

The Effect of Goga Application on Students' Speaking Ability

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ABSTARCT

This research aimed to find The Effect of Goga Application on Students' Speaking Ability. Goga is the application to learn English language, Goga have speaking, listening, and vocabulary arena to explore, with the friendly user interface for students. Technologies make teacher should think out of the box using media in learning progress, Goga have AI tutor makes students can repeat the content in the application to practice more. This research employed a quantitative approach with an experimental research design to collect data. The sample of this research used class VIII-A and VIII-B at SMP Imelda Medan, Consists of 30 students as the control and the experimental class. The data that obtained from test analyzed by using SPSS 26 version. The result of this research showed that the mean score of post-test was 66,5 in control class while the mean scores of post-test in experimental class is 84,3. Based on the criteria of hypothesis test that if sig. 2 tailed (p) was lower than alpha (α) 0,05, the H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. It showed that there is a significant effect of Goga Application on Students' Speaking Ability.

Keywords : Goga Application, Speaking Ability

ABSTRAK

Penelitian ini bertujuan untuk menemukan Pengaruh Aplikasi Goga terhadap Kemampuan Berbicara Siswa di Kelas Delapan SMP Imelda Medan. Goga adalah aplikasi untuk belajar bahasa Inggris, Goga memiliki arena berbicara, mendengarkan, dan kosa kata untuk dijelajahi, dengan tampilan yang ramah untuk siswa. Teknologi membuat guru harus berpikir out of the box menggunakan media dalam kemajuan pembelajaran, Goga memiliki tutor AI membuat siswa dapat mengulang konten dalam aplikasi untuk lebih banyak berlatih. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian eksperimental untuk mengumpulkan data. Sampel yang digunakan adalah kelas VIII-A dan VIII-B SMP Imelda Medan, 30 siswa sebagai kelas kontrol dan 3 siswa sebagai kelas eksperimen. data yang diperoleh dari uji analisis dengan menggunakan SPSS versi 26. Hasil penelitian ini menunjukkan bahwa nilai rata-rata post-test adalah 66,5 di kelas kontrol sedangkan nilai rata-rata post-test di kelas eksperimen adalah 84,3. Berdasarkan kriteria uji hipotesis bahwa jika sig. 2 ekor (p) lebih rendah dari alfa (α) 0,05, maka H_0 (Hipotesis Nol) ditolak dan H_a (Hipotesis Alternatif) diterima. Hal ini menunjukkan bahwa terdapat pengaruh yang signifikan dari Penggunaan Aplikasi Goga terhadap Kemampuan Berbicara Siswa

Kata Kunci : Aplikasi Goga, Kemampuan Berbicara

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1. INTRODUCTION

Speaking activity is a complex activity and is different from the other three aspects of language skills. It is because during speaking activities, a person not only expresses ideas and feelings to others, but furthermore speaking is a form of human behavior that utilizes physical, psychological, semantic, and linguistic factors. Nunan (2003) states that speaking is a productive skill which consists of producing systematic verbal utterances to express meaning. Speaking activities also utilize the muscles and tissues of the human body to support the intent and purpose of speaking.

Being a subject at the school in Indonesia, English is a subject that considered difficult for some students, the way to understand the word to write and to speak is the one of the factors that students are not able to speak.

Teaching speaking is an important part of the four skills that are highlighted to complement the four English abilities. Teaching speaking is currently faced with various obstacles that are difficult for

students to learn, in conventional teaching many speaking classes are monotonous and boring, and also low students' motivation to speak.

At SMP Imelda Medan, researcher found some problems that most of students that was learning speaking are difficult to produce the sound of words. The problems found when the researcher gave the assignment to record the conversation based on their book, there was still an error when they pronounced some words like "birthday" becomes "berday" and the stiffness in speech, they were not enjoying the conversation based on the book which seems to make them read rather than talk about the topic being presented. And it made them being a passive in English language and they also felt inferior when they are trying to speak in English. They even lag behind in following the teaching and this affects their ability to speak.

Technological improvements in the current era of globalization can be a fairly good means to provide convenience in finding more complete information and knowledge, and easier access to reach which can make students more interested in learning. Through technology, it is also easier for educators to carry out learning simulations, increasing the professionalism of educators so that they can produce quality of students. Technology has a role that is able to make the learning process effective and flexible. The existing technology will have more broad benefits and we will not only use it as entertainment, but we can also use it to access every learning using existing platforms properly and not stuttering about technology.

