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The Implementation of Using Google Assistant to Improve Students Speaking' Skill in SD Kusuma Bhakti Semarang

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ABSTRACT

Latar belakang penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa kelas 4 SD Kusuma Bhakti Semarang. Tujuan penelitian ini adalah untuk mengetahui apakah terdapat peningkatan yang signifikan pada kemampuan berbicara siswa sebelum dan sesudah menggunakan Google Assistant. Berdasarkan hasil penelitian, frekuensi siswa yang salah mengucapkan kata "mobil" berkurang dari 50 siswa yang menjawab salah menjadi 21 siswa yang menjawab salah. Pada pengucapan kata "sepeda", frekuensi siswa yang menjawab benar adalah 39 dan setelah perlakuan meningkat menjadi 64. Pada pengucapan kata "bus", terdapat 37 siswa yang mengucapkannya dengan benar dan setelah perlakuan meningkat menjadi 55 siswa yang mengucapkannya dengan benar. Pada kata "kereta api" terdapat 28 siswa yang menjawab dengan benar dan setelah perlakuan menjadi 62 siswa yang menjawab dengan benar. Terakhir, pada kata "pesawat terbang" terdapat 30 siswa yang mengucapkannya dengan benar sebelum perlakuan dan setelah perlakuan menjadi 55 siswa yang menjawab dengan benar. Hasil analisis Uji McNemar yang dilakukan menggunakan SPSS menunjukkan nilai signifikansi 0,000 pada pengucapan kata “car”, “bicycle”, “train”, dan “airplane”, sedangkan pada kata “bus” nilai signifikansinya adalah 0,010. Berdasarkan (Fauzia, 2020) dapat disimpulkan bahwa nilai signifikansi kurang dari 0,05. Jadi, penelitian ini menunjukkan pengaruh penerapan bantuan Google dalam pembelajaran terhadap peningkatan kemampuan berbicara siswa.

The background that drives this research is to improve speaking skills in 4th grade students at Kusuma Bhakti Elementary School Semarang. The purpose of this study is to determine the speaking ability of students before and after using google assistant whether there is a significant improvement. Based on the results of the study, the frequency of students who pronounced ”car” from 50 students who answered incorrectly was reduced to 21 students who answered incorrectly. In the pronunciation of Bicycle, the frequency of students who answered correctly was 39 and after treatment increased to 64. In the pronunciation of “bus”, there were 37 students who pronounced it correctly and after the treatment it increased to 55 students who pronounced it correctly. In “train” there were 28 students who answered correctly and after the treatment there were 62 correct students. Finally, “airplane” there were 30 students who pronounced correctly before treatment and after treatment there were 55 correct ones. The results of the Mc Nemar Test analysis conducted using SPSS showed a significance value of 0.000 in the pronunciation of “car” “bicycle” “train” and “airplane”, while in “bus” the significance value was 0.010. Based on (Fauzia, 2020) it can be concluded that the significance value is less than 0.05. So this study shows the effect of the implementation of goggle assistance in learning on improving students' speaking ability

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INTRODUCTION

Language is a basic cognitive linguistic ability that allows people to send, encode, and decode information via organized systems of sounds and symbols. In the modern era, English is one of the most extensively used language systems worldwide. The English First Course Center's 2021 English Proficiency Index estimates that 400 million people are native English speakers out of an estimated 2.5 billion people with varied degrees of English proficiency. English is the most widely used language in digital communication, accounting for 25.9% of all internet users worldwide, according to Johnson (2022). English is officially recognized as a required foreign language in Indonesian schools, which reflects the language's considered importance for international integration. These days, English serves as a vital linguistic resource in a wide range of fields, such as medicine, engineering, education, advanced research, commerce, information and communication technology, finance, computing, and tourism.

Acquiring vocabulary is essential to achieving oral fluency, and it works in tandem with phonological accuracy and grammatical proficiency to enhance speaking abilities. The breadth and depth of a learner's vocabulary repertoire determine how well they process, produce, and internalize linguistic input within the English language (Fathin & Mega, 2022). Lexical knowledge is crucial in enabling the mastery of broader language competencies. Learners sometimes face ongoing challenges in developing oral English competency in a variety of educational settings. According to empirical data presented by Sodakh and Mega (2022), a significant percentage of pupils still struggle with phonological accuracy, especially when it comes to pronouncing words correctly in English.

