

The Effectiveness of Beelinguapp Mobile Application to Improve English Speaking

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*Arumsari¹, Saly Kurnia Octaviani², Cinthia Annisa Vinahapsari³ 

STMIK Sinar Nusantara Surakarta

Corresponding Author: arumsari@sinus.ac.id

ABSTRACT

Creative learning media in innovative education should be sufficient to motivate students to learn English, especially to improve English speaking skill. One of application-based learning media that can make second language learners interested in learning English-speaking skills is the Beelinguapp. This research aims to improve English speaking skill for 2nd semester college students of STMIK Sinar Nusantara Surakarta by using Beelinguapp mobile application. This study used quantitative method. This study also used a pre-experimental method having pre-test and post-test. This research focused on 30 students of Bachelor's degree from Informatics program in academic year 2023/2024. In the result of study, the average of the pre-test score is 49.33 and the result of the average score of the post test is 70.4. It can be concluded that learning media using Beelinguapp can improve students' English-speaking skills because there is an increase of 0.43% from the pre-test to post-test.

Keywords: English speaking, digital learning media, Beelinguapp application

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INTRODUCTION

Speaking is one of the most important aspects of English and to support students to be able to speak fluently. In the learning process, as educators, they must create learning media where students are able to practice their ability to speak well and fluently in English. According to Tarigan, "Speaking is a way to communicate that affects our daily lives" (H. G. Tarigan, 2008). Meanwhile, according to Nunan, speaking is an activity to explain someone in a certain situation or an activity to report something (Nunan, 1991b). Nunan also said that speaking skills in second language learning focus on the ability to communicate daily comfortably and smoothly to get attention from the interlocutor/ listener (Nunan, 1991a).

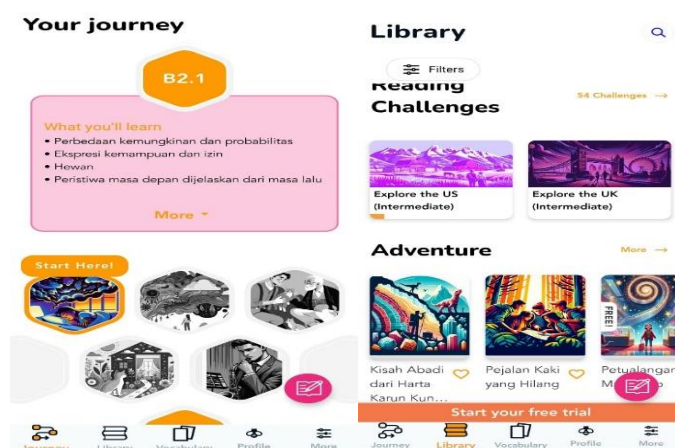
However, speaking English means challenge for most of second language learners. They should deal with the pronunciation, grammar, and even fluency while conveying the message and expressing emotion. Brown even stated six key aspects of oral proficiency assessment categories; those are grammar, vocabulary, comprehension, fluency, pronunciation, and task (Brown, 2004). Therefore, speaking is a crucial aspect of language to acquire since learners will produce the messages later in communication. Based on Nathues et al, speaking is the act of verbal communication in which people use words and sounds to communicate messages or express their thoughts. It involves making sounds through the vocal cords, transforming those sounds into words and sentences, and then delivering them to audiences in a coherent way (Nathues et al., 2021).

Research found that fear of making mistakes, a lack of confidence, difficulties in constructing sentences, pronunciation challenges, shyness, and a limited vocabulary are some issues in speaking performance (Krisna et al., 2024). Thus, learners should understand

their problem when practicing the English speaking. Moreover, limited interactions with native English speakers and environments for support English speaking practice become the reason of the lack of learner' opportunities to actively and contextually to practice speaking (Islam et al., 2022). They should to understand that speaking practice should be continuously since they should be active in communication for learning English language by habit. Meanwhile, traditional teaching or even learning methods that tend to focus on grammar and reading skills are insufficient to develop the speaking skills (K. E. Tarigan & Stevani, 2022). Therefore, creative language learning media in innovative education should be sufficient to motivate students to learn English, especially to improve English speaking skill.

The use of application-based learning media offers different way and great potential to improve English speaking skill for second language learners. Digital technology offers English learning applications with its simplicity to access in mobile phone whether those are premium applications or free applications (Sari & Octaviani, 2022). There are many researches showing the effective use of application-based learning media. Rambe and Amran in their research effectively used Fondi application having gamification learning media to motivate and enhance EFL high school students in English speaking skill's acquisition (Rambe & Amran, 2024). Research from Hasanah et al proved that Kahoot application gave strong impact on high school students' achievement in reading comprehension (Hasanah et al., 2018). Thus, this research will find another English learning media that can be reference for teacher, learner, other researchers, and especially for college students at STMIK Sinar Nusantara Surakarta to improve students' English-speaking skill.