In addition to expanding internal vocabulary, imitating the way native speakers speak and improving pronunciation, using an application, can also make it easier to hone speaking skills. The four components above can be combined in one application available on the Google PlayStore, researcher use this media as a series to facilitate the accessibility of students who tend to be reluctant to practice the sentences they have learned. Last January, X3English of ficially launched the Goga Application as an English learning application for communication purposes. Goga is an English learning application that combines AI, Blockchain and gamification technologies. Where the goal is to find ways to learn languages that are innovative, simple and effective. AI (artificial intelligence) technology acts as a private tutor, accessing and correcting English pronunciation errors for learners. In particular, GOGA's AI technology is able to accurately measure pronunciation for each phoneme.

Relating to the problem statement above, the researcher states that objective of the study is to find out whether there is significant effect on students' speaking ability by using Goga Application or not at eight grade of SMP Imelda Medan.

There are many language learning applications outside there, but for the practical of this research the researcher limits on this study only use Goga Application to improve students' ability. For the topic on this research is about what sports they do this research. And the 8th grade students of SMP Imelda Medan act as a subject of this research.

The result of this research is expected to give important information for students through the results of this research, the researcher hopes by using Goga Application will give to students opportunity in improving their speaking ability to show what they have learned. Second for teachers through this research, the researcher hopes to introduce teachers in choosing learning media that can assist in obstacles while teaching and learning. Last other researchers through this research, the researcher hopes to encourage other researchers to explore various kinds of effective learning media so students can improve their ability in English skills especially in speaking.

2. LITERATURE REVIEW

A theory is needed to solve some of the concepts used in this research. When conducting research, we need a theory to explain some of the concepts we are studying or concepts that are used to be clarified in order to have the same perspective on the implementation field.

A. Definition of Speaking

Speaking is a language skill that develops in a child's life that is preceded by listening skills, and at this point speaking or learned speech is the ability to convey a message through the spoken language, in line with Tarigan (2008) argued that speaking is the ability to clearly

explain what is happening in mind and speak a series of words in a way that is acceptable to the audience.

Speaking is an absolute thing that every human being does. If they don't speak, they can't understand the language. Before people knew the language, they could only speak what they heard as said by Natsir (2016) Speaking is a skill that requires communicative processes, competence, pronunciation, intonation, grammar, and vocabulary improvement. It means speaking is connected to another skill.

Based on the experts' above, speaking is an ability that must be in harmony with the other three abilities, not only listening, reading and writing, students must also be able to communicate or express what they know.

B. Speaking ability

The ability to speak with language is the degree to which an individual masters the symbols and meanings of language. Language is essentially the utterance of human thoughts and feelings on a regular basis, which uses sound as a tool Depdiknas (in Putri, 2018)

Speaking is defined by Ladouse (in Nunan, 1991) argued as the ability to express oneself in a situation, or the ability to report acts or situations in precise words, or the ability to converse or express a sequence of ideas fluently.

According to communicative and pragmatic streams, speaking ability and listening skills relate strongly. Speaking ability requires minimal understanding from the speaker in shaping a sentence. In the context of communication, the speaker acts as the sender, while the recipient is the recipient of the news. The process of learning to speak will it becomes easy if learners are actively involved in communicating. Evaluation speaking ability are performed differently at each level. For example, at the elementary school level, the ability to tell, make speeches, and others can be used as a form of evaluation (Iskandarwassid, 2006:239)

The ability to speak is possessed by all human beings. But skills speaking in front of a crowd is not necessarily owned by everyone. The speaker must develop techniques for preparation, to compile the structure of speech, to transmit energy and vigor, as well as to capture and respond to listener interest. The basis of a conversation that effective is competent preparation. In this day and age everyone required to be skilled in speaking (Bill Scott, 1987).

From the description above it can be concluded that the ability of speaking is the possibility, capability, richness of speech of human thoughts and feelings through sound arbitrator, used to cooperate, interact, and identify themselves in good conversation.

C. Media

Media is often defined as a graphic, photographic, or electronic tool used to capture, process, and reorganize visual or verbal information during the learning process. Wati (in Suryadi : 2020) state that, media is all forms of tools used in the process of distribution or delivery of information.

The media are forms of communication, both printed and audiovisual and their equipment. The media can be manipulated, can be seen, heard, and read. In the world of media education it is interpreted as a component or physical tool that can stimulate students to learn NEA (in Pakpahan : 2020)

Learning media contains tools that are specifically used to convey the content of learning materials. According to Aqib and Amrullah (2019) learning media are used for learning and include teacher tools in education and means used by learning resources to send messages to learning recipients (students).

