The Implementation of Clarisketch Learning Media in Speaking Skills  
(A Quasi-Experimental Research in the First Grade of SMPN 1 Pandeglang)

Sonia Oktaviani¹, As’ari², Eulis Rahmawati³
¹,²,³ Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
Jl. Jendral Sudirman No. 30 Kota Serang, Banten 42118

Abstract: This research aims to investigate the effect of using Clarisketch learning media on speaking skills in the first grade of SMPN 1 Pandeglang. The purpose of the study were 1) To know the students’ ability speaking skills; and 2) To know the effect of using Clarisketch learning media on speaking skills. This study used a quasi-experimental study involving two classes as the sample. Moreover, the research design of this study consists of pre-test, treatment, and post-test where VII C class acts as experimental class and VII D class acts as control class. To fulfill the purpose of this research, the researcher took 60 students in first grade as respondents. Then they were divided into two groups, experimental and control. In the process of treatment, the experimental group received Clarisketch as learning media, while the control group received the conventional teaching. Based on the calculation by using t-test, this study showed that \( t = 18,11 \) is higher than \( t = 2,39 \), in the degree of significance 1\% = 2,39, and in the degree of significance 5\% = 1,67. Despite students’ scores increasing and based on the process and result giving a significant effect, the average score of the experimental class does not reach the minimum completeness criteria for English Subjects in the 2013 curriculum is 77. it means that it was not effective use in speaking skills in the first grade of SMPN 1 Pandeglang because of other factors.

INTRODUCTION

In Indonesia, English has been taught in schools for at least six years. English is an additional topic in many primary schools; distinct from the junior and senior high school levels, English has been more detailed. Speaking skills is an essential part of learning English. Students have specific challenges when it comes to communicating. Most students struggle to speak, despite having learned much terminology and written it effectively. To prepare for their future careers and lives, students should understand English communication abilities.

According to (Harmer 2001), speaking has many different aspects, including two major categories: accuracy, which includes the correct use of vocabulary, grammar, and pronunciation practiced through controlled and guided activities, and fluency, which is defined as "the ability to keep going when speaking spontaneously." Speaking, according to (Luoma 2004), is interaction and speaking as a social and situational activity. All of these approaches consider speaking an essential element of people's everyday lives.
Hence, Teachers must be more innovative and creative in their content delivery. Nowadays, learning media is employed to help the learning process and attain learning objectives. Teaching media may transmit information that can encourage attention and interest in student learning in teaching English. Learning media is described as a medium used by teachers to impart information to pupils. Students will be more likely to embrace learning materials if they are presented in this manner (Puspitarini and Hanif 2019).

Based on teaching experience and informal interviews with students, it was not easy to practice their speaking skills for several reasons. Namely, explaining something without a concrete form that accompanies it, students are not confident, lack motivation, and learning media is non-varied. Moreover, (Abdullah 2017) stated that "It is more difficult to learn to talk than it is to learn to understand spoken language. Speaking abilities indicate bravery or self-assurance.”

The researcher in this study employs learning media that can help students grow and improve their speaking skills. This media is Clarisketch. Clarisketch is a messaging tool that combines voice, drawing, and images to generate messages. Take a photo, chat, and draw, and your voice will be recorded as you speak. Clarisketch as a media in the teaching and learning process may also produce new needs and interests for students, motivate them to study, and even have a psychological impact on students. According to (Bharti 2014), educators may use this tool to produce flipped video lessons for their classrooms.

Therefore, the use of Clarisketch learning media may be suitable to improve students speaking skills. It has also been discovered that the strategy is appropriate for Junior High School Students. The researcher will also try to apply the Clarisketch learning media in junior high school, with the hope that students can improve their speaking skills. Based on the above statement, the researcher wants to put out a study entitled "The Implementation of Clarisketch Learning Media in Speaking Skills".

THEORETICAL SUPPORT

General Concept of Speaking

Speaking is important in communicating. Speaking may be defined as the ability to employ a language relevant to a given person's thoughts, beliefs, or feelings in order to provide or obtain information and knowledge from individuals who communicate. Some academics, according to Siahaan quoted in (Laksana 2016), have offered numerous definitions of speaking. Speaking is a valuable linguistic skill. It certainly means there is a person's capacity to give meaning to sounds that exist and be understood by others in order to develop effective communication.

Furthermore, speaking is the use of language to communicate with others, according to Fulcher. It implies that this action involves two or more people and that the participants are both hearers and speakers who must respond fast to everything they hear. Each participant has a specific goal or set of objectives that he wishes to achieve. Therefore, English teachers should encourage students' speaking skills by offering communicative language exercises and attractive media in the classroom, followed by as much practice as feasible. "Speaking is an interactive process in which speakers will generate meaning by creating, receiving, and digesting information," wrote Bailey quoted in (Laksana 2016).

