

IMPROVING THE STUDENTS' SPEAKING ACCURACY THROUGH "LSE 9.0 SOFTWARE VERSION"

(A Classroom Action Research at the First Year Electric of SMK Negeri 1 Pattallassang Gowa)

*Meningkatkan Akurasi Berbicara Siswa Melalui "LSE 9.0 Versi Perangkat Lunak
(Penelitian Tindakan Kelas Pada Tahun Pertama Jurusan Elektro SMK 1
Pattallassang Gowa)*

Firman, Muhammad Zia ul Haq

English Education Department, Faculty of Teacher Training and Education
Muhammadiyah University of Makassar
firman@unismuh.ac.id

ABSTRACT

The objective of the research was to find out the improvement students' speaking accuracy through Learn to Speak English 9.0 Software Version at SMK Negeri 1 Pattallassang Gowa. This research used classroom action research that consists two cycles. The research object was the first year electric students' of SMK Negeri 1 Pattallassang Gowa academic year 2011/2012. The object of this research consisted of 32 students. The researcher obtained the data by using speaking test in diagnostic test, cycle I and Cycle II. The results of the student's speaking test in cycle I and cycle II had significantly different scores. There was better improvement of gains by students at the end of action cycle II. The research findings indicated that use of Learn to Speak English 9.0 Software as teaching media could improve the students' speaking accuracy after evaluation in cycles I and II, the means scores in diagnostic test is 5.21 and then it became 5.95 in the cycle I and 7.10 in the cycle II. It can be stated that the students' speaking accuracy at the first year electric students' of SMK Negeri 1 Pattallassang Gowa was in poor level after the test in diagnostic test with mean score 5.21 had improved to fairly good level after the test in the cycle II with mean score 7.10.

Keyword: Speaking, accuracy, LSE 9.0 software version

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan akurasi berbicara siswa melalui Belajar Berbahasa Inggris Versi Software 9, 0 di SMK Negeri 1 Pattallassang Gowa. Penelitian ini menggunakan penelitian tindakan kelas yang terdiri dua siklus. Objek penelitian adalah tahun pertama siswa dari Jurusan elektro SMK Negeri 1 Pattallassang Gowa tahun akademik 2011/2012. Objek penelitian ini terdiri dari 32 siswa. Peneliti memperoleh data dengan menggunakan uji berbicara dalam tes diagnostik, siklus I dan Siklus II. Hasil tes berbicara siswa pada siklus I dan siklus II memiliki nilai yang berbeda secara signifikan. Ada peningkatan yang lebih baik dari prestasi siswa pada akhir tindakan siklus II. Hasil penelitian menunjukkan bahwa penggunaan Belajar Berbahasa Inggris menggunakan perangkat lunak versi 9, 0 sebagai media pembelajaran dapat meningkatkan akurasi berbicara siswa setelah evaluasi siklus I dan II, skor dalam tes diagnostik adalah 5.21 dan kemudian menjadi 5, 95 pada siklus I dan 7.10 dalam siklus II. Dapat dinyatakan bahwa akurasi berbicara pada tahun pertama siswa Jurusan Elektro SMK Negeri 1 Pattallassang Gowa berada di tingkat kurang, setelah tes di tes diagnostik dengan maksud skor 5.21 telah meningkat tingkat ke yang cukup baik setelah tes pada siklus II dengan nilai rerata 7,10.

Kata Kunci: Berbicara, akurasi, versi 9.0 LSE software.

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English



holds the key as international language. English is a tool of communication among peoples of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition. There are four basic skill in English they are reading, writing, listening and speaking skill that every human being to needs to interact or get information to another.

Speaking English is one of ways of finding information through oral communication in the world. The person who knows and understands English well can easily communicate with other people all over in the world because English is an international language and can make the person get a job, spread news and social transact his business. In this study, the researcher focuses in teaching speaking. In speaking class, the students should be taught how to speak. The components of English speaking skill that should be given and studied in English speaking class are pronunciation, vocabulary, grammar, fluency, accuracy and comprehension. Speaking is the most important skill, because it is one of abilities to carry out conversation on the language. Speaking is an interactive process of constructing meaning, receiving, and processing information.

