

## The Effectiveness of Zepeto Game to Improve Students Speaking Skill

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**Abstrak** - Penelitian ini berdasarkan dari pengalaman pribadi penulis dalam menggunakan Zepeto Game dan bertemu teman luar negara melalui game tersebut. Penelitian ini menggunakan penelitian quasi-experimental dengan melibatkan dua kelas sebagai sampel. Selain itu, desain penelitian penelitian ini terdiri dari pre-test, treatment, dan post-test dimana kelas XI MIPA 1 bertindak sebagai kelas eksperimen dan kelas XI MIPA 2 bertindak sebagai kelas kontrol. Untuk memenuhi tujuan penelitian ini, peneliti mengambil 60 siswa kelas dua sebagai responden. Kemudian mereka dibagi menjadi dua kelompok, eksperimen dan kontrol. Dalam proses perlakuan, kelompok eksperimen mendapatkan media pembelajaran Zepeto Game, sedangkan kelompok kontrol mendapatkan pembelajaran konvensional. Berdasarkan perhitungan dengan uji-t, penelitian ini menunjukkan bahwa  $t = 6,06$  lebih tinggi dari  $t' = 2,39$ , pada taraf signifikansi  $1\% = 2,39$ , dan pada taraf signifikansi  $5\% = 1,67$ .

**Kata Kunci:** Kemampuan berbicara, Game Online, Game zepeto

**Abstract** - This research is based on the author's personal experience in using the Zepeto Game and meeting foreign friends through the game. This study employed a quasi-experimental design with two classes as the sample. Furthermore, the research design of this study includes a pre-test, treatment, and post-test, with the XI MIPA 1 class acting as the experimental class and the XI MIPA 2 class acting as the control class. The researcher used 60 second-grade students as respondents to accomplish the goal of this study. They were then split into two groups: experimental and control. During the treatment process, the experimental group received Zepeto Game as learning media, while the control group received traditional instruction. According to the t-test calculation,  $t = 6,06$  is greater than  $t' = 2,39$ , in the degree of significance  $1\% = 2,39$ , and in the degree of significance  $5\% = 1,67$ .

**Key words:** Speaking skill; Online game; Zepeto Game

### INTRODUCTION

Speaking is one of the most important language skills to develop when learning a second or foreign language. Various novel technologies are being developed to teach English in classrooms in the rapidly evolving twenty-first century (Parveen, 2016). To keep current, we must take advantage of all available tools and teach students how to use the technology at their disposal to their advantage. Students must keep their knowledge up to date by utilizing new technology. They will be relegated to the actual world if this does not happen. Good speaking skills refer to the act of developing words that can be understood by listeners.

Many second-language or foreign language learners prioritize improving their English-speaking skills. This means that speaking is an important part of language learning for students. On the other, if English is not used in daily activities, it is difficult to speak it smoothly. Learners' playfulness is aided and encouraged by technology, which engages them in new methods of learning. Learners can engage freely with technology, that promote privacy, safe environments, and self-paced interactions to correct errors and provide accurate feedback. Technology is very famous today and from that, most of students often playing online game to fill their time after study. The growth of science, especially technology, is influenced by the millennial era today. The online game is one technological product that is currently popular among people. Children, as well as adolescent and adult players, are drawn to online games. Additionally, the online game provides additional knowledge in the form of linguistic and vocabulary variations. An online game is one that requires the use of an internet connection to play. Generally speaking, an online game is a video game that can only be accessed via the internet. According to the Indonesian Language Spelling Guideline (PUEBI), the online game is made up of two words: online and game. A game is a grouping of gaming systems that represent an online connection to the Internet. Online games allow players to communicate with one another. In general, online games require players to complete specific missions and achieve the highest possible score, and win a specific set of online games (Darihastining et al., 2019). Learning through



