

## The Use of RealLife Application in Learning English to Improve Students' Speaking Skill

Gigin Ginanjar Sapari<sup>1</sup>, Ayu Puspitasari<sup>2</sup>, Isti Sitihindun<sup>3</sup>

English Department, Faculty of Teacher Training and Education  
Universitas Mandiri, Subang - West Java – Indonesia

[ggsapari@gmail.com](mailto:ggsapari@gmail.com)<sup>1</sup>, [ayu.puspita01@gmail.com](mailto:ayu.puspita01@gmail.com)<sup>2</sup>, [istimewa@gmail.com](mailto:istimewa@gmail.com)<sup>3</sup>

### ABSTRACT

The RealLife app is designed primarily for people who want to improve their listening and speaking skills with people around the world. The purpose of this study is to find out if the RealLife app can improve students' speaking skills and to explore students' perceptions towards its usage in speaking learning. Conducted at SMA Swasta Yadika Kalijati, this study used a quasi-experimental design with pre-test and post-test. SPSS version 25 was used for data analysis including normality assessment, homogeneity and hypothesis testing to evaluate the impact of RealLife implementation on students' speaking ability. The results showed that the mean pre-test score of the experimental class was 61.96, which increased to 70.87 after treatment and the independent samples t-test showed a significant p-value of <0.001. In essence, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The results of the questionnaire indicated that most students were interested and motivated to use the RealLife application in learning English with a mean score with average score of 81.09%, which was classified as good. Therefore, it can be concluded that the use of RealLife application can improve students' speaking skills. In conclusion, these positive results underscore the importance of integrating technology-based language learning technology-based language learning tools into the educational environment.

**Keywords:** RealLife application, Students' speaking skill, Learning English

---

### I. INTRODUCTION

Nowadays, high school students in Indonesia are expected to be able to speak English, but the fact is that they get into trouble with it. This is due to fear of making a mistake, lack of language knowledge, and poor understanding of pronunciation. Sapari et al. (2024, p. 8) found that most of the students are difficult to pronounce words clearly and feel difficult to distinguish from the pronunciation of vowels and consonants in English and Indonesian language that sometimes make them confuse to pronounce vowel and consonant and eventually these cases make them difficult to speak English well. Meanwhile with the development of science and technology, learning English is very important because English is used globally. In Indonesia, the language is taught as a foreign language, so students mainly use English in the school context. This makes teaching and learning English difficult, although some students have been learning English since kindergarten (Oktaviani & Mandasari, 2020, p. 34).

## The Use of Reallife Application in Learning English to Improve Students' Speaking Skill

Teachers are required to make the learning process as attractive as possible and to teach effectively by using engaging media, techniques, or even materials to encourage them to use English and to increase their speaking ability frequently (Primadona & Prastiyowati, 2018, p.36). Instructional media is an essential part of the teaching and learning process. Media can make the learning process effective. It can engage the students to follow the learning process well. The use of technology is beneficial in the field of education, especially in learning foreign languages. But they still lack to speak English also for some reasons. First, they are not confident when they communicate with their friends who can speak English well enough. Second, the students are still confused how to respond with English because they do not have enough vocabulary, that is why they always respond in mother tongue.

Based on the researcher's experience while doing internships of Yadika Kalijati Senior High School, the researcher found problem with students' speaking skills are still low. Students struggled to communicate in English and did not know how to respond to their teachers' inquiries when they were asked to practice dialogues. Students are also unable to have a natural dialog. The theme, main concepts and other details from the text are not well grasped. In fact, there are also many students who are not interested in learning English due to the lack of learning media and boring teaching routines. Given the above information, teachers must be able to come up with creative solutions that can remove students' barriers in dealing with their speaking problems. Considering that we are currently on the cusp of a technological revolution.

Speaking is one of the skills that English learners need to master because language is used to communicate with others in everyday life. Speaking can also improve the quality of students for the future because speaking English will be used in jobs everywhere (Niah and Pahmi, 2019, p.55). Addition of Aseptiana & Parmawati (2018, p.22) Speaking skill is a productive skill that is part of our everyday life and it is difficult to assess (Crisianita, et al. 2022, p.62). However, their difficulties in using a foreign language along with their native language, their feelings of shyness and fairness in participating in an English conversation, or even problems arising from teachers who do not often speak English in the classroom are all common problems. Speaking is an important skill in language learning, but it is not an easy skill to learn or teach (Pakula, 2019, p.95). It can be concluded that speaking in English, especially a foreign language, is very difficult for students to understand, but they should realize that they should not be shy and afraid of being wrong when speaking English.

