

The Effect Of Monkey Stories Application On Students' Speaking Ability

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ABSTRACT

This research aimed to find The Effect of Monkey Stories Application on Students' Speaking Ability in Seventh Grade of SMP Imelda Medan. This research employed a quantitative approach with an experimental research design to collect data. The sample used were class VII-B and VII-C SMP Imelda Medan, 31 students as the control class and 31 students as 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 51,87 in control class while the mean scores of post-test in experimental class is 82,23. 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 Using Monkey Stories Application on Students' Speaking Ability.

Keywords : Monkey Stories Application, Speaking, Speaking Ability.

ABSTRAK

Penelitian ini bertujuan untuk menemukan Pengaruh Aplikasi Monkey Stories terhadap Kemampuan Berbicara Siswa di Kelas Tujuh SMP Imelda Medan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian eksperimental untuk mengumpulkan data. Sampel yang digunakan adalah kelas VII-B dan VII-C SMP Imelda Medan, 31 siswa sebagai kelas kontrol dan 31 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 51,87 di kelas kontrol sedangkan nilai rata-rata post-test di kelas eksperimen adalah 82,23. 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 Monkey Stories terhadap Kemampuan Berbicara Siswa.

Kata Kunci : Aplikasi Monkey Stories, Berbicara, Kemampuan Berbicara

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1. INTRODUCTION

Speaking is one of the most important skills of all the four languages skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). To communicate easily and effectively with other people, students should have English speaking ability. According to (Bailey, 2000:25), speaking is a process of interaction where the speakers intend to build meaning through producing, receiving and processing information. This is human communication conducts social interaction to an environment. The broad environment becomes a social interaction that needs to be done

in order to become human beings who are familiar with other human beings. Speaking is a productive language skill (Siahaan, 2008:95). Human beings speak using the mouth to make sounds or sounds that are issued. Speaking is the ability of a person to express their ideas, feelings, and thoughts using oral speech,

which usually includes a speaker and interlocutor. Includes a speaker and interlocutor. Nation and Newton (2009: 4) mentioned that speaking is typical activities talking conversation, giving a speech or lecture, telling a story, and telling someone how to do something. So, speaking not only speaks meaninglessly, but conveys thoughts or feelings to others through speech or spoken language.

Using Monkey Stories Application on students speaking ability in the classroom as a media is the good way to help the students to attract students' interest and their confidence in speaking. Monkey stories application is the huge digital library consist of level picture stories, guide lessons and audiobooks. It will help the students to find new vocabulary, know how to pronoun and can speak English well imitating the way native speakers speak. Based on the problem of the background study above, the problem of the study can be formulated as follow, "Is there any significant effect of Monkey Stories on Students Speaking Ability?"

2. LITERATURE REVIEW

A. Definition of Speaking

We all know that English includes four skills in language teaching. They are speaking, writing, listening and reading. Speaking skill is one of the language skills that must be possessed by students. Students cooperate all the more as often as possible in the classroom, so they must be better at speaking abilities. According to Maryam and Reza (2014, p. 9-13) defined that speaking is one of the students' abilities that mostly will be assessed in the real-world context. Speaking abilities have to teach and practice in the class to empower students to talk or convey in the objective language. So, speaking skills must be taught because it is very important for students who want to speak English fluently.

According to Brown (2000, p. 9) Speaking is an interactive process of contraction meaning that involves producing, receiving, and exchanging information, rather than a single ability. It means that speaking is a capacity to create the students can convey and communicate their thoughts orally. According to Marily (2003) to improve the student's motivation in speaking class, the teacher has to offer the equal chances to the students to speak up, use the varying speaking activities such as individual, presentation and group work. So, teacher can work on the student's inspiration in showing speaking by giving the alluring exercises and equivalent opportunities to the students.