As we know, there are many Senior High Schools which still use traditional media in learning speaking as an example in the first year electric students' of SMK Negeri 1 Pattallassang Gowa. The teacher only uses a book and white board in teaching. This is not effective in language learning process. It is proved by the data source acquired from the teacher who teaches in the class which the mean score is 5.21. It is still low classification.

In the last decade, the use of computers has developed rapidly throughout the world. According Pennington in Julia (2002) for educational purposes, computers play a crucial role where they function as an added tool or resource, as a model or a real-world phenomenon or system, and as a training environment to prepare users for real-world tasks and experiences. With respect to second/foreign language teaching and learning, Computer-Assisted Language Learning (CALL) defined as the search for and study of applications of the computer in language teaching and learning (Levy, 1997). Nowadays, the CALL environment becomes an ideal media



for learners to practice interaction. The computers, accompanying software packages and network have been used in a number of ways to assist language learning. There are many Computer-Assisted Language Learning's software one of this is Learn to Speak English 9.0 Software that can be used in teaching English especially speaking. Learn to Speak English 9.0 is a comprehensive computer program that builds all-around fluency and accuracy in a foreign language, from speaking and understanding to and writing. This version contains of building skills through practice and review utilizing, extensive lessons, exercises, and drills. Through visual, auditory, and interactive participation, this program provides educational content in an all-encompassing format combining video, audio and textbook.

Related to the fact in background in present above, the researcher will formulate problem statement as follows: “

1. How is the improvement of the students' speaking accuracy in grammar through LSE 9.0 Software Version?
2. How is the improvement of the students' speaking accuracy in vocabulary through LSE 9.0 Software Version?

In relation to the problem statements above, the objective of the study researcher is: To find out the improvement students' speaking accuracy through LSE 9.0 software version at first year electric students' of SMK Negeri 1 Pattallassang Gowa. The result of the research is expected to be meaningful information to the readers in general and specifically to the teachers of English in their attempt to improve the students' speaking accuracy. It is also hoped to be useful information for the further researchers to have ideas on this research. This research was limited on the application of Learn to Speak English 9.0 (LSE 9.0) software version in improving the students' speaking accuracy which focused on vocabulary and grammar at first year electric students' of SMK Negeri 1 Pattallassang Gowa.

DEFINITION COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)

Computer-Assisted Language Learning (CALL) is a form of computer-based learning which carries two important features: bidirectional learning and individualized learning. CALL materials are used in teaching to facilitate the



language learning process. It is a student-centered accelerated learning material, which promotes self-paced accelerated learning.

CALL originates from CAI (Computer-Accelerated Instruction), a term that was first viewed as an aid for teachers. The philosophy of CALL puts a strong emphasis on student-centered lessons that allow the learners to learn on their own using structured or unstructured interactive lessons. These lessons carry two important features: bidirectional (interactive) learning and individualized learning. CALL is not a method it is a tool that helps teachers to facilitate language learning process. CALL can be used to reinforce what has been learned in the classrooms. It can also be used as remedial to help learners with limited language proficiency.

The design of CALL lessons generally takes into consideration principles of language pedagogy, which may be derived from learning theories (behaviorist, cognitive, and constructivist) and second language learning such as Krashen's Monitor Theory.

The History of CALL

CALL's origins and development trace back to the 1960's (Delcloque 2000). Since the early days CALL has developed into a symbiotic relationship between the development of technology and pedagogy. He divided the development of CALL into three phases: Behaviorist CALL, Communicative CALL and Integrative CALL (Multimedia and the Internet).

