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THE EFFECT OF THE SPEAK PAL APPLICATIOAN ON STUDENTS' SPEAKING SKILL

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Abstract: This research investigated the effect of the Speak Pal application on students' speaking skill at eleventh grade of MAN 3 Pandeglang in the academic year 2026/2027. Using a quantitative quasi-experimental design, 60 students were selected and divided into an experimental class (XI-A) and a control class (XI-B), with 30 students in each class. The research instrument was a speaking test administered as a pre-test and post-test to assess students' speaking performance. The experimental class was taught using the Speak Pal application, while the control class was taught using the Cake application. The data were analyzed using SPSS 25.0. The descriptive results showed that the experimental class's mean score increased from 30.57 in the pre-test to 75.70 in the post-test, while the control class's mean score increased from 30.03 to 61.37. The normality and homogeneity tests indicated that the data met the requirements for statistical analysis. The paired samples t-test showed a significance value of $0.000 < 0.05$, indicating a significant difference between the pre-test and post-test scores. The result revealed that the Speak Pal application had a significant effect on students' speaking skills. Therefore, Speak Pal can be considered an interactive learning application to support students in developing their English-speaking skill.

Keywords: speak pal application, speaking skill, quasi-experimental research, english language learning.

INTRODUCTION

Language is more than a system of verbal and written communication; it is also a multimodal means of interaction involving speech, gestures, visual expressions, and other forms of communication. In education, language competence is not only an instructional goal but also an important means of acquiring knowledge, developing critical thinking, and participating effectively in academic and social activities. Language proficiency generally consists of four interconnected skills: listening, speaking, reading, and writing. Among these skills, speaking is considered one of the most important yet challenging productive skills for English as a Foreign Language (EFL) learners because it requires students to use vocabulary, grammar, pronunciation, fluency, and communication strategies simultaneously in real-time interaction.

Speaking plays an important role in English learning because it provides students with a direct means of communicating their ideas, opinions, and feelings. However, speaking is also considered one of the most difficult language skills because students need to process language in real time while

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maintaining fluency, accuracy, and meaning under communicative pressure (Novari & Delano, 2025). In the context of global communication, speaking ability is increasingly important for both academic and social interaction. Brown (2004) describes speaking as a productive skill that can be directly observed and assessed. Therefore, students need continuous practice and appropriate learning strategies to develop their speaking performance.

According to Brown (2004), speaking consists of several important components, namely pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation enables students to produce understandable sounds, grammar helps them construct accurate sentences, vocabulary provides appropriate word choices, fluency supports smooth speech delivery, and comprehension enables students to understand and respond appropriately during communication. Weaknesses in one or more of these components can affect students' overall speaking performance. Consequently, speaking instruction needs to provide students with sufficient opportunities to practice these components in meaningful communication. However, preliminary observations at MAN 3 Pandeglang indicated that the speaking ability of eleventh-grade students was lower than their writing ability. Students generally performed well in written activities but experienced difficulties when they were required to express their ideas orally. The English teacher also reported that students' speaking abilities were weaker than their writing abilities. Although students could complete written assignments, they often struggled to explain their ideas verbally. This situation indicated an imbalance between students'

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Sanjaya, B., & Hidayat, W. (2022). Student speaking skill assessment: Techniques and results. International Journal of Evaluation and Research in Education, 11(4), 1741-1748.ral English abilities.

Another problem identified was students' lack of confidence in speaking English. Many students felt nervous, shy, and afraid of making mistakes when speaking. One student stated that the main obstacle in speaking English was a lack of confidence because of the fear of making mistakes. This condition is consistent with (Nayyef et al. (2023), who reported that speaking anxiety significantly affected students' speaking performance, with more than 60% of students experiencing anxiety during speaking activities. Such anxiety can prevent students from actively participating in classroom speaking activities and limit their opportunities to practice English.

In addition, limited classroom time became another challenge in developing students' speaking skills. English lessons had limited instructional hours, while teachers needed to divide classroom time between explaining learning materials and conducting assessments. Consequently, only limited time was available for students to practice speaking. This problem could become more noticeable in larger classes because not all students could participate equally in speaking activities. (Ramasari and Ardayati, (2025) reported that insufficient practice time could reduce students' active engagement in speaking sessions to less than half.