Whenever the teacher can offer the equivalent possibilities, the students will feel fair in the class exercises. Based on the experts' opinion above, Speaking is one of the important skills that need a lot of practical use, in order that the students can speak English fluently. By speaking the students can express their ideas to others. Speaking is not only taught and learned, but it is used as a habit. That the reason students must be able to speak in English because students will need English in the future. Beside that the teachers also play an important role in motivating students in developing students' speaking skills.

B. Indicator of Speaking

There are some indicators of writing. According to Harris in Utami (2017: 10–12) there are five indicators that must be fulfilled in speaking they are pronunciation, fluency, grammar, vocabulary, and comprehension.

1. Pronunciation

According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning. It means that we have good pronunciation to make person

understand what we are talking about. In pronunciation will learn about sound, stress, rythme, intonation and the vocabulary.

2. Fluency

According to Zulfiqar and Tahir (2011, p. 4) defined that fluency as the ability to converse with other much more than the ability to read, write or comprehend oral language. According to Carmen (2010: 25) Fluency comes with time and practice and it should not to be expected in the beginning of learning.

3. Grammar

According to Brown (2000, p. 36) stated that grammar is a system of rules governing the conventional arrangement and relationship of words in sentence. Grammar is a structure or pattern of the sentence and will help to understand the meaning of the sentence.

4. Vocabulary

According to Nunan (2006: 121) Vocabulary is the collection of word that an individual knows. According to Hanson and Padua (2011: 5) Vocabulary refers to words we use to communicate in oral and print language. So, vocabulary is collection words we use to communicate.

5. Comprehension

According to Heaton in Rahman and Deviyanti (2012: 5) defined that comprehensibility indicates the capacity of understanding the speaker intension and general significance. Comprehension is important because in speaking, understanding is required so that the speaker to start and the listener can react.

C. Techniques in Teaching Speaking

Harmer (2007:348-353) states that there are some techniques in teaching speaking skills. There are:

1. Discussion: Conveying conclusions or sharing ideas about an event, as well as discovering solutions in their discussion groups. Before the discussion, it is important that the objectives of the discussion activity are set by the teacher.
2. Story Telling: Students can briefly summarize stories they heard from someone before, or they might create their own story to tell to their classmates. Story telling fosters creative thinking. It also helps student's express ideas in an initial, developmental, and format ending, including characters and story settings.
3. Dialogue: Dialogue helps students practice in speech, pronunciation, intonation, and stress. The main purpose of using dialogue is develop student competencies in teach speaking like a native speaker. the dialogue used can be long dialogue or short dialogue.
4. Role Play: One other way to get students to talk is role-playing. Students pretend to be in a variety of social contexts and have variation social role. In role-play activities, teachers provide information to learners like who they are and what they think or feel.
5. Debate: Teaching speech can be done through debate techniques. Debate can be implemented as an alternative way to teachspeech. The debate technique is a good technique for teaching speaking. But without such a good and interesting topic, it will be useless. Therefore, English the teacher must be selective in choosing the topic. Therefore, the author uses debate techniques as a method to improve students' speaking ability.
6. Voice Over: By voice easy to use recorder can improve their speaking and widely available on smartphones, students can capture their speech. Development of mobile phones and tablets the application offers students a variety of ways. by recording themselves speaking and teachers can listen and give feedback about their oral performance

D. Monkey Stories Application

Monkey Stories Application is the huge digital library consist of level picture stories, guide lessons and audiobooks. Monkey Stories is an English language learning program which aims at helping children be conversant with English. An English teacher should have a good awareness of the techniques to teaching speaking as well as the teaching methodology. Interactive picture stories, which facilitates children comprehensive development of essential language skills. Monkey Stories developed by Early Start Co. LTD is an English learning application with a collection of more than 1,000 stories, 300 lessons & 200 audiobooks categorized based on a child's English proficiency level.

In addition to Monkey Phonics, the Monkey Stories app also has three other programs: Stories, Lessons & Audiobooks, developed by experts from America to help children develop four English skills comprehensively, including listening, speaking, reading, and writing. Each lesson of the program is designed with clear graphics and sounds, as well as interactive educational games that allow children to learn while playing. All audio in the app is recorded by native speakers and rated by leading U.S. Linguists.