Clarisketch

Clarisketch is a messaging tool that combines voice, drawing, and images to generate messages. Take a photo, chat, and draw, and your voice will be recorded as you speak. Clarisketch is a software tool that offers an excellent means of communication. The flow of this software allows you to snap images, draw and record speech, and then share the resultant image. It is simpler to explain things when you communicate via speech and graphics. Clarisketch is beautiful software that is ideal for classes or flipping lessons. Learners can use
Clarisketch to create brief stories about using pictures and audio. Teachers can appropriately explain their student's various studies, Math problems, or any Science theory using its unique features (Bharti 2014). According to (Hastuti 2018) Clarisketch is utilized as a tool in helping students develop spoken variety texts since it is difficult for students to demonstrate their speaking skills without visual aids. Furthermore, there are several applications for utilizing Clarisketch apps. For example, individuals use Clarisketch to share their own experiences, to provide comments or thoughts on certain themes, and even to serve as a medium in helping the teaching and learning process.

**Learning Media**

Learning media's purpose is to aid in the teaching process. Learning media in our modern age is not restricted to books and whiteboards. Technological advancement is accelerating, making things more accessible and more pleasurable. It depends on the teacher to be creative in taking advantage of these possibilities consistent with the learning media. Falahudin quoted in (Sari and Margana 2019) stated that teachers' roles are to give, demonstrate, lead, and inspire students to interact with different available learning materials. It is not just a resource for such people, but it is also a resource for other types of learning. Learning resources include those that are mainly created for learning objectives and those that are readily available. All learning resources are often found, selected, and used as learning resources for students.

**METHOD**

In this study, the researcher used a quantitative method using quasi-experimental research. In the quantitative method, the collected data are processed statistically or numerically to answer a research question. According to (E, Hatch. and H 1982), the quasi-experimental technique is a realistic compromise between actual testing and the nature of human linguistic behavior that we want to investigate. Because this was a quasi-experimental study, two groups were chosen as the examined groups in this study. This research conducted at the first grade of SMPN 1 Pandeglang. The sample of this research are students of class VII C and VII D with a total of 60 students. To collect the data, the researcher administered a pre-test and a post-test. Both the experiment and control class received pre-test and post-test.

**RESULT AND DISCUSSION**

In data collection, this study will start from the steps of organizing the teaching process in the experimental class and control class, organizing the research instruments, testing the instruments, and then giving the experiment to the students control class and experimental class to determine the initial ability between two classes with the same speaking level. Then, prepare lesson plans to apply Clarisketch learning media in teaching speaking to students in experimental class, post-test for control and experimental classes to determine treatment results.

In this study, researcher used pre-tests and post-tests to measure a comparison between treatment and control groups. Pre-tests and post-tests are also used to understand the effects of Clarisketch as learning media used in treatment sessions. All participants in the experimental and control classes must take an entrance test and a final test to determine if they have improved their speaking scores. This test provides data that measures a person's ability to speak.

**Phase one: Pre-Test**

The pre-test is used to collect data on students' speaking abilities before to treatment for the experimental class and prior to treatment for the control class. This method is used to compare the speaking abilities of both classes and to assess the classes. The students will take
the same test as the researcher. The concept of the test was based on the curriculum and lesson for the first grade. In the pre-test, students must explain an image in 5 minutes to determine their speaking abilities.

**Phase two: Treatment**

Both of the class will be treated differently. It can be explained as follows:

1. **Experimental Class**
   
   In this class, Clarisketch learning media will be applied as a treatment for teaching speaking skills. The ways of giving treatment in the experimental class will be written detail in the lesson plan, but the researcher will explain a little about giving treatment in the experimental class as follows:
   
   a. Students listen and watch videos of various descriptive texts by stating and asking about people, animals, and things, very short and simple using the results of the Clarisketch application.
   
   b. Students watch the video to get an overview of the video and determine the appropriate pauses for meaningful reading.
   
   c. Students question how to use the Clarisketch application to describe people, animals, and things, very short and simple, orally.
   
   d. Students read/listen to several descriptive texts from various sources.
   
   e. Students read descriptive texts to friends using appropriate linguistic elements.
   
   f. Students practice finding main ideas, certain information and meanings of words in descriptive texts.
   
   g. Students individually determine and write descriptive texts about people, animals, and objects, related to other subjects in Class VII by paying attention to social functions, structures, and linguistic elements.
   
   h. Students practice the results of the text by recording using the Clarisketch application orally.
   
   i. Students get feedback from teachers and friends about the results of the analysis delivered with a focus on social functions, structures, and linguistic elements.
   
   j. The teacher invites students to display the results of the recordings they made using the Clarisketch application in front of the class.

2. **Control Class**

   In this class, the researcher taught without using Clarisketch learning media, but applying previous learning. The activity in teaching English is carried out as usual through powerpoint media.