Because repeated exposure to material was considered to be beneficial or even essential, computers were considered ideal for this aspect of learning as the machines did not get bored or impatient with learners and the computer could present material to the student at his own pace and even adapt the drills to the level of the student. CALL programs of this era presented a stimulus to which the learner provided a response. At first, both could be done only through text. The computer would analyze errors and give feedback. More sophisticated programs would react to students' mistakes by branching to help screens and remedial activities.

Communicative CALL is based on the communicative approach that became prominent in the late 1970's and 1980's. In the communicative approach, the focus is on using the language rather than analysis of the language, teaching grammar implicitly. It also allowed for originality and flexibility in student output of



language. It also correlates with the arrival of the PC, making computing much widely available resulting in a boom in the development of software for language learning. The first CALL software in this phase still provided skill practice but not in a drill format, for example, paced reading, text reconstruction and language games but computer remained the tutor. In this phase, however, computers provided context for students to use the language, such as asking for directions to a place.

Integrative/explorative CALL, starting from the 1990's, tries to address these criticisms by integrating the teaching of language skills into tasks or projects to provide direction and coherence. It also coincides with the development of multimedia technology (providing text, graphics, sound and animation) as well as computer-mediated communication. CALL in this period saw a definitive shift of use of computer for drill and tutorial purposes (computer as a finite authoritative base for a specific task) to a medium for extending education beyond the classroom and reorganizing instruction. Learn to Speak English 9.0 is one of multimedia CALL.

Advantages and Disadvantages of CALL

a. Advantages of CALL

According to Roblyer (2003) Educators indicate that the current computer technology has many advantages for second language learning. Computer and its attached language learning programs could provide second language learners more independence from classrooms and allowing learners the option to work on their learning material at any time of the day. Once implemented, it can be expected that the cost for computer technology is considerably lower than for face-to-face classroom teaching, and when used in conjunction with traditional second language classroom study, students can study more independently, leaving the teacher more time to concentrate effort on those parts of second language teaching that are still hard or impossible by the computer, such as pronunciation, work on spoken dialogue, training for essay writing and presentation.

Lee (2000) further stated that the reasons why we should apply computer technology in second language instruction include computer and its attached language learning programs can:



- a. Prove practices for students through the experiential learning,
- b. Offer students more the learning motivation,
- c. Enhance student achievement,
- d. Increase authentic materials for study,
- e. Encourage greater interaction between teachers and students and students and peers,
- f. Emphasize the individual needs,
- g. Regard independence from a single source of information, and
- h. Enlarge global understanding.

Taylor (1980) also expressed that computer assisted language learning programs can be wonderful stimuli for second language learning. Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary. Those abilities will promote second language learners' learning motivation. Through various communicative and interactive activities, computer technology can help second language learners strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence. The participants who joined computer-assisted language learning programs also had significantly higher self-esteem ratings than regular students. In particular, many concepts and cognitions are abstract and difficult to express through language the language teaching area. It seems that computers can make up for this shortage by using the image showing on the screen. Nunan (1999) reported that "interactive visual media which computers provided seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, foreign language or second language learning"

Both cognitive theorists and humanists all pointed out that practice experience is a very important factor for people's learning. Experiential theory educators believe that learning is about making sense of information, extracting meaning and relating information to everyday life and that learning is about understanding the world through reinterpreting knowledge (Ormrod, 1999). When computer technology combines with Internet, it creates a channel for students to obtain a huge amount of human experience and guide students to enter the "Global Community".



In this way, students not only can extend their personal view, thought, and experience, but also can learning to live in the real world. They become the creators not just the receivers of knowledge. And, “as the way information is presented is not linear, second language learners can still develop thinking skills and choose what to explore” (Lee, 2000).

b. Disadvantages of CALL

First, although there are many advantages of computer, the application of current computer technology still has its limitations and disadvantages. Gips, DiMattia, & Gips (2004) indicated that the first disadvantage of computer and its attached language learning programs is that they will increase educational costs and harm the equity of education. When computers become a basic requirement for student to purchase, low budget schools and low-income students usually cannot afford a computer. It will cause unfair educational conditions for those poor schools and students. On the other hand, expensive hardware and software also becomes the big obligations for schools and parents.