Sudjana and Rivai (in Dewi and Budiana, 2018) state, the basic concept of Learning media is the existence of teaching aids that are part of the learning environment optimized by teachers .

Can be conclude in (Dewi and Budiana, 2018) the basic concept of language learning media is a physical instrument, both hardware and software taken from a learning source and then with a learning strategy used by teachers to deliver material to learners in order to occur multidirectional interaction so that the purpose of language learning is achieved.

In general, the use of learning media is to improve the interaction between teachers and students and make learning activities more effective and efficient. Aqib and Amrullah state (2019) the benefits of learning media specifically as following:

- a. Delivery of learning materials can be equated
- b. Learning process more be clearly and interesting
- c. Learning process more be interactive
- d. Efficient in time and effort
- e. Improving the quality of student learning outcomes
- f. Enable the learning process can be implemented anywhere and anytime
- g. Media can foster the positives attitude of students towards the material and learning process
- h. Changing the role of teachers in a more positive and productive direction.

According to Kemp and Dayton (in Kustandi, 2020), Learning media can fulfill three main functions if the media is given to individuals, groups, or large groups, namely in terms of:

- (1) motivating an interest or action,
- (2) provide information, and
- (3) giving instructions

Levie and Lentz (in Kustandi 2020) state there are four functions learning media visuals as follows:

- a. The attention of visual media is the core, which attracts and directs students' attention to concentrate on the content of the lesson related to the visual meaning displayed or accompanying the text of the subject matter.
- b. The affective of visual media can be seen from the level of student enjoyment when learning (or reading) A Pictorial text. Visual images or symbols can arouse students' emotions and attitudes.
- c. The cognitive of visual media can be seen from research findings that reveal that visual symbols or images facilitate the achievement of goals to understand and remember information or messages contained in images
- d. Compensatory of Learning media can be seen from the results of research that visual media that provide context to understand the text helps students who are weak in reading to organize information in the text and remember it again.

D. Mobile Application

An application, also known as an application program or application software, is a computer software package that performs a specific function directly to an end user or possibly another application. Applications can be stand-alone or a group of programs. A program is a set of operations that an application performs on a user. in line with the mentioned by H.M Jogiyanto in (Fansury, 2021) define application is the use in a computer, statements or instructions are arranged in such a ripa, so that the computer can process input into output.

Applications vary in many ways, such as how they are built, the platform they run on, whether they are open source or proprietary, and the market they use. For example, mobile application developers write their code as native, web, or hybrid applications. These terms may also refer to desktop applications. Developers code native applications that run on specific hardware, such as cameras and GPS, in the same programming language as the underlying operating system.

A mobile application (or mobile App) is software application that runs on a mobile device (smart phone, tablet, iPod, etc.), and has an operating system that supports standalone software (Wang,Liao and Yang, 2013).

Fansury (2021) state the mobile application is an application that can be accessed on a mobile device and can connect to the internet, so that in its use the mobile application can be used anywhere and anytime.

There are several applications that students can use to study English. This application can be used for certain English skills, especially speaking. These applications can not only

learn speaking, but also vocabulary, grammar, pronunciation and many more with the help of language learning.

E. Goga Application

GOGA application is the first English learning application in Vietnam that combines AI, Blockchain and gamification technologies. It aims to get an innovative, simple, addictive and effective way of learning. On January 15, 2022, X3English, a leading Edtech unit in Southeast Asia, officially created Goga as an English language learning application for communication purposes. AI (artificial intelligence) technology acts as a personal tutor, accessing and correcting English pronunciation errors for learners. In particular, Goga's AI technology is able to accurately measure pronunciation for each phoneme. There are 3 types of features that are created that the learner feels the first two features: Arena (English game) and Pronun (pronunciation course). Goga Arena and Goga Pronun.

Technologies created to facilitate users such as Block chain can enable users to experience an unprecedented feature learning to acquire virtual items and crypto currencies. Goga divides the route of practicing English into reward-earning tasks, where students can have the opportunity to hunt for virtual currency and items to exchange in the Goga Marketplace.

Goga has also optimized gamingfication methods into learning programs, providing users with an English learning experience such as playing video games. Features such as: personalization of character journeys (role-playing games), ranking with classmates (MOBA games), challenges with countdowns, Awards, item exchange, avatar building (quiz games) are designed into the curriculum in a logical and comprehensive way. David says all English learning apps aim to help users optimize the experience and fully improve their foreign language skills.