One of application-based learning media that can make second language learners interested in learning English and can easily learn and deepen their English-speaking skills is the Beelinguapp. This language-learning mobile application works by showing texts to users in two languages simultaneously, allowing users to use the original language as a reference. There are several learning options that we can use in this application, the first option is the speaking option and the second is the reading option (Fajriyani et al., 2022). Beelinguapp is a mobile application that was born in 2016 by David Montiel. It is an online platform that enables its users to read various types of reading texts such as short stories, novels, biographies, science & technology, news, culture, etc (Silfani & Wijayadi, 2024). Here is the interface of the Beelinguapp mobile application:



Picture 1. Interface of Beelinguapp

Based on the previous studies, this research aims to improve English speaking skill for 2nd semester college students of STMIK Sinar Nusantara Surakarta by using Beelinguapp mobile application. Since the major of college students are Informatics program, this mobile application-based learning media will be suitable for this non-English major program to motivate their second language learning and improve their English-speaking skill.

METHOD

The research uses quantitative research methods. The term "quantitative research method" refers to a research approach that is grounded in positivism and is used to study a particular population or sample (Sugiyono, 2009). Sampling methods are typically conducted at random, data is collected using research instruments, and data analysis is quantitative and statistical in order to test established hypotheses (Sugiyono, 2009). According to Creswell, quantitative research is an investigation of a social problem based on the testing of a theory consisting of variables, measured by numbers, and analyzed by statistical procedures to determine whether the predictive generalization of the theory is correct (Creswell, 1994)

Respondents

The data in this study involved 2nd semester college students of STMIK Sinar Nusantara in academic year 2023/2024. This research focused on 30 students of Bachelor's degree in Informatics program. The research was carried out in the 2023/2024 academic year in semester 2, namely from July 2024 to September 2024.

Instruments

The pre-test and post-test were the two tests employed in this investigation. Students are given subjects to discuss in English for both assessments. Product Review is the title of the pre-test and post-test subjects. The goods that each group has decided upon must be reviewed by the students. Prior to studying using bilingual app media, the test, which was administered in groups, was designed to gauge students' speaking abilities.

Procedures

At the first meeting, students were given a pre-test to gauge their initial ability to speak in English. In the pre-test, students are required to present in a casual manner with the topic "Review Product". On the topic that had been determined, students chose one of the products that they can review in terms of price, quality, packing and so on. In the presentation, students presented in groups where each group consisted of 5 students. Each member in each group had their own assignment so that in the pre-test students can show their speaking skills in front of the class.

After the pre-test was carried out, in the second to fifteenth meeting, students were given treatment to be able to deepen their speaking skills by using learning media in the form of the Beelinguapp application that has been installed on each student's mobile phone. After the treatment for fourteen meetings where students were given learning using the Beelinguapp application, then at the sixteenth meeting at the last meeting, students were carried out a post test in the form of a speaking test by presenting in groups with the same theme at the pre-test time, namely "Review Product". The product presented must be different from the product presented at the pre-test time at the initial meeting.



Figure 1. Research Procedure

Data Analysis

In this study, a pre-experimental method was used. In this study, a comparison of pre-test and post-test scores was used.

FINDINGS AND DISCUSSION

In this study, the author uses pre test scores and post test scores. The pre-test score was obtained before the treatment using Beelinguapp media, and the post test score was obtained from the test results after the treatment using Beelinguapp. The test will be scored by using the rating scores of speaking test by David P. Harris as followed:

Table 1. Rubric of Speaking Test

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.

		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only "Social conversation" spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation.

From the description of the rubric scoring for the speaking test, David explained that there are five aspects that are assessed in the speaking test, namely Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. Each aspect has its own assessment category and has an assessment scale from 1 to 5 where each value range has its own category.

To calculate the average score of each aspect of speaking using the calculation as follows:

$$\text{Score} = \frac{\text{The result of score} \times 100}{\text{Maximum score}}$$

Note: maximum score = 25

Pre Test Score

The following is the calculation description of the pre-test score on the speaking ability of STMIK Sinar Nusantara students. There are five aspects that are assessed in measuring speaking ability, namely aspects of Pronunciation, grammar, vocabulary, Fluency, and comprehension. The assessment has range from 1 to 5. In the pronunciation aspect, it can be seen that there are 13 students who got a score of 3 with the category that the students still have problems and errors in English pronunciation. And there were 17 students who got a score of 2 with problems where students pronounced in English still difficult to understand and still often had to repeat words in English.

