# Using Free4talk Application to Improve Students' Speaking Skill

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| KEYWORDS | ABSTRACT |
|---|---|
| | This research aims to investigate the difficulties sixth-grade elementary school students face in improving speaking and the effectiveness of utilizing the Free4talk application in improving their speaking skills. Identified issues include lack of time for English practice, feelings of embarrassment lack of confidence in pronunciation, and limited vocabulary in English. This research used a pre-experimental method with a purposive sampling technique. The research was conducted on grade 6th students at SD Al Furqoon in the Academic Year of 2023/2024, with a total sample are 22 students. The research instruments to collect the data included a questionnaire, pre-test, post-test, and observation. Identified issues include lack of time for English practice, feelings of embarrassment lack of confidence in English pronunciation, and limited vocabulary in English. This is evident from the F value of 1.286 and sig=0.000, which means <0.05, this implies that there is an influence from the implementation of the Free4talk application on language speaking skills. For the second question, the researcher found the formula $d(f) = n-2$, resulting in a calculated $d(f)$ value of 20 and the result of testing the variables of Free4talk application implementation (X) and improvement of speaking skills (Y) above supported by Cronbach's Alpha values generated successively of 0.737 and 0.819. The findings indicate a significant improvement in students's speaking skills after using the Free4talk application. Statistical analysis reveals a significant value indicating a meaningful impact of implementing the Free4talk application on students' language-speaking skills. In conclusion, the utilization of the Free4talk application in enhancing the speaking skills of sixth-grade elementary school students is quite effective. This suggests that the application can be a beneficial tool in English language learning at the elementary level.<br><br>Keywords: Experimental method, Free4talk application, Students's speaking skills |

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## Introduction

English is a language used by students and people for communication. The communication is indispensable. Speakers utilize words when narrating something to someone and utilize language for their objectives. The primary aim of English language education is to provide students with the ability to utilize the English language proficiently and precisely in communication (Davies & Pearse, 2000).

Many sixth-grade primary school students have found it challenging to practice speaking English, both inside and outside the classroom, due to limited practice time. This lack of experience has made them self-conscious and insecure about their ability to pronounce English words correctly. Additionally, many of these students are still building their English vocabulary. In class, teachers often encourage students to speak English or participate in role-playing exercises to help them learn new terms. One of the applications that can be accessed by teachers to support the learning process is Free4talk application.

Free4talk application is useful for speaking English, Free4talk is a revolution of global communication; this app offers limitless possibilities, connecting users worldwide without borders or fees. The Free4talk application is an unrestricted language exchange platform that allows learners to connect with individuals from various linguistic backgrounds to practice one or more shared target languages. Accessing the Free4talk application is easy, first, can help educators enhance their teaching skills through improved instructional methods. For learners, it can refine oral skills and boost motivation to learn English, especially in speaking. Users can install and log in to the application using their e-mail addresses.

## LITERATURE REVIEW
### *Speaking*

Speaking or verbal communication constitutes a profoundly intricate and ever-changing capability entailing the coordination of numerous concurrent operations – cognitive, physiological, and socio-cultural. Burns & Joyce (1997) and Luoma (2004) delineated speaking as an interactive procedure of forming significance, which encompasses generating, accepting, and processing information. Activation of a speaker's knowledge and abilities must occur swiftly in real-time scenarios (Burn, 2012). According to Gate

(2003),verbal communication is a proficiency deserving equal consideration to written expression, in both primary and secondary languages. This skill enables individuals to articulate their feelings and discern appropriate expressions.

*Teaching and Learning Speaking*

For teaching speaking, an educator must use an optimal approach and strategy to ensure students' understanding. Lubis et al. (2018) hypothesized that employing appropriate pedagogical techniques significantly impacted the enhancement of student achievement. The pedagogical approach ought to be grounded in adapting students to novelty, collaboration, troubleshooting, and originality. As an educator, it is imperative to ensure that students understand that effective speaking skill entails mental or social processing, encompassing linguistic, interactive, and informational processing.

To learn speaking, language learners occasionally assess their language learning achievements by gauging the enhancement of their verbal communication skills. Certain individuals have exhibited robust capacities for rapid learning, whereas others have required years to achieve similar proficiency. Haley and Rentz (2002), Bernat and Gvozdenko (2005), and Ballantyne et al. (2008) have concurred that language learners necessitate immersion in English-abundant surroundings and robust motivation for achievement. Numerous hypotheses have been proposed for inexperienced language acquirers; nevertheless, amidst these, it appears that the extent of linguistic milieu immersion, incentive, and aim of language acquisition are the overarching factors to be examined (Harmer, 2003; Kenworth, 1987; Oxford, 1990).