Of the hundreds of applications available on the marketplace apps market, Goga as a newcomer English learning application, offers a fresh and new concept where this application combines aspects of "practicality" and "interest", through educational games with incentive prizes for its users.

Goga Arena, including Speaking Arena (pronunciation game), Vocab Arena (vocabulary game), Listening Arena (listening game), here learners will combat their pronunciation, vocabulary and listening skills in a thrilling playground, with pairing mode for free, there is time calculation, artificial intelligence assessment and player ranking.

Goga Pronoun, which includes a 35-day American Standard English pronunciation training course, combines two forms of learning. Students will learn mouth and tongue positioning, breath control, and voice recognition through videos guided by native Teachers. After mastering the basic basics, learners will practice with AI to assess and correct their pronunciation errors, using GOGA's extensive vocabulary and example sentence system.

Goga also provides a comprehensive English learning solution for learners, combining learning, practicing and playing games. And the students are asked to download the application in android to gain experience of own ability.

Goga Application has a user friendly interface that all age phase can use the application with easily. Here some steps using Goga Application in speaking arena.

The first is, make sure all the students have the Goga application, this app available on Google Play and App Store.

Second, entered the Goga Application and you will see the first appearance that is Goga's homepage. Then user can choose or click the Speaking arena on the screen

Next user will see the menu of topics from Goga Application to exercise your daily speaking, the topics are about school life, work, kids, sports, daily life and the last is travelling.

In this page user see the topic about school life, and has two option, *Mulai Belajar* and *Tantangan*. Click *Mulai Belajar*.

Next, user will see the conversation, the mic button this mic is for the recording the text in conversation, and for helping user to know what the sentence sound is, there is any speaker button in the left, user also can repeat the voice record to listen what user speak /

pronounce it, user also can view or hide with click the subtitle in *Bahasa Indonesia* for the conversation the yellow button on upper right corner.

Then, the AI will analyze the voice record. User can see the true pronounce in the green words, and the red words for the false pronounce. The AI will give the percentage of the user fluency and the accuracy pronounce.

From all of the explanation about Goga Application, it seems that application worth to have it. But from the perfectness it, Goga has the advantages, that some features are made premium that require users to pay for it and relatively expensive for students.

METHOD

This research design was conducted using experimental research. Experimental research design is a design used to find the effect of a particular treatment (Sugiyono, 2017). The researcher used two classes for the research, namely, control class and experimental class. The experimental group is sample of research that will be treated by giving Goga Application and its the treatment. The control group is the sample of research that will be given the conventional method, both of class consist of 30 students.

Researcher tries to find the effect of Goga Application on students' speaking ability at SMP Imelda Medan. The researcher uses quasi experimental design, specifically in the pre-test and post-test control design.

An oral test used to collect the data. Asking the students to describe for completing the data. The topic was chosen based on how well-versed the students were in both the academic material and their daily activities herefore, the topic is about their favorite sport. Every students should be able to express if asked about it

The arrangements of the test is as follows:

- 1) The researcher give the paper to students to arrange the text about sport.
- 2) The researcher explain the instructions to arrange the text also the instructions are available on the paper.
- 3) After the students write the text, students perform to describe what they write on the paper.
- 4) The researcher near the students to collected the speaking data.

Table.1 Indicator of rating speaking
(according to Rokhayani 2015)

No	Speaking Components	Indicator	Points
1	Pronunciation	a. Students have few traces of foreign accent.	
		b. Students are always intelligible, though one is conscious of define accent.	5
		c. Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	4
		d. Students are very hard to understand because of pronunciation problem, must frequently be asked to repeat.	3
		e. Students have pronunciation problem severe as to make speech virtually unintelligent.	2
	Grammar	a. Students make a few noticeable errors of grammar word order.	1
		b. Students occasionally make grammatical or word errors	4
			3
			2