Second, it is necessary that both teachers and learners should have basic technology knowledge before they apply computer technology to assist second language teaching and learning. No student can utilize computer if he or she lacks training in the uses of computer technology. Unfortunately, most teachers today do not have sufficient technological training to guide their students exploring computer and its assisted language learning programs. Therefore, the benefits of computer technology for those students who are not familiar with computer are inexistent (Roblyer, 2003).

Third, computers cannot handle unexpected situations. Second language learners’ learning situations are various and ever changing. Due to the limitations of computer’s artificial intelligence, computer technology is unable to deal with learners’ unexpected learning problems and response to learners’ question immediately as teachers do. The reasons for the computer’ inability to interact effectively can be traced back to a fundamental difference in the way humans and computers utilize information (Dent, 2001). In a word, today’s computer technology and its attached language learning programs are not yet intelligent



enough to be truly interactive. People still need to put effort in developing and improving computer technology in order to assist second language learners.

CALL Software

a. *Learn to Speak English (LSE 9.0)*

From the manufacturer Learn to Speak English is achieved all-around English fluency and accuracy with this complete, in-depth learning system. Learn to Speak English is a four CD-ROM set containing four courses with over 100 exercises and covering topics such as basics, travel, business, and everyday life. Build skills in pronunciation, vocabulary, listening, speaking, reading, writing, and grammar. Using a unique personalized learning system, you will have custom instruction tailored to suit your study needs.

b. *Rosetta Stone*

The Rosetta stone software uses a combination of images, text, and sound, with difficulty levels increasing as the student progresses, in order to teach various vocabulary terms and grammatical functions intuitively, without drills or translation. They call this the "Dynamic Immersion method". The goal is to teach languages the way first languages are learned. (Farivar, 2006)

c. *My English Partner*

My English Partner is a program based on pictures that enable students to work with lexical items and texts. For this, it uses exercises based on looking for objects that correspond to a certain word -or the other way round-, completing dialogues, maintaining conversations with characters belonging to the program, or doing comprehension texts, crosswords and hieroglyphs, among other things.

Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties, and provide repeated lessons as often as necessary. According overview several CALL software above the researcher will apply Learn to Speak English 9.0 in this research because Learn to Speak English more complete and suitable in teaching speaking. Learn to Speak English is complete computer application foreign language learning. It's containing four courses with over 100 exercises and covering topics such as basics,



travel, business, and everyday life. Build skills in speaking, vocabulary and grammar.

Learn To Speak English 9.0 Software (LSE 9.0)

1. Overview of Learn to Speak English 9.0 Software Version

According to Pedler (2003) Learn to Speak 9.0 delivers a program that personalizes your language-learning experience. Learn to Speaks Personalized Learning Technology (PLT) is a breakthrough learning approach that further enhances an already complete and comprehensive language-learning program. PLT focuses on improving your ability to learn specific areas of interest at your own pace using skill assessment, monitoring, customizable content, and a personalized study plan. Learn to Speak English is a comprehensive computer program that builds all-around fluency and accuracy in a foreign language, from speaking and understanding to reading and writing. This version of Learn to Speak English contains progressive courses that place a strong emphasis on building skills through practice and review utilizing extensive lessons, exercises, and drills. Through visual, auditory, and interactive participation, this program provides educational content in an all-encompassing format combining video, audio, textbook, and online instruction.

To setup this program in your computer the first insert the Learn to Speak English disc 1 into your CD-ROM drive. When the Learn to Speak title screen appears, click on Install and follow the onscreen instructions and then setup searches your system for QuickTime version 3.0 (or greater) and Internet Explorer version 4.0 (or greater). If these program files are not present, Setup will install them. Follow the onscreen instructions. To start the program after installation insert disc 1, when the Learn to Speak title appears, click on run if your disc already in your CD-ROM drive select the Learn to Speak English icon. Learn to Speak English requires the use of a microphone. During setup, a microphone test routine is installed with the program. The microphone test allows you to check your microphone at any time to determine whether it is working properly. To begin this software you will need sign by entering your name and then click on start.