games is more natural than learning through traditional classrooms. Intelligent creatures, like humans, have been learning by playing games since the dawn of our species. Both otters and African grays have been observed engaging in what looks to be game-like behavior (Clark, 2012). According to (Fauzi, 2019), online games are an enjoyable area for children and teenagers to play. Diverse techniques, adventures, and music can entice anyone who plays or joins social networks online games. Because it gives fun, reduces pressure, on student learning achievement, allows players to meet and become acquainted with a large number of new friends, is free, encourages cooperation, enhances English language skills, and discourages free promiscuity and drug use. From (Azlina et al., 2015) while it is true that speaking is a useful talent that can be observed directly and objectively, those observations are invariably tinted by the precision and efficacy of a test taker's listening skills, which inevitably undermines the reliability and validity of an oral production exam. Speaking in a classroom entails interaction between teachers and students, or among students, depending on how the classroom is set up. Speaking has various significant traits as compared to writing and reading skills (often referred to as written language, receptive skills).

Based on the problems the writer encountered at school, several students are interested in English lessons, especially with speaking. There were many students had difficulty in speaking. Students confused in the correct pronunciation in English but they afraid to ask to the teacher, therefore causes them to be shy in speaking. In another way, they said that sometimes they tried to learn how to speak english with their classmates but not really notice about pronunciation. They said not really shy if learn together with friend so i decided if used foreign friend with fun learning. The researcher used this topic because, based from her experience to used ZEPETO GAME and met another people in that game. From the game, the researcher and her foreign friend always take turn in teaching each language. The researcher felt from that online game she can improve her speaking skill through her foreign friend. Based on the explanation above the researcher interested to conduct this research entitled: "The Effectiveness of Using Zepeto Game to Improve Speaking Skill."

## RESEARCH METHODOLOGY

### 1. Research Design

The writer used the quantitative method to conduct this research in order to see the changes that occur before and after using the Zepeto Game to improve speaking skill. The research used pre-test and post-test. First, the students had speaking test before the researcher gave them a treatment using Zepeto Game, second, the researcher gave a treatment in experimental group and the last, the researcher gave them post test after treatment. Research focus on Zepeto Game, to make an important impact on the ability of students to speak. To identify speaker components that improve such as pronunciation of vocabulary, grammar, fluency and understanding. The experimental research knew how well Zepeto Game can be used to improve the speakability.

Based on (Ary, 2010) The pre-test and post-test control group design is used in this study. There were two groups formed: the control group and the experimental group. The two groups were determined by a simple random sampling method. The investigator found that the control group and the lottery were employed by the experimental group.

### 2. Sample

Purposive sampling was used by the researcher to select two classes from the population to serve as the experimental and control groups. Purposive sampling was used by the researcher because it was one of the most effective and time-efficient sampling methods available. Two classes were used as samples in this study. The first class was XI MIPA 1, with 30 students serving as a control group, and the second class was XI MIPA 2, with 30 students serving as an experimental group. The sample size was 60 students.

### 3. Instruments

In conducted research, the writer used test and interview for her data collecting. Results of testing (pre-test and post-test) to determine the improvement of students' speaking skills using the Zepeto Game. The instruments used in this study were a pretest in the first meeting and a posttest in the last meeting. According to (Ary, 2010), "Interviews are used to collect data in their own words from people concerning opinions, convictions and feelings concerning situations." by this technique the researcher interview student about ease and difficulty using this method.

### 4. Data analysis

The researcher processes and analyzes the data. The researcher compares the data from the experiment and control classes. After that, the formula for determined effect size is: Used an effect size calculator to determined effect size, the researcher may decide to used Zepeto Game to improve speaking skills learning outcomes. The size of the effect is a measure of the extent of a variable's impact on other variables; the magnitude of the difference and the connection are unaffected by sample size.

