Smart Apps Creator to Enhance Students' Speaking Ability:
A Classroom Action Research

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Abstract: Teaching English in Indonesia Junior High School faces challenges, such as low speaking ability among students. Only 31% complete initial assessments, while 69% are below KKM. To address this, interactive learning media like Smart Application Creator (SAC) can be used to create applications and IOS without programming code. The purpose of this research was to overcome the problems experienced by almost all students in learning speaking skills, such as lack of self-confidence, limited vocabulary, or often mispronunciation of words using the Smart Application Creator (SAC) media. Subjects in this study were the students of class VII-B from SMP N 1 Trangkil. The researcher used the Classroom Action Research method to see how the using of SAC can increase students' speaking skills. There are three instruments used in this study to collect the data, namely; Observation sheet, Interview, and Test. The analysis and discussion in Chapter IV show that using Smart Application Creator (SAC) media for Speaking Self Introduction in class VII B SMP N 1 Trangkil improves students' attitudes and learning outcomes. The average learning attitude increased from 71.55 in cycle I to 88 in cycle II, with 66.7% of students achieving good attitudes and -66.7% not. The average learning outcomes increased from cycle I to cycle II, with 56.25% of students achieving completeness and 31.25% achieving not. The results suggest that using SAC media can improve students' Speaking Self Introduction outcomes in the 2022/23 academic year.

Key words: Smart Apps Creator, Speaking Ability, Classroom Action Research

INTRODUCTION

English is the most International language to be learned in almost all countries in the world, including Indonesia. In Indonesia, English subject is the first foreign language subject required to be taught from Junior High School to University. Four English skills have to be learned, they are: listening, reading, writing, and speaking. In fact, English-speaking teaching is more difficult than other skills. The reason for this is that teaching speaking requires mastering more aspects such as content, accuracy, and fluency. Additionally, students mention two reasons why speaking is harder than reading, writing, or listening (Syafiq et al, 2021). To begin with, speaking is acceptable in the actual world. The individual we are speaking with is typically waiting for us to talk at that particular moment. Second, unlike when we write, when we talk, we are unable to edit and rewrite what we wish to express. Some factors also influence the success of English-speaking learning, such as classroom environment (teacher, facilities, learning methods, and techniques, level of difficulty of the material, and use of media), and students' behaviors such as interest, caution, apprehension, and ability to master competence. (Harmer, 1998).

This condition also occurs at SMP N 1 Trangkil, Pati, based on the results of observations and students' pre-test scores. The researcher found it difficult to conduct speaking lessons because students could not focus and be active. The researcher cannot create interactive learning conditions. The students' speaking ability is low. This is proved by only 31 % of students who completes the initial assessment (pre-test), while the other 69% did not eligible for the minimum score (below KKM). Indicators of student passivity based on observation are: students were afraid of making mistakes and embarrassed to speak or express their opinions in English during the lesson. Students did not respond to the teacher's questions.

After analyzing the problem, it was found that the teacher only explained the material without providing varied activities to attract students' attention. The teacher does not use interesting media to support learning. This makes learners less interested in paying attention to learning. Thus, learners are less motivated to speak and express their opinions in English.

The researcher thought that the use of learning media could solve the problem. The use of appropriate learning techniques and interesting media can influence the success of the learning process effectively. Learning media are educational resources that can be utilized to support teaching and boost students' motivation to learn. They also include anything that is used, such as objects and the surroundings around them, that can be used by students to further their knowledge (Hasan & Bao, 2020). One of the interesting media that the researcher uses is Smart Application Creator (SAC). Smart Application Creator (SAC) is a desktop application used to create an application and IOS without programming code (Khasanah & Rusman, 2021). Since Smart Apps Creator may be opened from anywhere and does not require an internet connection, it can be utilized as a substitute technique for offline learning (Sagala & Simanungkalit, 2022). This application is an application that can create a simple application that can be installed by users on their respective cell phones. In this application, the creator can display materials, videos, and also quizzes. This application can be downloaded by students to their cell phones.

In the experience of the teaching and learning process, according to teacher observations, many students are inactive, do not want to ask questions, and are passive in the classroom. The lack of mastery of vocabulary and grammar also makes students weaker in speaking. Based on these facts, it is necessary to seek appropriate learning methods, models, or media in accordance with the student's development.