For the assessment in the grammar aspect, there are 11 students who get a score of 3 with the description that the students still often make mistakes in English grammar so that it gives rise to a different meaning. Meanwhile, there are 19 students who get a score of 2 in this aspect, this can be interpreted that the studenta still often make mistakes in grammar and sentence order in English so that it makes misunderstandings in sentence preparation. For the Vocabulary aspect, there are as many as 15 students who get a score on a scale of 3. This can be interpreted that students do not have adequate vocabulary and can only pronounce the same vocabulary. There were as many as 15 students who got a score of 2 and this can be interpreted that the students still have a very limited vocabulary and still often use the wrong vocabulary in speaking.

In the Fluency aspect, there were as many as 15 students who received an assessment score of 3 with the description that students still have problems in speed and fluency in speaking, this is influenced by problems in their fluency in English. And there were as many as 15 students who got a score of 2. This can be interpreted that the students still often feel

hesitant in speaking and they tend to be passive in speaking English. This may be because they are still very limited in their speaking skills.

For the last aspect, namely in the comparative aspect, there were as many as 16 students who got a score of 3 in this aspect. This can be interpreted that students can understand the meaning in a conversation slowly without repetition, on the contrary, there are as many as 14 students who get an assessment score of 2 in this aspect. This can be described as the student still experiencing difficulties in understanding a conversation in English. Lecturers must repeat sentences slowly so that students can understand the meaning of the conversation. The following is a graphic illustration of the pre-test score of English speaking proficiency of STMIK Sinar Nusantara students in accordance with the aspects in the scoring rubric:

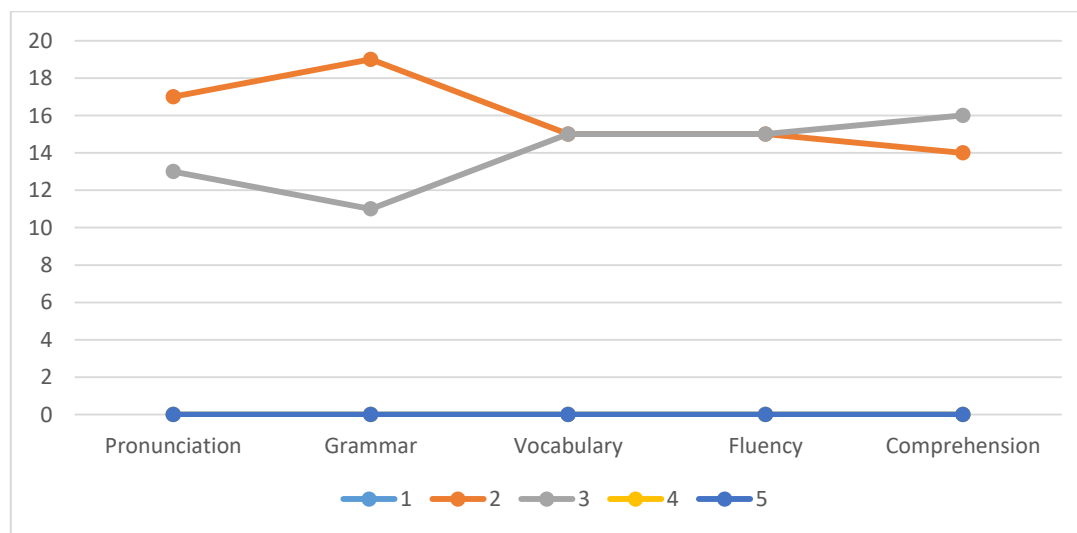


Figure 2. Pre-Test Score of Speaking Skill

In the pre-test score above, it was obtained that the average score was 49.33 where the pre-test score was still very low. So here the author provides treatment to students using learning media in the form of an application, namely the Mobile Beelinguapp Application. It is hoped that using the application can increase students' speaking skills.