2. The Content of Learn to Speak English 9.0 Software

According to Pedler (2007) there are nine main content on Learn to Speak English (LSE) 9.0 software that available for teaching speaking as follows:

- a. The Home screen is where you begin your studies. The courses are organized in a progressive order: In Pronunciation, you learn the target-language alphabet. In Basics, you learn some basic communication. The Extended Courses focus on key areas and provide much more depth of content. The cultural movies let you relax as you familiarize yourself with the culture of the target language you are studying. To exit the program, click the exit button.
- b. Speech recognition Learn to Speak English uses advanced speech-recognition technology to enhance your learning experience. The technology evaluates your pronunciation and lets you know how well you're speaking in the target language, and thus builds confidence in your ability to communicate. The pronunciation gauge indicates your level of mastering the pronunciation; you can even change how strictly your pronunciation is measured in the customization screen. The speech recognition technology offers a varying degree of recognition. Thus, a question posed to you might be phrased in several different ways, and you can reply in several different ways. Your reply determines the direction of the conversation. In the simulated conversations, speech recognition allows you to interact with onscreen characters to create actual conversations.
- c. Pronunciation, you learn to pronounce vowels, consonants, and vowel and consonant combinations.
- d. Simulated Conversation section uses speech-recognition simulation and branching-conversation technologies to allow you to interact with an onscreen native speaker. Your responses determine the direction and outcome of the dialogue with the onscreen character just like an actual conversation. Thus, you can go through a conversation several times and have several different outcomes. To have a simulated conversation enter your



sex and age in order to set up the conversation path that is most appropriate for you then choose one of the onscreen characters.

- e. Conversation Screen you can click on play and listen to the character. When speak lights up, respond to the character using your microphone. If you want to hear the user repeat a line, click on the left arrow twice and then click on resume. You can step backwards through the conversation by clicking on the left arrow many times. If you need help, you can click on a possible response or text. To hear a possible answer, click on the speaker icon in front of each response.
- f. The Extended Courses contain your primary language instruction. The in-depth courses are designed to help you develop your listening comprehension and conversation skills.
- g. The Cultural Movies let you unwind, while you relax and become more familiar with the language and culture you are studying. Learn to Speak also includes the following features to enhance your studies, which are readily accessible at any time throughout the program.
- h. The Dictionary incorporates all the vocabulary words from the program, including those from the expanded vocabulary and downloadable lessons.
- i. The Grammar screen includes the grammar from all the courses.

DEFINITION OF SPEAKING

Speaking is the performance to process by human being to produce their ideas and thought into spoken form, and it is refer as productive performances. To promote the speaking performance as one of production performances or the interactive performances, a speaker when conveying sentences or utterance should be intelligible and meaningful. He/she speak at an intelligible flow of speech in order to be understood by opposite speaker or the listener. Therefore he/she should know to differentiate the sounds in English words, rules in constructing English sentences and appropriate selection of English word in sentences or utterances as the accuracy of English use and accordingly effective communication. At the same time, she should speak out the words smoothly as like the native speakers speaking speed and rhythm in everyday context. Briefly, speaking performance refers to a students' skill to produce spoken language both accurately and fluently. Accuracy



and fluency are emphasized in speaking in order to have more effective communication, meaningful and understandable by other. The description on speaking accuracy and fluency will be explained in the following details.

Speaking accuracy

Speaking accuracy lies on acceptable pronunciation, correct grammar and appropriate word choice.

According Mc Keenhiil in Syahbuddin (2008) pronunciation is the act of manner of pronouncing something, articulate utterance. Certainly, pronunciation cannot be separated from intonation and stress. Pronunciation, intonation and stress are largely learnt successfully by imitating and repetition. Teacher should have a good standard of pronunciation in order that students can imitate their teacher in teaching and learning process.