*Media*

Masykur (2016), states that media encompass all entities capable of transmitting messages from the sender to the recipient, thereby stimulating students' cognition, emotions, abilities, and focus, facilitating the learning process. Hence, engendered heightened engagement and discernment among media consumers, who will inevitably exhibit greater expectations in subsequent times. Harris, Mishra, & Koehler (2009) assert six categories of media as outlined below: Drawing or drawing lecturer modes, still image, audio recording, motion pictures and TV, real objects, simulations, models, and programmed and computer-assisted instructions. All teachers have needed media to teach when teaching inside or

outside the classroom. The media have been one of the instruments that facilitated the teaching-learning process. Latuheru (1998) has indicated that there exist three types of teaching media: auditory media, optical media, and audio-visual media. Consequently, selecting a medium for instructional purposes within the classroom setting has been of paramount significance.

*Free4talk Application*

Free4talk is one of the applications that can help users improve their speaking skills. This platform is easy to access, free, and can be accessed through any internet browser. There are several levels that users can choose: beginner, advanced, and any other level, and then users can directly talk to people on video calls. Users activate the camera feature and a microphone to talk in English with people from all over the world. The design is like a video call that will make the user feel free and more confident to talk about anything, the students will become independent learners and feel more interested to learn about speaking.
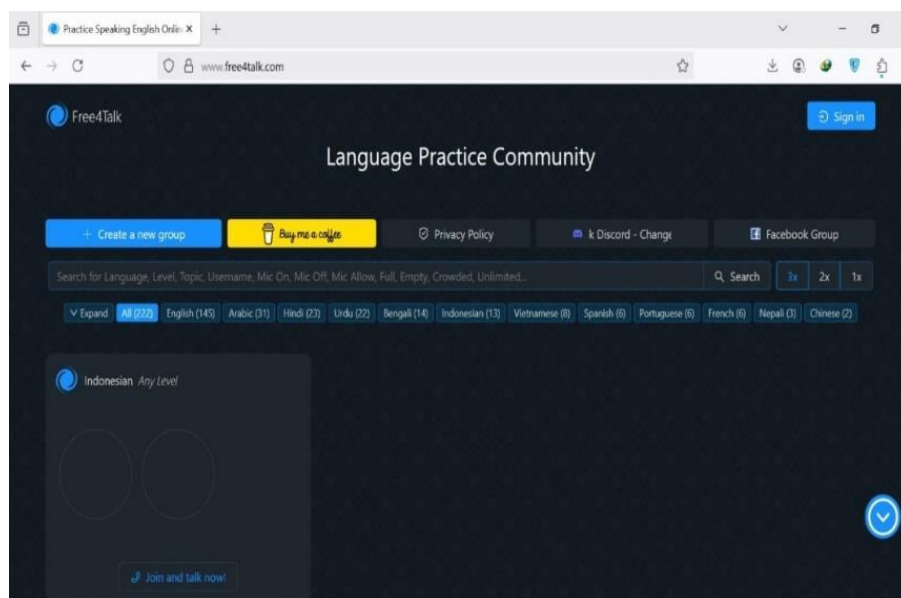


Figure 1. Free4talk application

## Method

In this research, the researcher employed an experimental method. The researcher used one group of pre-test and post-test design focusing on the improved speaking skills, especially vocabulary and pronunciation, through the Free4talk application. Using pre-tests and post-tests is more effective in achieving teaching goals in a lecture setting than a post-

test-only design (Mokkapati, 2018) . The researcher did 1 pre-test, 4 treatments, and 1 post-test. One class will be selected from the population, namely the experimental class using random sampling. For the research setting, This research has been conducted at SD IT Al Furqoon, located at Jl. Raya Baturraden Timur, Desa Gandatapa RT 06 RW 06, Kecamatan Sumbang, Kabupaten Banyumas. The researcher chose this location based on observations as a teacher, indicating that the students' speaking skills were still lacking.

The methodology for data gathering in this study employs quantitative data (numerical-based). Quantitative data used pre-test, post-test, and questionnaire. Arikunto (2006) states that a "test is a series question, exercise or other means which are used to measure the skill, knowledge intelligence, ability or talent that have by individual or group". After the data has been collected by the researcher, the results are analyzed until valid data are obtained by the researcher. As per Ary et al. (2010), Quantitative investigation employs impartial measurement to collect numerical data which are employed to tackle queries. The reliability test in this research used Cronbach's Alpha approach, and the sample size is 22 students

## Results

In this research, the researcher found this section a more detailed from reliability and validity first. In validity testing, the number of students examined in this study is 22 individuals, based on the formula $d(f) = n-2$, resulting in a calculated $d(f)$ value of 20. By utilizing a confidence level of 95%, the critical r-value and significance level of 0.05 for df (20) are obtained as 0.3598.