From the results of observations made by researchers, data obtained that for students' English-speaking skill difficulties experienced by students are: 1) Lack of vocabulary; 2) Less grammar understanding; 3) Feeling anxious or hesitate to make mistakes; and 4) Lack of interest of students to learn speaking in English. Therefore, the researcher needs to adjust the learning activities to the student's abilities and the constraints found.
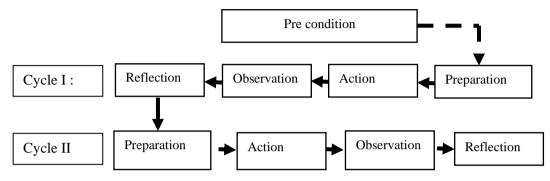
To overcome the above conditions, the researcher tries to make changes in teaching, namely by using Smart Application Creator (SAC) media to improve students' speaking ability. This research addresses the following research questions:

1) How is the students' attitudes in speaking class taught by using Smart Application Creator (SAC) ?
2) Can Smart Application Creator (SAC) learning media improve student's speaking ability?

RESEARCH METHOD

a.   Research Design

This research uses a type of class action research. includes four stages, namely: (1) planning, (2) action, (3) observation and (4) reflection. Researchers design class actions that will be carried out to make it easier to understand. Initial condition data in the form of learning outcomes that are less than optimal was followed up in the first cycle. If the results of learning activities in cycle I have changed but have not yet reached the performance indicators, then learning activities are improved in cycle II so that attitudes and learning outcomes reach the planned performance indicators. The design of this research is as follows:

Picture 3.1. Classroom Action Research Design

b. **Setting**

This research was conducted at SMP N 1 Trangkil, which is located in Ketanen Sub-district, Trangkil District, Pati Regency. This school has 26 classes: class VII is 9 classes, class VIII is 9 classes, and class IX is 8 classes. The research was conducted on students of class VII B in the odd semester of the 2022/2023 academic year. In that semester, class VII B was taught several basic competencies related to the material. In this study, currently, the researcher also teaches the class and has sufficient time to carry out the research.

The implementation of this research took approximately three months from April to June, from preparation, implementation, and reporting activities. Three weeks in April were used for preparation, one week in May, four weeks in May plus one week in June were used for cycle I and cycle II research, and three weeks in June were used to compile research reports. The implementation schedule is as follows:

Table 3.1. Research Schedule

No	Activity	April				May				June			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Preparation	X	X	X	X								
2	Cycle I												
	* Lesson 1					X							
	* Lesson 2						X						
	* Analysis							X					
3	Cycle II												
	* Lesson 1								X				
	* Lesson 2									X			
	* Analysis										X		

| 4 | Reporting | X | X |

c. **Subject of the Research**

The research subjects in this class action research were students of class VII B SMP N 1 Trangkil in the 2022/2023 academic year. Class VII B consists of 33 students. The researcher took the subject because based on the results of the observations that the researcher made, the level of competence in understanding the Speaking Self Introduction material was still low, namely only 56, 25.

Based on this fact, the researcher conducted research to improve learning and increase students' competence in Speaking Self Introduction for students in Class VII B SMP N 1 Trangkil in the 2021/2022 academic year.

d. **Instrument of the Research**

The instruments used in this study consisted of:

1. Observation sheet

This instrument is used to take data on the assessment of students' learning attitudes to learning English Basic Competencies Speaking Self Introduction by using Smart Application Creator (SAC) media. Learning attitude assessment data includes six aspects including aspects; (1) confidence, (2) responsibility, (3) discipline, (4) tolerance, (5) honesty, (6) mutual cooperation.

2. Practical test

This instrument is used to measure the learning outcomes of students against Speaking Self-introduction competencies using Smart Application Creator (SAC) media.

e. **Data Collection**

The data collection techniques in this study are:

1. Observation

Observation is carried out directly during learning takes place starting from cycle I to cycle II. The implementation of the observation is based on the indicators in the learning implementation observation sheet that have been determined.

2. Practice test

Practical tests are carried out to measure the competence of students speaking Self Introduction. Aspects of assessment of Speaking Self Introduction competency tests in this study include: fluency, accuracy, intonation, pronunciation, aspects of attitude, and behavior. The implementation of the test starts from cycle I until the end of cycle II.

f. **Data Analysis**

1. Learning Attitude Data Analysis

Qualitative data is obtained from observations of students' learning attitudes in learning activities. The attitude and learning outcomes of students can be analyzed in a ways:

a. Giving scores to the six aspects of attitude with a range of 1 to 4 for each aspect.

b. Calculating the total score of each aspect of attitude to obtain the learning attitude value of students

c. Calculating the attitude value to determine its development with the formula

$$\text{Attitude Score} = \frac{\text{Acquisition score}}{\text{Maximum score}} \times 100$$

d. Classifying the average value of students' learning attitudes with the guidelines of the table below.