Vocabulary is the context and function words of languages that learn so thoroughly that become a part of child understanding, spelling, and later reading and writing. Mc Keenhill in Syahbuddin (2008) states that it is of words and phrases usually alphabetically arranged and explained or designed. Furthermore, Harmer in Syahbuddin (2008) distinguishes two types of vocabulary in the words: active and passive vocabulary. Active vocabulary refers to lexical items people use while the passive one refers to words which they understand, but do not themselves use.

Grammar is the study of the way words and their component parts combine to form sentences (Crystal, 1993). He classifies grammar in to two types: competence and performance grammar. In so far as a grammar defines the total set of roles possessed by a speaker, it is a grammar of the speaker's competence (competence grammar) in so far as a grammar is capable of accounting for only the sentences has actually used (as found in a sample of output) it is a performance of grammar.

Speaking fluency

It is highly complex notion relate mainly to smoothness of continuity in discourse. It thus includes a consideration of how sentences are connected, how sentence patterns vary in word order and omit elements of structure and also certain aspects of the prosody of discourse.



Richards, Platt and Weber in Syahbuddin (2008) state that fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing. Rhythm, intonation, stress, rate of speaking and use of interjections and interruptions.

In second and foreign language teaching, they further explain that fluency describes a level of proficiency in communication, which includes:

1. The capability to produce written and spoken language with easy.
2. The capability to speak with a good but not necessarily command of intonation, vocabulary and grammar.
3. The capability to communicate ideas effectively, and
4. The capability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

METHODOLOGY

This research, the teacher used a Classroom Action Research (CAR) that was done through two cycles with four steps, namely: 1) Planning, 2) Action, 3) Observation, and 4) reflection. The teacher described the cycles through scheme of action research and each step could be explained briefly as follow

Cycle I

The cycle I in this classroom action research consisted of planning, action, observation and reflection as follows:

1. Planning

- a. Making lesson planning based on the syllabus, and prepares material of lesson planning and it should base on the teaching of speaking skill.
- b. Making observation sheet to observe the students activity.
- c. Making instrument of evaluation that was used in classroom action research cycles

2. Action

- a. In the first meeting, the teacher opens class and introduces LSE 9.0 software version and then the teacher gave explanation about LSE 9.0 Software Version version and how to run this software application and told about language essential and basic course of this software application. After that the teacher taught about opening and closing conversations.



- b. In the second meeting, the teacher taught about asking for information and giving information the teacher demonstrated example video conversation through LSE 9.0 Software Version and then the teacher asked the student to make a dialogue based on the theme.
- c. In the third meeting, the teacher demonstrated simulation conversation in LSE 9.0 Software Version and then the teacher asked the students to make a conversation in pair based on the simulation conversation that have been watch and perform front of class about asking for help, receive and refusing help.
- d. In the fourth meeting the teacher demonstrated the simulation conversations videos in the software about asking for opinion and giving opinion and then the teacher asking students to make a dialogue and perform front of the class.

3. Observation

- a. Making a note all the activity of the students in every meetings in order the teacher can measure the improvement of the students' speaking accuracy skill.
- b. Identifying and make note all the problem that we need when teaching and learning process based on observation paper that has arrange.
- c. Doing the evaluation which used the result of the study to know how far their improvement.
- d. Giving the students' chance for giving suggestion in action research.

4. Reflection

Reflection aimed to see the result of cycle I action process, to analyze, understand and conclude the activity in cycle I. The teacher analyzed cycle I to know whether the action is success criteria or not than what is the lack of that activity based on evaluation in the end of the cycle.

Cycle II

In cycle II also consisted of same activity with cycle I; those were:

1. Planning

- a. Continuing the activities that have been done in cycle I.
- b. Making lesson planning, prepare material and observation form for four meetings.



c. Repairing the weakness in the cycle I.