Every day, teachers are getting access to new technologies that can be used in the teaching of English. As conventional teaching methods such as teacher method and markers seem to be outdated, modern technology can be used as a supplement to classroom teaching methods to create a more vibrant atmosphere in the classroom. Integrating modern technology to improve the level of English teaching is the need of the hour. Modern technology relaxes the minds of the students to get into the lesson with full engagement rather than a difficult task to do. New technologies in language learning with multiple intelligences and mixed abilities are replacing the old methods of teaching (Bahadorfar, et al. 2014, p.10).

The new generations of students are immersed in technology and have grown up with access to mobile devices, the Internet and social networks. For them, the use of mobile devices is not

## The Use of Reallife Application in Learning English to Improve Students' Speaking Skill

only a tool to watch videos, play games, and socialize with others, but it is also used to support academic subjects. Due to the lockdown caused by the pandemic in 2020, the need for digital transformation in all aspects of society has emerged. In the field of education, many educational institutions have opted for the use of new technologies for teaching practice. Therefore, mobile learning as an emerging technology has become an important tool in the teaching and learning process. Currently, to improve motivation and interactivity in their classes, educators have used free applications offered by mobile technology (Criollo, et al. p.2).

Akkara, et al. (2020, p.280) stated that the use of technology in teaching speaking improves students' speaking fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation. More so, technology in teaching speaking improves students' speaking skills and employing such has a positive impact on learners' speaking skills, fluency and pronunciation. It also overcomes students' speaking difficulties (Hamad, et al. 2019, p.191).

Technology-based English refers to the integration of digital tools and technologies into the teaching and learning of English. This approach utilizes various technological resources such as language learning apps, online platforms, multimedia content, and virtual classrooms to enhance the educational experience and facilitate language acquisition. Thus, researchers are interested in identifying the learning of English language skills using technology in this era of independent learning. Specifically, RealLife application.

The researcher will introduce to the students a communicative activities interaction through interesting application for learning English without fear of being wrong. The name of the application is RealLife, this application is so fun conversation with native speakers from all countries. The use of RealLife application students can add their vocabulary and listened how to speak by native speakers, and day by day students confidence and responsibility, this will help them to speak with their friends as their own words.

RealLife application is a very effective tool for language learning because it provides contexts that are authentic and relevant to everyday situations (Brown, H. D. 2020, p.123). Incorporating RealLife experiences into the speaking learning process allows students to practice in situations that are similar to the actual situations they will face outside of the classroom. By using scenarios such as business meetings, casual conversations, or social situations, students can learn to apply vocabulary and language structures in a real context, which enhances their understanding of appropriate and effective language use.

RealLife application helps students develop the language skills needed in authentic social interactions. Direct interaction with native speakers or in realistic simulations facilitates the development of skills such as speaking confidently, listening actively, and responding spontaneously. This approach also introduces students to the variety of language used in different situations and cultures, broadening their understanding of language nuances and etiquette that may not be covered in depth in formal teaching materials (Siahaan, 2023, p.2). Students' motivation and engagement also increase when they see the direct application of their language skills. Real-life experiences are often more interesting and relevant than

theoretical speaking exercises or formal learning, so students are more eager to engage in informal learning in everyday English conversations from different countries. Thus, using real-life applications not only enriches the learning experience, but also ensures that the speaking skills learned are more applicable and useful in the context of everyday life.

## **II. THEORETICAL FRAMEWORK**

### **Speaking**

Speaking is one of the skills that must be mastered by English learners because language is used to communicate with other in everyday life. Speaking can also improve the quality of students for the future, speaking English will be used in jobs everywhere (Niah dan Pahmi, 2019, p.55).

### **Element of Speaking**

Speaking is a complex skill that requires the simultaneous use of several different abilities, which often develop at different rates. When analyzing linguistic processes, four to five components are typically identified (Gudu, 2015, p.15).

#### 1) Pronunciation

Khasanah & Sabiq (2020, p.122) the role of English teachers also has to master and comprehend about English teaching techniques, especially in teaching pronunciation. Pronunciation is the way students to produce clearer language when they communicate. It means that even if a student's vocabulary and grammar are restricted, they can communicate successfully with strong pronunciation and intonation. Based on this, the researcher can conclude that pronunciation is very important to learn for English students, so there is no misunderstanding in communication.

#### 2) Grammar

Grammar is needed for students to arrange a correct sentence in verbal exchange. Grammar is the study of how words combine. As a result of the above statement, it can be inferred that grammar is a rule that students must follow in order to combine correct sentences in written and oral conversation. Therefore, the utility grammar is also the perfect way to gain knowledge in a language in oral and written.