**Phase three: Post-Test**

At the end of the meeting, a post-test will be applied in both of the classes. The test will be faced in both classes to know the students’ speaking skills between experimental and control classes with different treatments. In the post-test, students are required to describe a picture to know students speaking skills with different pictures from the pre-test. In providing the test, the control class will use standard learning while the experimental class will use the Clarisketch application to learn speaking. After scoring the test, both two classes will be analyzed and calculated.

The result calculation of post-test at the experiment class ($x_1^2$) and control class ($x_2^2$)
Table 1 Distribution Frequency

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After getting the data from the pre-test and post-test, the researcher analyzes it using the statistical calculation of the T-test formula with a significant degree of 5% and 1%, the formula is as follows:

1. Determine the average value of the variable \( X_1 \) and \( X_2 \)
   \[
   \text{Variable } X_1 \text{ dan } M_1 = \frac{\sum X_1}{n_1} = \frac{1592}{30} = 53,07
   \]
   \[
   \text{Variable } X_2 \text{ dan } M_2 = \frac{\sum X_2}{n_2} = \frac{1575}{30} = 23,73
   \]
2. Determine t-test
   \[
   \frac{\sum x_1^2}{n_1} = 1693,87
   \]
   \[
   \frac{\sum x_2^2}{n_2} = 853,26
   \]
\[ t_o = \frac{M_1 - M_2}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2} \left( \frac{N_1 + N_2}{N_1 N_2} \right)}} \]

\[ = \frac{53.07 - 23.73}{\sqrt{\frac{1693.87 + 853.26}{30 + 30 - 2} \left( \frac{30 + 30}{30.30} \right)}} \]

\[ = \frac{58}{29.34} \]

\[ = \frac{2547.13}{58} \times \frac{60}{900} \]

\[ = \frac{43.92}{29.34} \times 0.06 \]

\[ = 1.62 \]

\[ = 18.11 \]

3. Degree of Freedom
\[ \text{Df} = N_1 + N_2 - 2 \]
\[ = 30 + 30 - 2 \]
\[ = 58 \]

The researcher uses the closer df from 58. In degree of significance 5% from 58 \( t_1 = 1.67 \) and in degree of significance 1% from 58 \( t_1 = 2.39 \).

According to the result of statistic calculation, it is obtained that the score of \( t_o = 18.11 > t_t = 1.67 \) in degree of significance 5%. The score of \( t_o = 18.11 > t_t = 2.39 \) in degree of significance 1%. To prove the hypothesis, the data obtained from the experimental class is calculated by using T-test formal with assumption as follow:

a. If \( t_o > t_t \): the alternative hypothesis is accepted. It means that there is a significant effect of using Clarisketch learning media on students speaking skills.

b. If \( t_o < t_t \): the null hypothesis is rejected. It means that there is no significant effect of using Clarisketch learning media on students speaking skills.

Based on the result above, the value of \( t_o \) is bigger than \( t_t \). \( t_o = 18.11 > t_t = 1.67 \). Therefore, \( t_o = 18.11 > t_t = 2.39 \), so \( H_o \) (null hypothesis) is rejected and \( H_a \) (alternative hypothesis) is accepted.

From the results above, the researcher concludes that this means that students' skills to speak have a significant effect on the Clarisketch learning media.

**CONCLUSION**

Based on the data obtained in chapter four, the researcher makes conclusion which is also the answer from the research question, these are the conclusions:

1. Before the researcher gives the treatment by using Clarisketch learning media, the researcher did the pre-test to know the students’ ability in speaking. It can be seen that the average value at the experimental class (VII C) is 23.2, while at the control class (VII D) is 22. These values fall into the need improvement based on scoring system. Therefore, students speaking skills in the first grade of SMPN 1 Pandeglang are poor or need improvement before being given treatment. Most students are not confident to speak English, they are afraid to make mistakes and rarely practice their speaking skills.
2. The researcher applied treatment to class VII C using Clarisketch learning media and to class VII D without using Clarisketch learning media; the treatment was conducted in two meetings; after the treatment was given successfully, the researcher administered a post-test to the experimental and control classes; it can be seen that the experimental class’s post-test average value is 53.07, while the control class’s average value is 23.73. It signifies that after receiving treatment in the experimental class, the scores from the two classes differ significantly. Based on the data shown above, the researcher may conclude that using Clarisketch learning media has a significant effect on improving students’ speaking skills at SMPN 1 Pandeglang’s first grade. Despite students’ scores increasing and based on the process and result giving a significant effect, the average score of the experimental class does not reach the minimum completeness criteria for English Subjects in the 2013 curriculum is 77. It means that it was not effective use in speaking skills in the first grade of SMPN 1 Pandeglang because of other factors. Namely, less treatment time is used so that students are not used to the utilization of this application. Speaking in English is difficult for them because students rarely practiced their speaking skills in English subjects since they entered the school.

REFERENCES