Table 1. Reliability Testing

| Variable | Score of Cronbach's Alpha | Description Reliability |
|---|---|---|
| Implementation (X1) | 0.737 | Reliabel (*Cronbach's Alpha* > 0,6) |
| The skill (X2) | 0.819 | Reliabel (*Cronbach's Alpha* > 0,6) |

For the reliability testing, employs Cronbach's Alpha technique with a sample size of 22 students. The results of testing the variables of free4talk application implementation (X) and improvement of speaking skills (Y) above show Cronbach's alpha values generated successively of 0.737 and 0.819, or it can be said that the reliability test value > 0.06. It can be concluded that the instruments in the questionnaire are deemed reliable.

Table 2. Frequency Distribution of Item the First Dimension

| Very limited vocabulary makes comprehension quite difficult | | | | |
|---|---|---|---|---|
| | | Amount | Percent (%) | Mean |
| Valid | 1 (Unsatisfactory) | 1 | 4.54 | 4.04 |
| | 2 (Fair) | 0 | 0 | |
| | 3 (Satisfactory) | 4 | 18.1 | |
| | 4 (Good) | 9 | 40.9 | |
| | 5 (Very Good) | 8 | 36.3 | |
| | Total | 22 | 100 | |

For the result of descriptive analysis of variable X is 1 student (4.54%) was deemed unsatisfactory, 0 students (0%) were rated fair, 4 students (18.1%) were assessed as satisfactory, 9 students (40.9%) were rated good, and 8 students (36.3%) were rated very good for the aspect Very limited vocabulary makes comprehension quite difficult. For the second statement of the vocabulary dimension, the result is indicate that 0 students (0%) were deemed unsatisfactory, 0 students (0%) were fair, 2 students (9.09%) were deemed satisfactory, 8 students (36.3%) were deemed good, and 12 students (54.5%) were deemed very good regarding the aspect of frequent use of wrong speech limited to simple vocabulary.

Table 3. Significance Test (T-test)

**Coefficients<sup>a</sup>**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 18.689 | 6.770 | | 2.760 | .012 |
| | implementasi aplikasi free4talk | .299 | .264 | .246 | 1.134 | .031 |

a. Dependent Variable: skill berbicara bahasa

Based on T-test, from the coefficients table above, it can be observed that individually or partially, the interest variable has a t-value of 1.134 with a significance of 0.031. This indicates that since the significance is < 0.05, there is a significant influence between the implementation of the free4talk application and speaking language skills.

Table 4. F-Test

**ANOVA<sup>a</sup>**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 16.605 | 1 | 16.605 | 1.286 | .000<sup>b</sup> |
| | Residual | 258.168 | 20 | 12.908 | | |
| | Total | 274.773 | 21 | | | |

a. Dependent Variable: skill berbicara bahasa

b. Predictors: (Constant), implementasi aplikasi free4talk

Based on F-test, the ANOVA table above, an F value of 1.286 and sig=0.000 was obtained, indicating significance (< 0.05). Thus, it can be stated that the regression equation model based on the research data is significant. This means there is an influence of implementing the free4talk application on speaking skills in the language.

Table 5. Model Summary

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|---------------------------|
| 1 | .246[a] | .604 | .013 | 3.59282 |

a. Predictors: (Constant), implementasi aplikasi free4talk

The Model Summary table above displays the R values, which symbolize the correlation coefficient. In the results above, the correlation value is 0.246. This value can be interpreted as indicating a strong relationship between the two research variables. The Model Summary table also provides the R Square value of 0.604, suggesting that the Implementation of the free4talk application (X) variable contributes significantly, accounting for 60.4% influence on the speaking language skill variable (Y). The remaining 39.6% is influenced by factors outside of variable X that were not investigated in this study.

## Conclusion

The utilization of the free4talk application in enhancing students' speaking skills is quite effective. This is evident from the F value of 1.286 and sig=0.000, which means < 0.05. This implies that there is an influence from the implementation of the free4talk application on language speaking skills.

Based on the findings, students' speaking skills significantly improved after using free4talk application. The number of students examined in this study is 22 individuals, based on the formula d(f) = n-2, resulting in a calculated d(f) value of 20. By utilizing a confidence level of 95%, the critical r- value and significance level of 0.05 for df (20) are obtained as 0.3598. The results of testing the variables of free4talk application implementation (X) and improvement of speaking skills (Y) above supported by Cronbach's alpha. Values generated successively of 0.737 and 0.819, or it can be said that the reliability test score value is > 0.06. It can be concluded that the instruments in the questionnaire are deemed reliable.

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