## RESULTS AND DISCUSSION

### 1. Result or Findings

The researcher attempted to submit the second-grade data as a result of the research findings at MAS Annida Al-Islamy Jakarta Barat. The researcher choosed 60 students to be the topic of the study. It is broken into two sections. Thirty students from XI MIPA 1 served as the experimental group, while thirty students from XI MIPA 2 served as the control group. This study's data included the pre-test and post-test scores of both the experimental and control classes. During the pre-test and post-test, the researcher asked students to introduce themselves and make small talk with someone new in order to learn about their speaking abilities. Then the students' communication abilities were evaluated concerning the five components of speaking skills. The components that are evaluated are fluency, pronunciation, grammar, comprehension, and vocabulary.

**Table 1. The Pre-test and Post-test Students mean score of the experimental and control class**

Class	The Mean of Pre-test	The mean of post-test
Experimental Class	61,66	73,5
Control Class	55,83	57

Based on outcomes of the control class, there has been No. substantial progress. The pre-test and post-average test results showed this, namely 55,83 and 57. It caused the control class did not used Zepeto Game in learning media to improve students speaking skill and in the experimental class got significant improvement after giving treatment. The average post-test score is higher than pre-test score, as can be observed from that statistic. That is  $73,5 > 61,66$ . Therefore, it is possible to come to the conclusion that the zepeto game has a considerable impact on student speaking skill. The average post-test score in the experimental class is 73,5 which is higher too from control class, that only 57. According to the calculation above, the distribution of post-test scores in the experimental class is higher than in the control class. As a result, the experimental class gets a better score than the control class.

After learning the post-test calculation results for the experimental class and control class, then the researcher calculated this using t-test formula, following the test below:

Determine the average value of the variable  $X_1$  and  $X_2$

$$\text{Variable } X_1 \text{ and } M_1 = \frac{\sum X_1}{N_1} = \frac{\sum 2205}{30} = 73,5$$

$$\text{Variable } X_2 \text{ and } M_2 = \frac{\sum X_2}{N_2} = \frac{\sum 1710}{30} = 57$$

Determine t-Test

$$\sum x_{1^2} = 3.721,5$$

$$\sum x_{2^2} = 3.456$$

$$t_o = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_{1^2} + \sum x_{2^2}}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}} = \frac{73,5 - 57}{\sqrt{\left(\frac{3721,5 + 3456}{30 + 30 - 2}\right) \left(\frac{30 + 30}{30 \cdot 30}\right)}}$$

$$\begin{aligned} &= \frac{16,5}{\sqrt{\left(\frac{7177,5}{58}\right)\left(\frac{60}{900}\right)}} \\ &= \frac{16,5}{\sqrt{(123,75) \cdot (0,06)}} \\ &= \frac{16,5}{\sqrt{7425}} \\ &= \frac{16,5}{2,72} \\ &= 6,06 \end{aligned}$$

Degree of Freedom

$$\begin{aligned} Df &= N_1 + N_2 - 2 \\ &= 30 + 30 - 2 \\ &= 58 \end{aligned}$$

Based from the formula of t-test, it can be seen that the value of  $t_o$  or  $t_{observation}$  was 6,06 and for the degree of freedom was 58. Based on the result of calculation above, it is obtained that the value of the degree of freedom or  $df = 58$ , the value of  $t_o$  or  $t_{observation} = 6,06$ , in the degree of significance 1% = 2,39 and in the degree of significance 5% = 1,67. After that, the researcher compared the data with  $t_t$  ( $t_{table}$ ) both in a degree of significance of 1% and 5%. Therefore,  $t_o > t_t = 6,06 > 2,39$  in degree of significance of 1% and  $t_o < t_t = 6,06 < 1,67$  in degree of significance of 5%.

Effect Size :

$$\begin{aligned} r^2 &= \frac{t^2}{t^2 + df} \\ r^2 &= \frac{(6,06)^2}{(6,06)^2 + 58} \\ r^2 &= \frac{36,72}{36,72 + 58} \\ r^2 &= \frac{36,72}{94,72} \\ r^2 &= 0,39 \end{aligned}$$

The result above is the effect of of Zepeto game learning media to improve students speaking skill is 39%, it can be seen that Zepeto can improve students speaking skill. It shows that the use of Zepeto game learning media on improving students' speaking skills has a moderate effect according to Cohen's criteria.