#### 3) Vocabulary

As we all know, the most important aspect of a language is its vocabulary. The vocabulary is made up of single words, set phrases, variable phrases, phrasal verbs. With a limited vocabulary, conversation is naturally difficult.

#### 4) Fluency

Fluency is a term used frequently to describe language performance, yet it is often defined vaguely and used as a substitute for a group of aspects of proficiency in general (Wood, 2001, p.574). Fluent students can communicate their message using all of their resources and abilities, regardless of grammatical or other errors. Fluency is one aspect that is owned by a speaker to communicate in a variety of tones and durations while without missing any crucial phrases in their speech or verbal exchange (Damayanti, 2022, p.2).

### **Teaching Speaking through Technology**

Using technology media-based learning in teaching speaking brings a number of positive results on the part of the learners. Goh (2016) stated that technology in teaching speaking develops language fluency, accuracy and complexity. As well, Akkara, et al. (2020, p.280) stated that using technology in teaching speaking improves students' speaking fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation. More so, technology in teaching speaking improves students' speaking skills and employing such has a positive impact on learners speaking skills, fluency, and pronunciation. It also overcomes students' speaking difficulty (Hamad, et al. 2019, p.191). Speaking is a means to interact with people around the world, and it serves to inform, entertain, inspire and encourage. Good speaking skills are the ability to create words that can be understood by the listener. Students' are still hesitant to express their ideas because they feel insecure for fear of mispronouncing words properly. In fact, speaking is an important part of daily interaction especially English, if talking to foreigners. Every day teachers get access to some new technology, which joins the teaching of English. As conventional teaching methods such as the teacher method and markers seem to be outdated, modern technology can be used as a complement to classroom teaching methods to create a livelier atmosphere in the classroom. Integrating modern technology to enhance the level of English teaching is the need of the hour. Modern technology relaxes the minds of the students to get into the lesson with full engagement rather than a difficult task to do. New technologies in language learning with multiple intelligences and mixed abilities are replacing the old methods of teaching (Bahadorfar, et al. 2014, p.10).

### **III. RESEARCH METHOD**

The method used in this research was quantitative quasiexperimental research. According to Sugiyono (2014, p.8) "quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain sample populations, data collection using research instruments, data analysis is quantitative statistics, with the aim of testing predetermined hypotheses". According to Darmawan, (2016, p.130) "the quantitative approach is an approach by focusing on symptoms that have certain characteristics in human life called variables". Experimental research has several forms of design including, Pre-experimental Design, True Experimental Design, Factorial Design, and Quasi Experimental Design.

According to Sugiyono (2014, p.77) "this form of experimental design is a development of true experimental design, which is difficult to implement. This design has a control group, but does not function to fully control the outside variables that affect the implementation of the experiment ". Meanwhile, according to Darmawan (2016, p.24) "quasi-experiments are often called nonequivalent experiments, which means experiments with control groups that are not or less comparable". Quasi-experiment (Quasi Experimental Design) is part of quantitative research where sampling in research is not randomized. The quasi experimental design used is Nonequivalent control group design. There are two groups in quasiexperimental research, one of which is given treatment as a control group that gets treatment using the learning model that the teacher provides. While the other group became the experimental group that was given a treatment using the problem-based learning model assisted by RealLife Application.

#### IV. FINDINGS

##### Hypothesis Test

After conducting the normality and homogeneity tests to ensure the validity 53 of the data, the next step was to conduct a hypothesis test. The researcher used independent sample T-test to determine whether there was a significant difference in the results before and after using the Reallife application. The researcher used IBM SPSS version 25 for windows to calculated or the test. To evaluate the statistical significance, the significance value ( $\alpha = 0.05$ ) according to the established formulation. The significance value obtained from the hypothesis test plays a critical role in determining whether to accept or reject the formulated hypotheses. When the significance value is lower than 0.05, it indicates that the results are statistically significant. The alternative hypothesis ( $H_a$ ) will be accepted, while the null hypothesis ( $H_o$ ) will be rejected. On the other hand, if the significance value is higher than 0.05, it suggests that there is no significant difference between the two groups. Result of the calculation as follows:

**Table 1. T-Test of Posttest**

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest Result	Experiment Class	23	70.87	5.362	1.118
	Control Class	27	64.26	5.997	1.154

**Table 2. Independent Sample T-Test**

Independent Samples Test											
		Levene's Test for Equality of Variances				t-test for Equality of Means					
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Hasil Posttest Kelas Experiment	Equal variances assumed	.152	.698	4.076	48	<.001	<.001	6.610	1.622	3.350	9.871
	Equal variances not assumed			4.113	47.872	<.001	<.001	6.610	1.607	3.379	9.842

