The Effect of Using Hero Mobile Legends Story Toward Students' Speaking Skills of X Grade Of Sman 4 Madiun

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Article Info

ABSTRACT

The objective of this research is to know the effectiveness of Hero Mobile Legends Story for teaching speaking skills. This research was conducted at Senior High School 4 Madiun. The participants of this research consist of 68 students from two classes of tenth grade. The Research design used is quasi-experimental study. In this research, the data were collected from three steps; pre-test, treatment, and post-test tested using speaking test. Then the data were analyzed using statistical formula of t-test computation. As the results, this study found that the students' average score of experimental class pre-test was 47,4, while the average score of post-test was 60,1. It means that there was significance increasement on students' speaking score. The used of Hero Mobile Legends Story is strongly suggested since the students getting a better result of their speaking.

1. INTRODUCTION

Speaking is an important skill after listening. It is based on the sounds (language) that they hear, then learn to pronounce and are finally able to speak. The function of speaking is as a tool to communicate in order to access the information, to make interpersonal relationship, and also to exchange information. According to Šolcová (2011), speaking is an interactive communication process between speaker and listener to get communication goals. In the context of education, in line with Oktavia & Lestari (2022), states that speaking is regarded as one of compulsory subject in high school.

Developing speaking skills for Senior High School students is not easy thing. Anrasiya et al (2022) state that teaching speaking takes an extra effort to improve their speaking skills, especially for senior high school students. Regarded as one of the most difficult aspects of language learning, both student and teacher face many difficulties on learning. Kusrini (2012) states that there are some common problems appear in speaking; First, students are reluctance to speak. Second teacher do not give students frequent time to practice speaking. Students also have bad perception on achieving good speaking skills. Ekaningsih & Haq (2022) is the feeling among students that it is impossible to achieve fluency in English. Also, the mistakes done by the teachers in choosing suitable media in teaching speaking skill. Uninteresting or monotonous learning media will make students bored, so it will make them difficult to concentrate. The teacher's way in teaching speaking can improve the students' speaking skill (Andriani, et al, 2019).

Mobile Legends is an online games that is played over a network (both LAN and the Internet), according to Kishimoto et al (2021) this mobile game become very popular in different parts of the world wherein in 2019, the mobile gamers reach 2.2 billion and it is also expected that in the year of 2023 the mobile gamers worldwide will reach up to 6.2 billion. Hero Mobile Legends Story is one of the features provided by the Mobile Legends online game for users to be able to master the game well by looking at the hero's background, goals, and ability. Inside Hero Mobile Legends Story there are many stories about the Hero's journey, so that later these stories can be categorized into narrative texts, adventure stories. Mobile Legends has had an impact on the teaching and learning process. Kobis & Tomatala (2021) in research find out the student's perception on Mobile Legends as a media to learn English and find that the majority of respondents perceive MLBB as an effective medium to learn English. 58.1% claim that MLBB enrich their vocabulary, 61.3% claim that MLBB helps them in listening practice, 58.1% claim that they can read and spell English well after playing MLBB, 48.4% claim that MLBB helps them in writing,

and 67.7% claim that MLBB helps improving their English pronunciation and speaking skill. Student's vocabulary increase through teaching and learning using Mobile Legends media. Diantoro et al (2020) in their study to find out the effect of Mobile Legends on student's vocabulary mastery of the X grade student of SMAN 1 Cluring. The result showed significant effect of mobile legend on the student's vocabulary mastery of tenth grade students at SMAN 1 Cluring in the academic year 2018/2019 with 5% significant level. The t-test result was 7,833 and t- table was 2,048. Student's vocabulary improvement has been shown also through Mobile Legends application.

This study focuses on the effects of Hero Mobile Legends Story toward students' speaking skill for tenth grade students, focusing on comprehension, fluency, vocabulary, pronunciation, and grammar. Previous studies Rachman (2022) have shown that this media is effective to make the students get good classification in vocabulary knowledge. The difference between previous research and this research are type of category inside Mobile Legends that is use, the level of school, and place where the research is conduct. In this previous research also suggest for further researcher to carry out different level of school and location of conducting data because this strategy is recommended for the further researcher according to finding and results of the research on teaching learning process.