The use of less interactive learning media also contributed to the problem. Speaking activities mainly relied on textbook dialogues and written exercises, which could make students less active and provide limited opportunities for authentic communication. The English teacher at MAN 3 Pandeglang stated that speaking practice mostly used textbook dialogues, resulting in students having limited real communication experience. This condition indicates the need for more interactive learning media that can provide students with opportunities to communicate and practice English beyond conventional classroom activities. (Herliandry and Suban (2020) found that interactive digital media could increase student engagement compared with traditional learning methods.

To address these problems, the Speak Pal application can be considered an alternative technology-based learning

medium for developing students' speaking skills. According to Emecen and Sarıçoban (2023), Speak Pal is an application that enables users from different countries to communicate online and practice speaking. Through direct interaction, the application provides learners with opportunities to use English in communication and may help reduce anxiety when speaking. It also provides students with opportunities to practice independently beyond the limited classroom learning time.

Therefore, the problems identified at MAN 3 Pandeglang, including weaknesses in speaking components, lack of confidence, limited opportunities for speaking practice, and the use of less interactive learning media, indicate the need for an alternative learning medium. The Speak Pal application offers opportunities for students to engage in direct communication and practice English speaking through technology-based interaction. Based on these considerations, this study investigates the effect of the Speak Pal application on the speaking skills of eleventh-grade students at MAN 3 Pandeglang.

METHOD

This study employed a quantitative quasi-experimental research design to investigate the effect of the Speak Pal application on students' speaking skills. The research was conducted at MAN 3 Pandeglang and involved eleventh-grade students. Two classes were selected as the research participants: Class XI-A as the experimental class and Class XI-B as the control class, with 30 students in each class. The experimental class received treatment using the Speak Pal application, while the control class received learning using the Cake application. Both classes were administered a pre-test before the treatment and a post-test after the treatment to measure changes in students' speaking performance.

The instrument used in this study was a speaking test designed to measure students' speaking performance. The assessment focused on several components of speaking ability, including fluency, vocabulary, grammar, pronunciation, and comprehension. The pre-test was administered to determine students' initial speaking ability, while the post-test was conducted to determine their speaking performance after the treatment. The scores obtained from both tests were subsequently analyzed quantitatively using SPSS 25.0.

The data analysis consisted of several stages. First, a normality test was conducted using the Shapiro-Wilk test to determine whether the data were normally distributed. Second, a homogeneity test was conducted to determine whether the variances of the experimental and control groups were homogeneous. The results showed that the significance values of the normality tests were greater than 0.05, indicating that the data were normally distributed. The homogeneity test also produced significance values greater than 0.05, indicating that the data were homogeneous.

After the prerequisite tests were fulfilled, the researcher conducted a t-test using SPSS 25.0 to test the research hypothesis. The significance level was set at $\alpha = 0.05$. If the p-value was less than 0.05, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted, indicating a significant difference in students' speaking scores. The hypothesis testing results showed a significance value of $0.000 < 0.05$,

indicating a significant difference between students' pre-test and post-test speaking scores.

RESULTS AND DISCUSSION

The data analysis revealed that students who were taught using the Speak Pal application improved their speaking skills more than students in the control group. The experimental group's average score increased from 30.57 in the pre-test to 75.70 in the post-test, whereas the control group's average score increased from 30.03 to 61.37. As a result, the experimental group improved by 45.13 points, whereas the control group improved by 31.34. The experimental group's paired samples t-test revealed a significant difference in pre-test and post-test scores (p-value 0.000 < 0.05). As a result, Ha was accepted while Ho was refused. This shows that there was a substantial difference in students' speaking scores before and after using the Speak Pal application.

The statistics revealed that using the Speak Pal application significantly enhanced pupils' speaking abilities. The bigger increase in the experimental group's mean score indicated that students who used Speak Pal advanced faster than those in the control group. This enhancement could be attributed to the chance given by Speak Pal for students to practice English thru direct communication and spontaneous interaction. This program provided students with opportunity to use English in meaningful communication rather than simply practicing speaking in traditional classroom activities.

The experimental group's progress can be attributable to many Speak Pal application components. First, students were given opportunities to practice communicating directly with other English speakers, which encouraged them to utilize English naturally. Second, the application allowed students to practice real-time communication skills such as fluency, vocabulary, grammar, pronunciation, and comprehension. Third, consistent speaking practice allowed students to grow more comfortable conversing in English and encouraged them to communicate their thoughts with more confidence. These activities gave students more opportunities to practice speaking than they would have had in traditional classroom settings.