		which or not, however obscure meaning. c. Students make frequent errors of grammar and word order, which occasionally obscure meaning d. Students have grammar and word errors make comprehension difficult. e. Students have errors in grammar and word order so severe as to make speech virtually unintelligible.	1
3	Vocabulary	a. Students' use of vocabulary and idioms is virtually that of native speaker. b. Sometimes, students use inappropriate terms or must rephrase ideas because of lexical inadequacies. c. Students frequently are wrong words conversation somewhat limited because of inadequate vocabulary. d. Students misuse of word and very limited vocabulary so extreme as to make comprehension quite difficult. e. Students have limitation vocabulary so extreme as to make conversation.	5 4 3 2 1
	Fluency	a. Students have speech as fluent and effortless as that native speaker b. Students have speed of speech seems to be affected by language problems. c. Students have speed and fluently rather strongly. d. Students usually hesitant often force in to silence by language limitation. e. Students have speech is as halting and fragmentary as to make conversation virtually impossible	5 4 3 2 1
	Comprehension	a. Students appear to understand everything without difficult. b. Students understand nearly everything at normal speed, although occasionally repetition may be necessary. c. Students understand most what is said at slower than normal speed with repetition. d. Students have great difficulty following what is said. Can comprehend only social conversation spoken slowly.	5 4 3 2 1

		e. Students cannot say to understand even simple conversational English	
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After the data collected from the results of pre-test and post-test, the researcher analyzed the data with T-test formulation. Before analyzing the data using the formulation T-test, the researcher test the normality and homogeneity.

The analysis of the data used the T-test formulation is in the following:

$$t = \frac{Ma - Mb}{\left[\frac{da^2 + db^2}{Na + Nb - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}$$

t	:	total score
ma	:	the mean of experiment group
mb	:	the mean of control group
da	:	the standart deviation of experiment group
db	:	the standart deviation of control
na	:	the total number sample of experiment group
nb	:	the total number sample of control group

3. RESULT AND DISCUSSION

Quantitative data collection on the used of Goga application as an AI tutor in learning was carried out by giving tests to Imelda Junior High School Medan students consisting of two different classes, namely VIII A and VIII B then the sample was divided into two groups, namely the experimental group and the control group. Each group was given a pre-test and post-test. The purpose of this study was to find out whether using Goga application as a learning media did any effect or not on students' speaking ability.

The researcher analyzed both of experimental and control class with their speaking performance. The purpose of this research was to know the students' speaking ability in English in experimental class that were taught by Goga application. The results of pre and post test are shown in the following table:

Table 2. Students' Score of Experimental Class

No	Students initials	Pre test	Post test	Gained
1	AN	20	70	50
2	AF	25	71	46
3	ANK	25	72	47
4	ALS	30	73	43
5	ADP	30	74	44
6	AZ	35	75	40
7	AY	35	76	41
8	ANL	35	77	42
9	CPD	40	78	38
10	DNF	40	79	39
11	FAN	40	80	40
12	GRA	45	81	36
13	HIP	45	82	37
14	MLH	46	83	37
15	MRNT	46	84	38
16	MAP	46	85	39
17	MFM	46	86	40
18	NS	50	87	37
19	NA	52	88	36
20	NIR	53	89	36
21	PKA	54	90	36

22	NSA	55	91	36
23	RPS	56	92	36
24	RPC	57	93	36
25	SAA	58	94	36
26	SH	59	95	36
27	TSS	60	100	40
28	UHH	63	96	33
29	NAP	65	98	33
30	RHP	66	90	24
Total		1377	2529	
Mean		45,9	84,3	

Table 3. Students' Scores of Control Group

No	Students Initials	Pretest	Post test	Gained
1	AS	20	65	45
2	AY	20	65	45
3	AA	30	65	35
4	AP	25	60	35
5	AAS	40	50	10
6	ABM	45	55	10
7	AYA	50	55	50
8	AAH	50	70	20
9	DD	50	70	20
10	FLN	45	75	30
11	FRBS	45	76	31
12	GAM	35	77	42
13	HA	40	67	27
14	HPXS	40	68	28
15	KM	40	68	28
16	MHNL	50	68	18
17	MAA	55	70	15
18	NNZ	30	75	45
19	NAW	30	75	45
20	PGAT	40	70	30
21	PAR	35	70	35
22	RM	35	60	25
23	RK	20	60	40
24	RAS	20	65	45
25	RBHS	55	65	10
26	RA	55	66	11
27	SG	55	66	11
28	YDB	60	66	6
29	YAA	60	67	7
30	ZAS	45	67	22
Total		1220	1996	
Mean		40,6	66,5	

Based on the control table above, it could be seen that each student's score is based on the table that had made. The control class had a lowest pre-test score was 20 and highest score was 60, while the lowest post-test score was 50 and the highest score was 77. The table also informs the total number of pre-test scores and post-test scores, namely 1220 and 1996. And had a mean value of pre-test 40,6 and post-test 66,5.