Table 3.2. Guidelines for Qualifying Learning Attitude Values

No.	Range	Qualification
1	91 - 100	Very good
2	76 – 90	Good
3	61 – 75	Fair
4	51 – 60	Less
5	0 - 50	Poor

e. Calculate the average difference in attitude scores between cycles to determine the improvement.

g. Learning Outcome Data Analysis
    a. Scoring the five aspects with a range of 0 to 20.
    b. Calculating the number of scores obtained
    c. Calculating the final score by dividing the acquisition score by the maximum score multiplied by 100.

$$\text{Total Score} = \frac{\text{Acquisition score}}{\text{Maximum score}} \times 100$$

d. Classify the average value of student learning outcomes with the guidelines of the table below.

Table 3.3. Guidelines for Qualifying Learning Outcome Values

No.	Range	Qualification
1	91 - 100	Very high
2	76 - 90	High
3	61 - 75	Medium
4	51 - 60	Low
5	0 - 54	Very low

RESULTS AND DISCUSSION

A.   Students' Attitudes in Speaking Class Taught by Using Smart Application Creator (SAC)

The results of data analysis related to the seventh-grade students' attitudes of SMP N I Trangkil in speaking class taught Smart Application Creator (SAC) show that   Smart Application Creator (SAC) media is able to invite students to be active in learning activities both in discussion and question and answer activities. The activities of discussion, question and answer, and assignment of the Self Introduction practice test increasingly foster a sense of responsibility, discipline, mutual cooperation, self-confidence, tolerance, and honesty.

It can be seen from the learning attitudes score in cycle 1, cycle 2, and cycle 3. The learning attitude score of students increased from cycle I to cycle II respectively, namely 71.55 in the moderate category to 88.8 in the good category. The percentage of the acquisition value

of the number of students who have achieved good qualifications for attitude scores for each cycle has increased by 66.7%. The percentage of the acquisition value of the number of students who have not achieved good qualifications for attitude scores for each cycle has decreased by -66.7%.

B.   Students' Speaking Achievement Taught by Using Smart Application Creator (SAC)

This research reveals that the use of Smart Application Creator (SAC) can increase the speaking ability of the seventh-grader students of SMPN I Trangkil.

It can be seen from the results of the speaking test at Cycle 1, Cycle 2, and Cycle 3. The average learning outcomes of students increased from initial competence to the implementation of cycle II successively, namely (60), (72), (88). The percentage of the number of students who achieved learning completeness increased successively, namely (4.8%), (56.25%), (87.5%). The percentage of students who have not reached learning completeness decreases successively, namely (95.2%), (43.75%), (12.25%). At the end of the implementation of cycle II there were still 4 students who had not reached learning completeness, but the average value of learning outcomes had increased.

The results of the study confirm the study conducted by Khoirudin et al (2021) which found that Smart Apps Creator can improve student learning outcomes in Biology. It is also in line with the study done by Puspitasari et al (2022) which demonstrates the high effectiveness of learning facilitated by the SAC (Smart Apps Creator) medium. The majority of the learning process is enjoyable, simple to comprehend, useful, and engaging. Moreover, the student's learning achievement is also increasing.

CONCLUSION

Based on the results of the analysis and discussion, it shows that learning Speaking Self Introduction with Smart Application Creator (SAC) media for students of class VII B SMP N 1 Trangkil is able to provide an increase in the attitude and learning outcomes of students. The improvement is known after the learning process of cycle I to cycle II. In cycle I, the average value of students' learning attitudes was 71.55 with sufficient qualifications, in cycle II the average value of students' learning attitudes became 88 with good qualifications. The percentage of the acquisition value of students' learning attitudes in learning activities from cycle I to cycle II for students who have achieved a good attitude value of 66.7%, and students who have not achieved good qualifications of -66.7%.

The increase in students' learning outcomes from initial conditions to cycle II respectively with an average value of learning outcomes of 60, 72, 88. The percentage of the acquisition value of students who reached the completeness of learning outcomes from initial conditions to cycle I was 56.25% and cycle I to cycle II was 31.25%. The acquisition value of students who have not reached learning completeness from initial conditions to cycle I is -57.1% and cycle I to cycle II is -31.5%.

Therefore, from the results of this class action research, it can be concluded that: "The learning outcomes of Speaking Self Introduction for students of class VII B SMP N 1 TRANGKIL in the 2022 / 2023 academic year can be improved with Smart Application Creator (SAC) media."

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