2. Action

- a. In the first meeting, the teacher taught about invite someone, the teacher demonstrated example video conversation through LSE 9.0 Software Version and asked the student to invite their friend one by one orally in front of in the class.
- b. In the second meeting, the teacher taught about accepting and declining an invitation, the teacher demonstrated example video conversation through LSE 9.0 Software Version, after watched the video the teacher gave the student chance to respond the native speaker simulation conversation with native speaker on this software.
- c. In the third meeting, the teacher demonstrated simulation conversation in LSE 9.0 Software Version and then the teacher asked the student to respond the native speaker simulation conversation about express congratulation and compliment after that the teacher explained the grammar and the meaning of the vocabulary in this theme.
- d. In the fourth meeting the teacher demonstrated simulation conversations video on software about express for agreement and disagreement. The teacher explained the grammar and the meaning of vocabulary in this theme and the then the students respond the native speaker simulation conversation after that the teacher asked the student to make a pair conversation based on theme about express for agreement and disagreement.

3. Observation

Actually the observation at the cycle II was the same as the observation at the cycle I.

4. Reflection

The teacher made conclusion about the applying LSE 9.0 Software Version in improving students' speaking accuracy at first year electric students' of SMK Negeri 1 Pattalassang Gowa based on test and observation sheet result.



Research Object

The location of the research was SMK Negeri 1 Pattallassang Gowa. The object of this research was first year electric students' of SMK Negeri 1 Pattallassang Gowa in 2010/2011 academic year with 32 students.

Research Procedure

The research procedure was divided in two cycles and every cycle consisted of four meetings.

Research Instrument

To get information about students' improvement in speaking accuracy after teaching learning process by using LSE 9.0 Software Version the teacher gave the students' speaking test after teaching learning process in the end of each cycle.

Data Source

In this research data source was taken by giving the test to the students.

B. Research Variables and Indicators

1. Variables

Variable is one of the very important elements of research, the research use two kinds of variable, namely dependent and independent variables.

- a. The dependent variable was the students' improvement in speaking ability especially speaking accuracy
- b. The independent variable was LSE 9.0 Software Version as a tool that helps a teacher to facilitate language learning process.

2. Indicator

Related to variables above, the teacher includes indicator in this research was "The students' speaking accuracy in english covering grammar and vocabulary".

C. Technique of Collecting Data

The technique of data collection done in this research is as follows:

To scoring the students' answer of test using this formula

D. Data Analysis

Then to obtained scores will be analyzed as follows:

- a. To calculating the scores using the following simple formula:



$$\text{A Student's Score} = \frac{\text{The gain score}}{\text{The maximal score}} \times 10$$

b. Classifying the score based on the following classification:

9.6 to 10	is classified as excellent
8.6 to 9.5	is classified as very good
7.6 to 8.5	is classified as good
6.6 to 7.5	is classified as fairly good
5.6 to 6.5	is classified as fair
3.6 to 5.5	is classified as poor
0.0 to 3.5	is classified as very poor

(Depdikbud, 1994)

c. Calculating the mean score of the students' speaking test by using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X}	= Mean score
$\sum X$	= The sum of all score
N	= The number of students

(Gay, 1981)

Based on the research findings and discussions in the previous chapter, the following conclusions are presented:

CONCLUSIONS

Based on the findings and discussion in the previous chapter, the researcher puts forward the following conclusions as follows:

1. The application of LSE 9.0 software Version can improve the students speaking accuracy dealing with grammar and vocabulary at the first year electric students' of SMK Negeri 1 Pattalassang Gowa in 2011/2012 academic year. It is proved by the significant improvement acquired from diagnostic test to cycle I and cycle II in which the mean score of the students' speaking accuracy in the diagnostic test is 5.21, the mean score in cycle I is 5.95 and in cycle II is 7.10.



2. The application of learn to speak English 9.0 can make the student active in learning process. It is proved the percentage of the student activeness in which the mean score in cycle I is 56.44%. It improved to be 72.46% in cycle II.

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