Post Test Score

The assessment range on the Post Test is also the same as the Pre-Test Score, which is 1 – 5. The Pre-Test of this study showed that the speaking ability of STMIK Sinar Nusantara students had improved because there was no score 2 that appeared in the calculation table. The following below is a graphic illustration of the Post-Test scores of English proficiency of STMIK Sinar Nusantara students in accordance with the aspects in the scoring rubric:

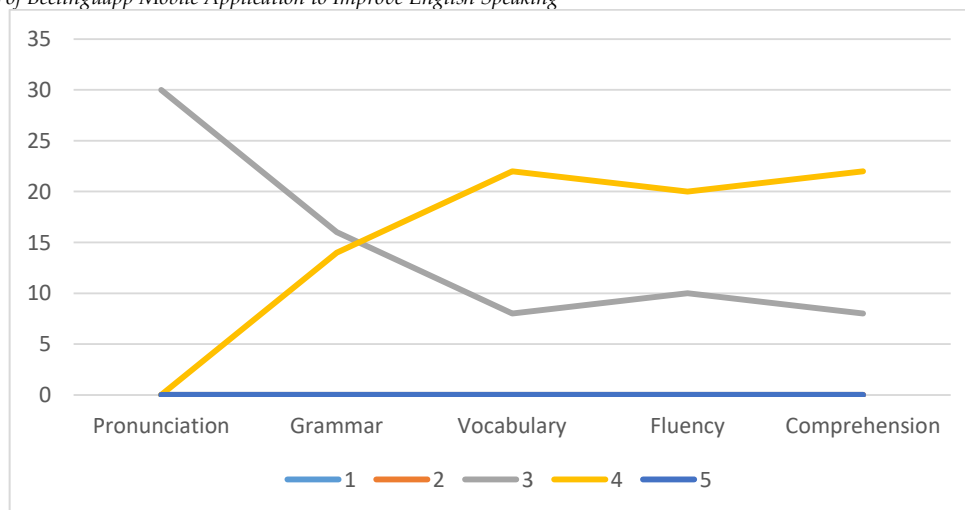


Figure 3. Post-Test Score of Speaking Skill

In the pronunciation aspect, there were 30 students who got an assessment score of 3. This result shows that all students still have problem in pronunciation. For the grammar aspect, there were 16 students who still got score of 3. It can be interpreted that there are students who still have problem in grammar so that there are still a misunderstanding of the meaning. Meanwhile, there were 14 students who got a score of 4 in the grammar aspect. it can be interpreted that students still have some improper grammar so that it still affects the meaning in the sentence. For the vocabulary aspect, there were still 8 students who got a score of 3. It means that the students' vocabularies are still limited. Meanwhile, 22 students got a score of 4 in the grammar aspect. It shows that sometimes students still use inappropriate terms. In the fluency aspect, there were 10 students who got a score of 3 which can be interpreted that there are still some students who have problems with fluency and speed in speaking English. Meanwhile, there are 20 students who have received a score of 4 in the fluency aspect, which means that the speed of speaking English is still a problem for some students.

In the comprehension aspect, there were as many as 8 students who got a score of 3 with the description that there were some students who could understand the meaning of the conversation even though it took a little slow to understand it. Meanwhile, 22 students got a score of 4 with the meaning that most students can understand the meaning in a conversation even though there are still some things that need to be repeated.

From the description above, it can be interpreted that there is an increase in assessment after the treatment is held using the Beelinguapp Mobile Application media. It can be seen that there are no students who get a score of 2 in all aspects of the scoring rubric.

The average post-test speaking score is as follows:

$$\begin{aligned}\bar{x}_2 &= \frac{\sum X_2}{N} \\ &= \frac{2112}{30} \\ &= 70.4\end{aligned}$$

In calculation results of the average score from the post test above, the average score was 70.4. From the average pre-test and post-test scores, an increase in the average score is obtained as follows:

$$\begin{aligned}\% &= \frac{\bar{x}_2 - \bar{x}_1}{\bar{x}_1} \times 100\% \\ &= \frac{70.4 - 49.33}{49.33} \times 100\%\end{aligned}$$

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= 0.43 %

CONCLUSIONS

The learning media in this study plays a very important role because the learning media is very influential on the learning process which aims to improve students' abilities. In this study, the author uses the Beelinguapp mobile application media, this learning media can be installed on each student's mobile phone so that students can use the application anywhere and anytime. The Beelinguapp application is one of the applications to improve students' English skills and in this study, the ability will be focused on students' speaking skills, especially students' speaking skills in the 2nd semester students of STMIK Sinar Nusantara. In the results of the pre-test and post-test assessments, it can be seen that there is a difference in the assessment results. The average of the pre-test score is 49.33 and the result of the average score of the post test is 70.4. When compared from the two values, there is an increase of 0.43%. From the results of this research, it can be concluded that learning media using Beelinguapp can improve students' English-speaking skills.

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