The average post-test score of the experimental class was 70,87 and the control class was 64,26. An independent t-test was conducted to compare the average posttest results between the experimental and control classes. The results of the Levene's Test for equality of variances showed an F value of 0.152 with a Significance value (Sig.) of 0.698, which indicated that the assumption of equality of variances was met. Therefore, the t-test was conducted with the assumption of equality of variance. The t-test results show that there is a significant difference between the two classes. For the case with the assumption of equality of variances, the t-value obtained was 4.076 with a degree of freedom (df) of 48 and a two-sided Significance value (p-value) of less than 0.001. Likewise, for the case without the assumption of equality of variances, the t value is 4.113 with a df of 47.872 and the two-sided Significance value (p-value) is also less than 0.001. The mean difference between the experimental and control classes was 6.610 with a standard error of 1.622 under the assumption of equal variance, and 1.607 under the assumption of not equal variance. The 95% confidence interval for the mean difference is between 3.350 and 9.871 under the assumption of equal variance, and between



## The Use of Reallife Application in Learning English to Improve Students' Speaking Skill

3.379 and 9.842 without the assumption of equal variance. With these results, it can be concluded that there was a statistically significant difference in the posttest results between the experimental and control classes, indicating that the use RealLife application had a substantial impact to improve students' speaking skill.

### Data of Questionnaire

Based on the questionnaire results of students' perception regarding the use of RealLife app in teaching speaking above, most of the students have an interest and are motivated to use the RealLife application to improve English speaking skills with the average score is 81,09% in the good category.

## V. DISCUSSION

Based on the data of the independent sample t-test showed statistically the impact of using the RealLife application during the treatment period. The average post-test score of the experimental class was 70,87 and the control class was 64,26. An independent t-test was conducted to compare the average posttest results between the experimental and control classes. The results showed that the mean score of the experimental class pre-test was 61.96, which increased to 70.87 after the treatment and the independent sample t-test showed a significant p-value of  $<0.001$ , which is lower than  $\alpha = 0.05$  (5%). This indicates acceptance of the alternative hypothesis ( $H_a$ ) and rejecting of the null hypothesis ( $H_0$ ). As a result, it can be concluded that the use of RealLife application has significant impact to improve students' speaking skills in SMA Swasta Yadika Kalijati because the English test scores after the researcher's intervention were higher than before using the RealLife application. This shows that the use of RealLife application is beneficial for students, especially 11<sup>th</sup> grade students at SMAS Yadika kalijati.

Based on the data obtained from the questionnaire, various answers given by eleventh grade students by collecting answers using a Likert scale questionnaire regarding RealLife application in helping them improve English speaking skills. It turns out that this gets a lot of positive responses, as well as many student perceptions who agree that RealLife application helps students to improve their speaking skills because RealLife application has demonstrated its effectiveness as a user-friendly tool for improving English speaking skills. The app is easy to navigate and provides clear instructions, which facilitates a comfortable learning experience. Students report that the app significantly enhances their motivation to practice speaking and increases their interest in learning English. The engaging features of the app contribute to a more immersive learning process. The questionnaire results that most students were interested and motivated to use the RealLife application to enhance their learning with an average score of 81.09%, which was categorized as good.

Furthermore, the Apps effectively aids in improving English pronunciation and boosts students' confidence in their speaking skill. Students can understand their mistakes and identify areas for improvement through the apps practice. Overall, RealLife App is well-regarded as a valuable tool for developing speaking skills in English.

## The Use of Reallife Application in Learning English to Improve Students' Speaking Skill

The results of this research provide valuable insight into the benefits of incorporating technology-based language learning, especially in English-speaking skills. This is also stated Technology advances also have an influence on the learning media in English. In learning to talk (speaking English). As a global communication media, the Internet allows it to be used in language teaching and learning, for example, learning English (Wahyuningsih et al. 2022, p.97). Technology-based RealLife application is a very effective tool in speaking learning as they offer contexts that are authentic and relevant to everyday situations (Brown, 2020, p.123).

### VI. CONCLUSION

The findings of this study provide strong evidence of the positive effects of the RealLife application in enhancing students' speaking skill. Specifically, the experimental group, which utilized the RealLife application treatment, demonstrated higher scores on the post-test compared to the control class, which did not receive the treatment. The result showed that the mean score of the experimental class pre-test was 61.98, which increased 70.87 after the treatment and the independent sample t-test showed a significant p-value of  $<0.0001$ . In essence, the Alternative Hypothesis ( $H_a$ ) was accepted, and the Null Hypothesis ( $H_0$ ) was rejected. The questionnaire results that most students were interested and motivated to use the RealLife application to enhance their learning with an average score of 81.09%, which was categorized as good. These results clearly show that the use of the RealLife application has a significant impact to improve students' speaking skills in SMA Swasta Yadika Kalijati.

