < 0.05$ which means that H_o hypothesis rejected.

5. CONCLUSION

Based on the results of data analysis and discussion in the previous chapter, the researcher concluded that there was an effect from the use of Falou Application on students' speaking skill at Madrasah Aliyah Al – Washliyah. This is evidence from the increase in students' scores after using Falou Application. From the calculation of the t_{test} it is known that a Sig (2-tailed) value of $0.01 < 0.05$ or t_{count} (19.778) higher than t_{table} (0.361). Moreover, it can be concluded that there was a significant effect using the Falou Application in Madrasah Aliyah Al – Washliyah.

Based on some the research results, the researcher provided some suggestions on each aspect on the problems in this study. Here some suggestions:

For the students, the results of this research that had been done show students' speaking skill increase after implementing the use of Falou Application. This can be seen from the increasing grammar of students, improving English pronunciation and the increasing of self confidence in the class. However, it doesn't end there because students must continue to learn so that the speaking skill will improved, in the terms of grammar, vocabulary, comprehension, fluency, pronunciation in speaking English. To achieve this target, students can take the advantage of the Falou Application which is easily accessible and interesting fitur that can improve students' speaking skill.

For other researchers, the research on the use of Falou Application to improve students' speaking skill is still limited. Moreover, the researcher hopes that research on the use of Falou Application as media in improving students' speaking skill can be further investigated, so that future researchers can continue this research with the aim of knowing in more detail the effect of using Falou Application as media in improving students' speaking skill.

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