E. Benefit of Monkey Stories Application

There are some benefits of learning English with Monkey Stories Application methods they are:

1. All audio in the monkey stories app is recorded using native speakers who have been first assessed by leading U.S. linguists.
2. Children are trained with the pronunciation of American accents.
3. The cost of learning with this application is very affordable for most families.
4. You can use different devices such as on your phone, computer or tablet.
5. Children can learn flexibly anytime and anywhere.
6. Apply phonics methods that help children read new words in English.
7. Comprehensive development of Listening, Speaking, Reading and Writing skills.
8. Developed communicating skills and reading skill.
9. Monkey Stories Application can be used offline, after the learning has been uploaded.

F. How to Learn Speak Using Monkey Stories Application

According to Khomaini, Daud, Erdiana (2018, p.212) defined the technique should be applied appropriately and in accordance with the chosen approach and method. Listening and speaking is an aspect of spoken language skills. To practice speaking skills using Monkey Stories Application, use the record feature in the read stories section. When downloading a story, the story cover page will display 3 options: automatic, read for students or record sound.

1. First, choose the stories that have been downloaded on the Monkey Story Application. Teachers will guide the students to the video. Automatically the story that has been selected will be talk by native speakers in the application.
2. Second, listen the story that has been talked by the native speaker, students will retell and can simultaneously record the story that has been spoken also. Next, the researcher asks the students to discuss what they learned from the story. In case, the students can deduce what is being discussed.
3. Third, after that, listen back to the story that has been recorded at once to pay attention to mispronunciation.

Hypothesis

Based on the assumption and the investigation of related theories in the relationship of the varieties of conceptual framework, the hypothesis of this study is stated as follow:

Ho = “There is no significant effect of Monkey Stories Application on students’ speaking skill ability”.

Ha = “There is significant effect of Monkey Stories Application on students’ speaking skill ability”.

METHOD

The research design was conducted using experimental research. In experimental research, there were two types were used in this research. They were, the experimental class and the control class. The experimental group was the sample of research that was treated by giving the Monkey Stories Application and its treatment. The control group was the sample of research that had no Monkey Stories application in their speaking class and also its treatment.

Table.1 Pre-test Post-test Group Design

Group	Pretest	Treatment	Posttest
Experiment	O1	By using Monkey Stories Application	O2
Control	O3	By using conventional method	O4

A. Sample

Sampling was part of number and characteristics of the population, the sampling technique used was random sampling. This research took two classes. The researcher used the class VII-A and VII-B. The sample of this research was an experimental class from class VII-A students and a control class from grade VII-B students.

Table.2 Sample of the Study

No.	Class	Sample
1.	VII-B	31
2.	VII-C	31
Total number of students		62

B. Treatment

Different teaching media and methods were used to treat the experimental and control classes. There were 8 meetings in each group, namely the experimental group consisted of 31 students and the control class consisted of 31 students. The experimental class was treated by using Monkey stories Application and the control class was taught by using conventional media. This technique was used as a treatment to saw the difference between the scores between the experimental and control classes.

C. Technique of Data Collection

The data collection techniques in this study used quantitative data. This quantitative data was obtained from the student's grades in pre-test and post-test. Then, the students' scores in the pre-test and post-test were compared to see the effect of the Monkey Stories Application on students speaking ability.

D. Pre-Test

Before treatment, the researcher conducted a pre-test on both the experimental and control groups. Control class gave written text and experimental class gave Monkey Stories Application. After that, they

were required to perform the test individually and recite the story. The purpose of the pre-test was to find out how far the student's competence in retelling before performing treatment.

E. Post-Test

After the treatment was performed in the experimental class, the researcher conducted post-test. A post-test was performed for both groups at the same time. The students were asked to recite the story individually. The purpose of the post-test was to find out the competence of students in storytelling using the Monkey Stories Application as a medium implemented in the classroom.