### REFERENCES

- Akkara, A. A. M. 2020. Improving Second Language Speaking and. Hindustan Institute of Technology and Science, Chennai, India , pp. 280-287.
- Ali Derakhshan, A. K. F. B. 2016. Developing EFL Learners Speaking Ability Accuracy and Fluency. English Language and Literature Studies.
- Anastasia Nelladia Cendra, E. S. 2022. Speaking Accuracy, Fluency, and Beyond: Indonesian Vocational Students' Voice. A Journal on Language and Language Learning, pp. 379-394.
- Anggraini, 2022. Improving Students' Pronunciation Skill Using Elsa Speak Application. Journal of English Language and Pedagogy, pp. 135-141.
- Fabliyansyah, M. 2022. The Effect of Implementing TikTok Application with Project-Based Learning on Student's Speaking Skills.. Bengkulu: s.n.
- Gudu, B. O. 2016. Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya. Journal of Education and Practice, 6(35), pp. 55-63.
- Hamad, M. & A. 2019. The Impact of Using YouTubes and Audio Tracks Imitation YATI on. English Language Teaching, Volume 12, pp. 191-198.
- Mandasari, S. C. 2022. The Use of Small-Group Discussion to Improve Students' Speaking Skill. Journal of Research on Language Education, Volume 3, pp. 61-66.



## The Use of Reallife Application in Learning English to Improve Students' Speaking Skill

- Munawir, N. W. 2022. Improving the Students' Pronunciation Ability by Using ELSA Speak App. *Journal on English Language Teaching and Learning* , Linguistic and Literature, Volume 10, pp. 846-857.
- Omidvar, M. B.. 2014. Technology in Teaching Speaking Skill. *Journal of Multidisciplinary Research*, Volume 11, pp. 9-13.
- Pahmi, S. N. 2019. The Utilitization of Duolingo to Improve the Speaking Listening Skills of Junior High School Students in Pekanbaru. *Advances in Social Sciences, Education and Humanities Research*, Volume 373.
- Pakula, H. M., 2019. Teaching Speaking. *Journal of Applied Language Studies*, 13(1), pp. 95-111.
- Parmawati, A. 2018. Using Analytic Teams Technique to Improve Students' Speaking Skill. *Universitas Islam Darul „Ulum Lamongan*, Volume 3, pp. 21-25.
- Sabiq, U. K. 2020. Dealing With Student Pronunciation: The “Spelling Bee” Effect. *Journal of English Teaching Adi Buana*, Volume 3, pp. 121-130.
- Santhanasamy, C. & Yunus, M. 2022. A Systematic Review of Flipped Learning Approach in Improving Speaking Skills. *European Journal of Educational Research*, Volume 11, pp. 127-139.
- Sapari, G. G., Nugroho, A., Nurmala, E. 2024. A Study on the Students' Problems in Speaking English at the Eleventh Grade of Man 1 Subang. *Journal Artistic*. Volume 1 No 1 2024, pp.1-10.
- Sari, M. 2021. TED Talks Use in Speaking Class for Undergraduate Students. *Jambura Journal of English Teaching and Literature*, Volume 2, pp. 35-40.
- Siahaan, T. 2023. The Use of RealLife Application in Learning Communicative English Skill of Independent Student Exchange in 6th Semester English Department at Nommensen HKBP University Medan. *Journal of Pendidikan Bahasa Inggris*, pp. 1-30.
- Sosas, R. V. 2021. Technology in Teaching Speaking and its effects to students learning English. *Juornal of Language and Linguistic Studies*, Volume 17, pp. 958-970.
- Wahyuningsih, S. 2022. The Impact of Social Media on Consumer Behavior: A Review of the Literature. *Journal of Business and Economic Research*, 20(3), pp. 97-108.
- Sugiono, N.D. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.
- Wood, D. 2001. In Search of Fluency: What Is It and How Can We Teach It?. *The Canadian Modern Language Review*, pp. 573-589.
- Yahfenel, F. 2019. Technology in Teaching Speaking Skill: A Review of Current Literature. *Journal of Language Education Development*, Volume 2, pp. 2621-3796.
- Yazid, K., 2016. Validity of the Ecology Material Pocket Book for Grade X High School Students.. *BioEdu*, 5(3), pp. 249-256.