2. RESEARCH METHOD

The research method used is the experimental method. The experimental method can be interpreted as a research method used to seek certain influences. The reason for the researcher using this research design is that it is impossible for the researcher to be able to control all the external variables that affect experimental habits as in the actual experiment and the researcher does not make control of the class and class experiment by herself because the presence of the researcher in class is adjusted to the schedule set by the school. Moreover, The quasi-experimental design used in this study was a pretest-post-test control group design. In this design there is a control group and an experimental group that are randomly selected.

Researcheer informed that the population of this study was of SMAN 4 Madiun in academic year 2022/2023. The researchers used a population of all X grade students of SMAN 4 Madiun. The total population in class X is 272 students. The entire student population can be divided into several classes, such as class X A, X B, X C, X D, X E, X F, X G. To be able to conduct a study, next step is sample selection. The samples in this study were students of class 10th G and all students of class 10th G. The total number of the students was 40 students. The sample in this study was class XG, totaling 34 students as an experimental class or experimental group using Mobile Legends Hero Story. Then, class XH with the number of 34 students as a control class or control group using conventional learning in class. In conventional learning, students are given an explanation of the material in accordance with basic competencies.

Then, the research sampling technique uses simple random sampling. Gay and Airasian (2012) stated that the simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample. Based on interviews conducted by the researcher with the English teacher for class X, it is known that the Science or Social classes have been abolished, in other words the composition of the classes currently being formed has been adjusted based on their academic grades, so that no class is superior. Therefore, based on the above considerations, the selection of random sampling as a data collection technique is the right thing. This is an ideal and recognized one-stage random sampling. The goal can be applied between the relationships that have been obtained on the variables to the general public or population. Based on the statement above, after applying the random sampling technique, the result is this study will use two samples from the population. Class XG, which consisted of 34 students as the experimental class, and class XH as control class.

Data Collecting Technique, Instruments, and Procedure

Data collection is an important step in research activities. It aims to obtain data objectively and accurately in accordance with research purposes. The data collection technique for obtaining information from various sources is carried out in the following table.

Table 3.6 The Blueprint of Materials Experimental Group

No.	Meetings	Materials	Group
1.	I	Pre-Test	xperimental and Control
2.	II	Treatment 1	xperimental
3.	III	Treatment 2	xperimental
4.	IV	Treatment 3	xperimental
5.	V	Post-Test	xperimental and Control

In treatment process the researcher would apply the learning steps in the class: Treatment 1: In this meeting, the researcher introduces the Media (Hero Mobile Legends Story), component of speaking and explains about the material (generic structure, and language features) of Narrative text. Treatment 2: In this meeting the researcher asks the student to work in pair analyze the generic structure and language features of the story of Hero Mobile Legends. Then they asked to find difficult words inside the story and summarizing the story. Treatment 3: In this meeting the researcher asked the students individually to re-tell the story in front of the classroom. The researcher provide feedback to students and provide reinforcement material.

An instrument plays important role in this research so before the research is carry ou the instrument for data collection should be prepared well, the insrument is uesd to measure student's speaking skill. Sugiono (2017) stated that research instrument is a tool which is used to measure phenomena that will be observed. In this research, the instruments used was speaking test and the type of test used is written and oral test.

The assessment criteria used in the test was the five criteria for assessing speaking those are Comprehension, Fluency, Vocabulary, Pronunciation and Grammar (Brown, 2004). During this test, the researcher firstly gave the written test in the form of jumbled sentence to the students in order to introduce a narrative story that will be retold at the end of the test as a speaking/oral assessment. There are three instructions in it. First, researchers ask students to arrange random sentences related to fictional narrative text in the form of story summaries, second researchers ask students to retell the summary that has been prepared in front of the class, third other students give appreciation or comments on the performance of their friends.

The data in this research are in the form of quantitative data analysis. The researcher utilized the test to gather information and measure the result of student's speaking skills acquired from SMAN 4 Madiun's control and experimental classes. After all the data collected, the data being analyze. The analysis technique carried out by using descriptive and statistical data analysis techniques. The test data in this study are calculated and analyzed automatically using Microsoft Excel 2019 and SPSS 22 software.

1. Descriptive Statistic

Descriptive statistics refers to a set of methods used to summarize and describe the main features of a pre-test and post-test. Descriptive statistics table some category such as N, mean, standard deviation, and standard error mean. These methods provide an overview of the data and help identify patterns and relationships.