## 2. Discussion

### a. Normality testing

It is crucial to understand if the data distribution is normal or not while doing quantitative research. The SPSS 24 program's One- Sample Kolmogorof-Smirnov Test was employed by the researcher. The normality test result is displayed in

One-Sample Kolmogorov-Smirnov Test

		Experime ntal Class	Control Class	Unstandariz ed Residual
N		30	30	30
Normal Parameters <sup>a,b</sup>	Mean	8.5485	7.5173	.0000000
	Std. Deviation	.66182	.71163	.71061637
	Most Extreme Differences			
	Absolute	.100	.157	.173
	Positive	.089	.157	.173
	Negative	-.100	-.100	-.103
Test Statistic		.100	.157	.173
Asymp. Sig. (2-tailed)		.200 <sup>d</sup>	.059 <sup>c</sup>	.022 <sup>c</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

As the table shows, this percentage will be compared with 0.05 ( $\alpha=5\%$ ) to take decision based on:

1. If Sig. > 0.05, it means the data distribution is normal
2. If Sig. < 0.05, it means the data distribution is not normal

The table above shows, it can be seen that probability number (Asymp. Sig) of Experimental class is  $0.200 > 0.05$  and probability number of Control class is  $0.059 > 0.05$ . Then, the researcher performs transformation data shows that is  $0.022 > 0.05$ . Consequently, the data distribution's outcome is normal.

As is well known, this research to find out the effect of using Zepeto Game to improve students speaking skill. According to the findings of the research, the average pre-test score by students of MAS Annida Al-Islamy in XI MIPA 1 class as the experimental class is 61,66 which is higher than XI MIPA 2 class as the control class that only 55,83. The average post-test score in the experimental class is 73,5 which is higher too from control class, that only 57. According to the calculation above, the distribution of post-test scores in the experimental class is higher than in the control class. As a result, the experimental class gets a better score than the control class.

To get knowledge not only from the teacher but from anywhere even friend from different countries and with Zepeto game they can get friends from another country. They can play together in it and talk directly like a telephone but can while playing so they can improve their skill. When in class, students tend to be shy and afraid to talk with the teacher and they prefer to talk with friends, especially to practice their English Speaking skill. According to Gigih, the benefits of Zepeto is to entertain, can add new relationship, learn a foreign language with native speaker, practice communication skill with new people.

From the result above, the researcher found that is a significance effect of using Zepeto Game to improve students speaking skill. Based on the data acquired from the experimental and control class's average scores, t-observation, and comparison with the t-table. This could be seen after comparing the score of pre-test and post-test. The students that they had of using Zepeto Game for learning media, they more confident to talk with english language. It also can be seen that based on the effect size the result showed the student's score is satisfactory or good up to 39% with the use of Zepeto game learning media and it gives a moderate effect. Therefore, Zepeto Game for learning media was effective to use in speaking skills in the second grade of MAS Annida Al-Islamy Jakarta Barat.

## CONCLUSION

Answered the research question about how the effect of using Zepeto Game application as learning media on speaking skills in the second grade of MAS Annida Al-Islamy Jakarta Barat, The researcher can conclude that the use of Zepeto game application as learning media significantly affects students' speaking skills in the second grade of MAS Annida Al-Islamy because the score indicated that the experimental class score was higher if compared

to the control class that was not given treatment ( $73,5 > 57$ ).

Next, answered the question about difficulties of using Zepeto game in speaking skill, they said that they felt difficult when used Zepeto Game application. A few of them, had difficulties to found a foreign people from that application but they had a problem solving to fixed that. They keep going to try for found their foreign friend until met. Somehow, they said they had difficult to balance their language because they are very fluent in their language then the students said a little confused to answer their foreign friend question or conversation but they also try and used dictionary to search word that they do not know. Besides that, problem, they very happy when met their foreign friend from a few countries.

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