F. Technique of Data Analysis

For analysis quantitative data, researchers assess student tests. According to (Brown,2004:61), the assessment can reflect the relative weight of your place in each section and in each section. In this research, the researcher gave the test speaking to students and analyzed grades to measure the improvement of student skills by using five components in speaking, namely grammar, vocabulary, comprehension, fluency, and pronunciation.

In analyzing the data, researchers used statistics analysis. Researchers transcribed student tests on paper and print results of the test. Researchers calculated data using t-tests to determine if there was a significant effect between pre-test and post-test by using the Monkey stories Application about students' speaking ability using the SPSS. The analysis of the data used the T-test.

3. RESULT AND DISCUSSION

In this case study, researchers wanted to know the influence the Effect of Monkey Stories Application on Speaking ability. The effect can be observed from significantly different scores on student speaking achievement. This study's implementation was split into two classes: an experimental class and a control class.

A. Control Class

The data showed that the score of 31 students in VII-C. The mean scores of pre-test was 46,74 where the lowest scores of pre-test was 32 and the highest scores was 64. At the same time, the mean scores of post-test was 51,93, the lowest scores of post-test was 40 and the highest scores was 68. It means that the pre-test and post-test were quite significant of control class.

B. Experimental Class

Students' pre-test scores were collected before the researcher used Monkey Stories Application as a medium of learning, and students' post-test scores were collected after the researcher used Monkey Stories Application as experiment research. The mean scores of pre-test was 54,06 where the lowest scores of pre-test was 40 and the highest scores was 68. At the same time, the mean scores of post-test was 66,96, the lowest scores of post-test was 52 and the highest scores was 84. It means that the pre-test and post-test were quite significant of experimental class.

C. Reliability Test

An instrument has good reliability if the instrument has consistency. In this research, the researcher used inter-rater reliability, which means the level of agreement between two raters of judges. Here, the researcher also used SPSS version 26 to know the reliability of the test instrument.

Table.3 Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,905	10

From the reliability testing above, it could be stated that there was a significant result in inter-rater reliability between two raters where the reliability of the test was $0,905 > 0,60$. That means that the test was reliable.

D. Validity Test

The researcher in this study employed content validity to assess the student's retell speaking abilities. The test's results might be used to determine its validity.

Table.4 Validity Test

	R Count	R Table
Rate 1	0,361	0,3550
Rate 2	0,361	0,3550

The test's validity was evaluated using the r-count r-table metric. Based on the findings of this study's validity tests, the r-table had a 5% level of significance and was 0.3550. As a result, the table above revealed that rater 1 had an r-count of $0,361 > 0,3550$ whereas rater 2 had an r-count of $0,361 > 0,3550$ the validity of the instrument might be inferred.

E. Normality and Homogeneity of Test

Before determining the t-test, the normality and homogeneity of the test were assessed. However, the researcher examined the test's descriptive statistics before analyzing the test's normality and homogeneity. As may be seen in the table below:

Table.5 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental	31	40	68	54,06	6,762
Post-test Experimental	31	71	92	82,23	5,731
Pre-test Control	31	32	64	46,74	9,252
Post-test Control	31	40	68	51,87	7,966
Valid N	31				

The minimum and maximum scores for the pre-test and post-test for both courses may be seen in the above table. The table also revealed that the mean pre-test score for the experimental group was (54,06) and the standard deviation for the group was (6,762), whereas the mean pre-test score for the control group was (46,74) and the standard deviation for the group was (9,252). While the mean post-test score for the experimental group was (82,23), its standard deviation was (5,731), and the mean post-test score for the control group was (51,87), its standard deviation was (7,966).