2. Normality

The normality test is one of the essential tests to carried out the distribution of the data to be analyzed is normal. Normal data can be used as a basis in some statistical test. The normality test used is Kolmogorov-Smirnov using SPSS 22 for Windows. The following is the hypothesis in this test. H0: Data is normally distributed, and H1: The data is not normally distributed. If the Kolmogrof-Smirnov significance value is more than α(sig>0.05), then Ho is accepted and it can be stated that the data is normally distributed. However, if the Kolmogrof-Smirnov significance value is less than α (sig <0.05), then Ho is rejected and it can be stated that the data is not normally distributed.

3. Homogeneity

Statistics of homogeneity are used to establish whether the two groups the samples taken have the same population variance or not. The model utilized, especially in predictive research must be compatible with the composition and distribution. As the result, we employ two samples if data in the homogeneity test (control and experiment classes data). This test is typically used as a first step in Independent T-test analysis.

4. Hypothesis Testing

Hypothesis was tested to see if there is influence between experimental group, which utilized Hero Mobile Legends Story, and the control group which use conventional. Hypothesis testing is observed at pre-test and post-test both control and experimental classes. After performing a normality and homogeneity test with t-test score, the hypothesis of this study was evaluated. If the data obtained from both classes are normal and homogeneous, the independent sample t-test is used.

3. RESULTS AND ANALYSIS

3.1. Pre-test Data

This section presents the data description of the student's scores in both experiment class and control class using Microsoft Excel, the normality and homogeneity of the data analyze using SPSS 22. Before giving treatment to students, the researcher conducted pre-test in the first meeting of this research in order to find out the prior knowledge of the students about speaking before giving the treatment. Population used in this research are students of X class of SMAN 4 Madiun. The researcher selected XE consist of 34 students as an experiment class and XF consist of 34 students as a control class. The treatment given for experimental class is teaching using Hero Mobile Legends Story, while in control class teaching using conventional. Students in experimental and control class were tested based on five aspects of speaking, namely fluency, comprehension, pronunciation, grammar, and vocabulary.

In enperimental class, the highest average aspect score is pronunciation at 10,1. Fluency and vocabulary have the same average score 9,7. Next is comprehension at 9,0. The lowest average score is grammar at 8,7. Whereas, the student's highest score in experimental class showed 64 as much as one student and the lowest score was 32 as

much as one student. The average score of the class is 47,4, while the average score of the class is at 47,4. The total score of experimental class that consist of 34 students is 1612.

In control class, the highest average aspect score is vocabulary at 10,8 The second is fluency at 10,1. Next is pronunciation 9,6 and comprehension at 9,1. The lowest average score is grammar at 8,5. Whereas, the student's highest score in control class showed 64 as much as one student and the lowest score was 32 as much as one student. The total score of experimental class that consist of 34 students is 1646. The average value in both class is 48,3.

Between both classes, the control class has a higher total score and average score than experimental class in pre-test. Next, the data of pre-test is analysed for normality the distribution of the data.

Table 3.2 Normality Test of Pre-Test Data

Tests of Normality

	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test Score	Experimental Class	0,117	34	.200*	0,971	34	0,484
	Control Class	0,122	34	.200*	0,970	34	0,452

The pre-test significant value according to Kolmogrov-Smirnova of the experimental class was 0,484 and the pre-test significant value of control class was 0,448. Besides, the normality of the pre-test was also tested using Shapiro-Wilk shown that the experimental class has significance 0,484 and the control class is 0,484. The data is distributed normally if Kolmogrof-Smirnov significance value is more than α(sig>0.05). From the significance value above, it shows that the significance value of both classes was 0,200, then it is greater than 0,05, so it concluded that the data was normally distributed. So, the hypothesis in this test is H0 is accepted and it can be stated that the data is normally distributed. Then, the speaking score of pre-test data was analyzed using homogeneity test.

Table 4.5 Test of Homogeneity of Variances

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-Test Score	Equal variances assumed	.001	.972	-.527	66	.600	-1.000	1.896	-4.786	2.786
	Equal variances not assumed			-.527	66.000	.600	-1.000	1.896	-4.786	2.786

Based on table 11, the significance value in the homogeneity test of speaking score is 0,972. The basic for making decision of homogeneity test is if the significance value of the data result is >0,05 then the data is homogeneous. Otherwise, if the data less than 0,05 the data is not homogeneous. The significance value of speaking score shows more than 0,05 (0,980>0,05), so it can be concluded that the pre-test data is homogeneous.