In comparison, the control group's speaking scores improved from 30.03 to 61.37, but the rise was less than that of the experimental group. This development demonstrated that traditional learning methods might still help pupils enhance their speaking abilities. However, the smaller rise indicated that students in the control group had fewer opportunities for spontaneous and real conversation than students who used Speak Pal. As a result, the adoption of an interactive speaking application gave students more opportunities to practice English in communicative scenarios.

The findings also lend support to the premise that technology-assisted language learning might give students significant opportunity to practice speaking. Speak Pal enabled students to interact and speak in English, potentially encouraging them to become more active in the target language. The opportunity to connect with multiple partners may also expose pupils to other methods of speaking English and inspire them to respond spontaneously during conversations.

In conclusion, the Speak Pal application had a positive and

considerable impact on pupils' speaking abilities. The experimental group's mean score increased from 30.57 to 75.70, outperforming the control group's gain from 30.03 to 61.37. The paired samples t-test revealed a significant difference between the experimental students' pre-test and post-test scores (p-value = 0.000 < 0.05). Thus, the hypothesis that the Speak Pal application had a significant influence on pupils' speaking skills was accepted.

Tabel 1. Speaking Score of Experimental Class and Control Class

Experiment Class				Control Class		
No	**Respondence**	**Pre-Test**	**Post-Test**	**Respondence**	**Pre-Test**	**Post-Test**
1	Sp1	31	65	C1	24	58
2	Sp2	37	84	C2	26	73
3	Sp3	26	69	C3	27	60
4	Sp4	43	73	C4	28	50
5	Sp5	28	74	C5	29	45
6	Sp6	35	70	C6	30	67
7	Sp7	31	65	C7	30	63
8	Sp8	25	80	C8	31	54
9	Sp9	27	90	C9	24	52
10	Sp10	34	90	C10	33	62
11	Sp11	28	78	C11	25	64
12	Sp12	32	82	C12	30	72
13	Sp13	29	70	C13	35	69
14	Sp14	35	81	C14	36	58
15	Sp15	28	72	C15	37	59
16	Sp16	30	75	C16	38	58
17	Sp17	41	81	C17	38	61
18	Sp18	30	66	C18	39	78
19	Sp19	33	79	C19	30	64
20	Sp20	27	85	C20	30	66

21	Sp21	27	84	C21	30	68
22	Sp22	36	73	C22	32	55
23	Sp23	33	81	C23	30	58
24	Sp24	30	64	C24	30	55
25	Sp25	20	74	C25	27	68
26	Sp26	24	78	C26	23	69
27	Sp27	37	66	C27	33	57
28	Sp28	24	74	C28	21	65
29	Sp29	26	87	C29	24	52
30	Sp30	30	61	C30	31	61
Total		**916**	**2271**	**Total**	**901**	**1842**

CONCLUSION

Based on the data analysis and discussion given in Chapter IV, we can derive the following conclusions: Speaking is a crucial part of English language learning. The Speak Pal application allows students to practice English speaking thru interactive communication. Based on the analysis and data collecting, it is possible to conclude that the use of the Speak Pal application had a substantial impact on the speaking skills of eleventh-grade students at MAN 3 Pandeglang during the 2026/2027 academic year. The study featured 60 students, divided into two classes of 30 each. Class XI-A was the experimental class, taught using the Speak Pal application, and Class XI-B was the control class, taught using the Cake application. Both groups received pre-tests and post-tests.

According to the descriptive statistics, the experimental class had an average pre-test score of 30.57 and an average post-test score of 75.70. Meanwhile, the control class had an average pre-test score of 30.03 and an average post-test score of 61.37. The results showed that all students increased their speaking scores, but the experimental class improved more after receiving treatment with the Speak Pal app. The hypothesis test yielded a significant p-value of 0.000 (p-value < 0.05) for the experimental class. As a result, Ho was rejected, whereas Ha was admitted. This shows that there was a substantial difference in students' speaking scores before and after using the Speak Pal app. The paired samples test yielded a mean difference of -45.133, t-value of -25.632, df = 29, and p-value of 0.000.

As a result, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected. After analysing the data, the researcher determined that "there was a significant effect of the use of the Speak Pal application on students' speaking skills at the eleventh grade of MAN 3 Pandeglang."

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