The field of English as a Foreign Language (EFL) education has been affected by the widespread incorporation of digital technologies into modern life. More and more computer-assisted language learning (CALL) systems are being used to support customized learning paths and scaffold speaking growth. Because it requires quick lexical retrieval and encourages interactive participation in spoken tasks, Google Assistant has been recognized as a promising technological affordance for oral practice among these advances (Hadi & Raisya, 2022). For example, fourth-grade students at SD Kusuma Bhakti Semarang were led through vocabulary-centered speaking exercises assisted by Google Assistant, illustrating how these resources may improve student motivation, fluency, and communicative preparedness. In light of these pedagogical challenges and emerging technological interventions, the researcher was motivated to conduct an empirical investigation aimed at improving learners‘ speaking proficiency through the integration of digital tools and structured instructional practices.

METHOD

The methodological approach used in this study, "The Implementation of Google Assistant to Improve Speaking Skills in English Vocabulary at SD Kusuma Bhakti Semarang," is based on a pre-experimental research design. The researcher used a pre-experimental technique as the main strategy for data collection and analysis in compliance with this framework. In order to investigate the educational potential of Google Assistant as a technology intervention targeted at improving students' oral proficiency in English, the researcher uses a pre-experimental study design as a methodological framework. All fourth-graders enrolled at SD Kusuma Bhakti Semarang make up the study's population. 75 students make up the entire population, which is quantitatively divided into three different class groupings. According to the principles of total sampling, the sample in this study includes all fourth-grade pupils. Because the population is relatively small, less than 100 people this sampling strategy was purposefully used. The distribution or spread of accurate and inaccurate pronunciation data at each measurement stage is ascertained using frequency analysis. Because testing may be used as a systematic tool to measure and assess students' performance, the researcher used it as the primary technique of data gathering.

RESULTS AND DISCUSSION

Improvement in Word Pronunciation The most striking improvement was seen in the words “train” and “bicycle”. On the word “train”, the number of students who were able to pronounce it correctly increased sharply from 28 students to 62 students. Something similar happened with the word “bicycle”, where the number of correct students increased from 39 to 64 students. This increase indicates

that Google Assistant is effective in helping students distinguish and imitate the vowel and consonant sounds contained in words that are relatively new to them.

Reduced Pronunciation Mistakes A reduction in the quantity of pronunciation mistakes was also noted as an improvement. For instance, the number of pupils mispronouncing the word "car" dropped significantly from 50 to 21. The number of children who could correctly pronounce the terms "bus" and "airplane" increased from 37 to 55 and from 30 to 55, respectively, demonstrating similar increases. This information supports the conclusion that utilizing Google Assistant improved test items consistently.

A significance value of less than 0.05 indicates that the difference in results between pretest and post-test is statistically significant. This means that the improvement in students' speaking ability does not occur by chance, but is a direct result of the treatment or intervention provided, namely the use of Google Assistant. This result strongly supports the research hypothesis which states that there is a significant effect of using Google Assistant on improving students' speaking ability.

CONCLUSION

Based on the empirical data in the previous chapter, it can be concluded that using Google Assistant as a teaching tool improves students' oral English proficiency at Kusuma Bhakti Elementary School in Semarang. The post-intervention assessment results, where the post-test scores function as empirical indications of quantifiable increase in students' speaking competency, support this conclusion. The performance improvements that have been noted indicate that the use of technology-mediated instruction—especially voice-activated digital tools is a successful strategy for promoting the acquisition of second languages, particularly spoken English. Quantitative differences in the frequency of students' phonological accuracy across many lexical items provided an empirical demonstration of the pedagogical intervention's efficacy. The prevalence of phonological errors in the articulation of the word "car" decreased significantly from fifty students in the pre-test phase to twenty-one students in the post-test phase. The number of students demonstrating correct pronunciation of the lexical item "bicycle" increased from thirty-nine before the intervention to sixty-four after the therapy, indicating the opposite tendency. The lexical item "bus" also saw a significant improvement in pronunciation accuracy, with proper articulations increasing from 37 in the baseline assessment to 55 after the intervention. The inferential statistical analysis employing the McNemar test, executed through the Statistical Package for the Social Sciences (SPSS), yielded significance values that substantiate the presence of statistically meaningful differences in students‘ pronunciation performance across the assessed lexical items. Specifically, the lexical items “car” “bicycle” “train”, and “airplane” each produced a significance value of 0.000 ($p < 0.001$), while the lexical item “bus” produced a significance value of 0.010 ($p < 0.05$). Thus, it can be concluded that using Google Assistant as an instructional intervention has a statistically significant impact on students' oral production, improving their pronunciation accuracy and, more generally, their English speaking proficiency.

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