3.2. Post Test

After giving treatment to students, the researcher conducted post-test. This test needs to be done as a tool to measure the development of student learning progress, as well as to evaluate learning programs. The form of pre-test that given in this research is speaking test. There are 34 members in the class.

Students in experimental class were tested based on five aspects of speaking, namely fluency, comprehension, pronunciation, grammar, and vocabulary. The highest average aspect score is vocabulary at 12,7. Then, fluency has score at 12,5. Next is pronunciation at 12,4. Comprehension and grammar have same score at 11,1. Next is comprehension at 9,0. Whereas, the student's highest score in experimental group showed 76 as much as one student and the lowest score was 48 as much as two students. The total score of experimental class that consist of 34 students is 2044, and the average score of the class is 60,1.

This class consist of 34 members. Students in control class were tested based on five aspects of speaking, namely fluency, comprehension, pronunciation, grammar, and vocabulary. The highest average aspects score is fluency and vocabulary at 11,2. The second is pronunciation at 10,3. Next is pronunciation comprehension at 10 and grammar at 9,7 at the lowest score.

Whereas, the student's highest score in experimental group showed 64 as much as two students and the lowest score was 44 as much as five students. The total score of experimental class that consist of 34 students is 1792 and the average score of the class is at 52,7. Between both classes, the experimental class has a higher total score and average score than control class in post-test. Next, the data of pre-test is analysed for normality the distribution of the data.

Table 4.9 Normality Test of Post-Test Data

Tests of Normality

Class		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Post-Test Score	Experimental Class	0,152	34	0,45	0,964	34	0,32
	Control Class	0,162	34	0,24	0,93	34	0,032

Table 15 shows the result of the data normality test in the pre-test of both classes. The pre-test significant value according to Kolmogrov-Smirnova of the experimental class was 0,45 and the pre-test significant value of control class was 0,24. Besides, the normality of the pre-test was also tested using Shapiro-Wilk shown that the experimental class has significance 0,320 and the control class is 0,032. From the significance value above, it shows that the significance value of the experimental class was 0,45, then it is greater than 0,05 and the control class was 0,24 then it is greater than 0,05. So, it concluded that the data was normally distributed. So, the hypothesis in this test is H0 is accepted and it can be stated that the data is normally distributed.

After performing the normality with Kolmogrov-Smirnova, and homogeneity with Levene Statistic, the data obtained from both classes are normal and homogeneous, then the Independent Sample T-Test is evaluated. The table of Independent Sample T-Test can be seen as follows:

Table 1. Independent Sample T-Test (Hypothesis Testing)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-Test Score	Equal variances assumed	3,108	,083	3,847	66	,000	6,118	1,590	2,943	9,292
	Equal variances not assumed			3,847	60,442	,000	6,118	1,590	2,938	9,298

Table 16 shows that sig (2-tailed) is 0,000 which lower than 0,05. It can represent that there is significant d in student's speaking skill between the students who are taught by using Mobile Legend Hero Stories and using conventional teaching. Then, it can be concluded that Hero Mobile Legends Story brings positive impact on student's speaking skill. So, this study proves that using Hero Mobile Legends Story Media is effective way to improve the student's speaking skills for grade X, SMAN 4 Madiun.

4. CONCLUSION

After considering the results of the previous chapters, the goal of this study is to compare the effectiveness of using Hero Mobile Legends Story to teach speaking skills for tenth grade of SMAN 4 Madiun. The researcher concludes that there is significant effect on teaching speaking using Hero Mobile Legends Story according to some consideration and result. This can be proven by looking at the average value in the classes, experimental and control during the pre-test and post-test. The score in experimental class before given treatment is lower than control class. Then after given special treatment, the value of the experimental class students who were treated using Hero Mobile Legends Story was increased. The number of increasement in experimental class was 60,1 while the control class

was 52,7. It can be interpreted that the treated class is superior than the untreated class in terms of effectiveness to improve student's speaking abilities.

The use of Hero Mobile Legends Story in the tenth grade of SMAN 4 Madiun is success in motivating students to improve their speaking skills according to th study of SPSS 22 version. According to aforementioned, the hypothesis is answered, where Hypothesis (H1) is accepted whereas, the Null hypothesis (H0) is rejected.

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