F. Normality Test

This study used the normality test to determine if the data from two classes had been distributed normally or not. The researcher was employed by the researcher to perform the normalcy test. The following criteria are used to interpret the Kolmogorov-Smirnov normalcy test:

1. The data are normally distributed if the significance value (Sig.) is > 0.05 .

The research data is not normally distributed if the significance value (Sig.) is < 0.05

Table.6 Normality Test
Tests of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test Experiment	,136	31	,151	,968	31	,470
Post-test Experiment	,073	31	,200	,972	31	,587
Pre-test Control	,122	31	,200	,953	31	,195
Post-test Control	,171	31	,022	,944	31	,104

Based on the data in the table above, the test revealed that the experimental class's significant value in the pre-test was $0,151 > 0,05$ and in the post-test was $0,200 > 0,05$. Meanwhile, the control class's pre-test significance value was $0,200 > 0,05$ and in post-test was $0,022 > 0,05$. If the significance value was greater than 0,05, the data was regarded to have a regularly distributed distribution. Because both classes' significance values were over 0,05, it was possible to draw the conclusion that the data was regularly distributed

F. T-test Result

Using a t-test, it is possible to determine the significance score between the experimental class and the control class.

Table.7 T-test Result
Independent Sample Test

		Lave's Test for Wquality of Variances		T-Test for Equality of Means						
		F	Sig	T	Df	Sig (2-Tailed)	Mean Diffrence	Std. Error Difference	95% Confidence Interval of The Difference	
									Lower	Upper
Students' Scores	Equal Variances Assumed	1,749	,191	17,223	60	,000	30,355	1,762	26,829	33,880
	Equal Variances Not Assumed			7,266	54,496	,000	30,355	1,762	26,822	33,888

If the t-value exceeds the t-table, the alternative hypothesis (H_a) is adopted. That is, 2,042 was the t-table score for $(N-1) = 30$ at 5% level of significance in the study. According to the information in table 4.9, the t-count result above was 7,266. Therefore, the t-test result was $7,266 > 2,042$. It was possible to draw the conclusion that the t-test had a higher score than the t-table ($t\text{-value} > t\text{-table}$). The sig was two-tailed and was,000. T-test with a two-tailed value of 0,05. The t-table indicated that alternative hypotheses (H_a) were accepted and null hypotheses (H_o) were rejected. It could be concluded that there was a significant effect between students who were taught by using Monkey Stories Application and the students who were taught by conventional methods.

Discussion

The findings of this study revealed that students' speaking test scores were low. The student retell performance was significantly higher following the therapy in the experimental class utilizing Monkey Stories Application. The use of the Monkey Stories application had increased the student's retelling performance. The study's findings were based on the use of the Monkey Stories Application was helpful in influencing the students' ability in speaking.

The study's findings explanations for why Monkey Stories Application has an effect on students' speaking abilities: Learning activities became more engaging, entertaining, and intriguing. The students were interested in Monkey Stories Application since they had audio visuals, images, and words. Because Monkey Stories Application had the same impact as utilizing games in a learning activity in the classroom, the kids didn't feel bored while being taught. The use of Monkey Stories Application as a teaching tool for students was effective and realistic speaking expert. By saw the videos and listening the audio book of Monkey Stories Application the students find new vocabulary, know how to pronoun and can speak English well imitating the way native speakers speak. The Monkey Stories Application helped students develop group interaction in the classroom. It created favorable conditions for interaction between the teacher and students.

So, Monkey Stories Application is one of various media that could affect the students' speaking skills. There were some points that made Monkey Stories Application was effective media. They were: Monkey Stories Application made learning activity became more engaging, entertaining, and intriguing. The Monkey Stories application may help students become more comfortable speaking out in class, mentor them as they become more fluent communicators, and facilitate connections amongst students.

4. CONCLUSION

It indicated the acceptance of alternative hypotheses (H_a). The statistical evaluation that revealed the improvement t-test value (7,266) was higher than t-table (2,042) and the (Sig.) value was lower than 0,05. The students' scores differed significantly between both the control group and the experimental group, which received instruction without the use of Monkey Stories Application. It implies that using monkey stories application as a medium to help students develop their speaking abilities is successful. The used of Monkey Stories Application as media made the learning activity become more engaging, entertaining, and intriguing. And then, Monkey Stories Application may helped students became more comfortable speaking out in class.

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