The normality test was carried out on the data obtained from the pretest and posttest. Both in the control class and the experimental class. Data was said to be normal if the value obtained from the calculation is greater than 0,05 the result of the normality test are presented as follows.

Significant score = (p)

Kolmogorov-Smirnov test = ($p \geq 0,05$) declared normal distribution

Shapiro-Wilk test = ($p \geq 0,05$) declared normal distribution

Table 4. The result of pre – test and post – test of normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre Test Control	.152	30	.075	.930	30	.099
Post Test Control	.076	30	.200*	.962	30	.077
Pre Test Experimental	.061	30	.200*	.977	30	.442
Post Test Experimental	.082	30	.200*	.954	30	.476

Based from the result of the calculation of the normality of pre-test in experiment class ($0,442 \geq 0,05$) control class ($0,099 \geq 0,05$). And post-test in experiment class ($0,442 \geq 0,05$) control class ($0,077 \geq 0,05$) Based on the table above, it shows that the significant and declared normal.

The homogeneity test is done after the normality test. Data is said to be homogeneous if the significance value is greater than 0,05 (significance level). Significance $\geq 0,05$ (homogen), Significance $\leq 0,05$ (not homogen)

Table 5. Homogeneity test

	Levene Statistic	df1	df2	Sig.
Based on Mean	5.984	1	58	.017
Based on Median	6.031	1	58	.017
Based on Median and with adjusted df	6.031	1	58.000	.017
Based on trimmed mean	6.022	1	58	.017

Based on the data above, the significant obtained from the two pre-test and pos-test classes. The significant was $0,017 \geq 0,05$ Therefore, the data to was homogeneous from the result of the analysis.

The hypothesis testing is mended to determine the significance or not significance of the research. The researcher submit an alternative hypothesis (H_a) and the null Hypothesis (H_o) as below

1. Alternative hypothesis (H_a): there is significance effect of Goga Application on students' speaking ability
2. Null hypothesis (H_o): There is no significant effect of Goga application on students' speaking ability

Table 6. Independent Sample Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of the test	Equal variances assumed	5.984	.017	9.106	58	.000	17.767	1.951	13.861	21.672
	Equal variances not assumed			9.106	53.252	.000	17.767	1.951	13.854	21.680

Based on the above data above the value of sig. (2-tailed) smaller than significant level is $0.000 < 0.05$. And it was obtain the value of T (9.106) and value df (58) at the 0,05 significant level. So it

could be concluded that there were a significant difference between the scores of students. To find out how much the difference in student learning outcomes is based on the average score in the table below:

Table 7. Group Statistic

Group Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Post Test Control	30	84.30	8.611	1.572
Post Test Experimental	30	66.53	6.329	1.155

The table above shows that the group's statistics are obtained, obtained by the average value of the experimental class from the post-test is $84.30 > 66.53$ in the control class post-test. It was tested that the T-test was higher than the T-table.

Therefore: The Null hypothesis (H_0) is rejected Alternative Hypothesis (H_a) is accepted

Based on the data of the table above there was a significant difference between the speaking ability of students in the experimental class using Goga application and the control class using the conventional taught.

4. CONCLUSION

Goga application can motivate students to improve students' ways of learning about speaking. This can be seen on how the students repeat and imitate the sound from the application. The researcher analyzed the data using t-test, from the results of statistical calculations through SPSS. The result of t – test was proved the significance of different means of the control and experimental groups which t observed (9.106) and the value of df (58) at a significance of 0.05. Based on the results the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. And this shows that using Goga application as media learning is effective in improving students' abilities compared to teaching that does not use Goga application. It can be concluded that using Goga application has a significant effect on improving students' speaking ability.

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4. Ms. Dr Rika Rosnelly, S.Kom, M.Kom. as The Rector of University Potensi Utama.
5. Ms. Lili Tanti, M.Kom. as The Deputy Rector 1 (WR-1)
6. Ms. Enni Maisaroh, S.Pd.,M.Hum. as The Head of English Language Education Study Program.
7. Ms. Syawalina F, S.Pd.I. as The Principal of Imelda Junior High School.
8. Ms. Rieke Adelia Faranti, S.Pd and Ms. Ade Yulma Hartanti, S.Pd. as The English Teacher in Imelda Junior High School.
9. All students on eight grade year academic 2022/2023 in Imelda Junior High School.

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