

## Utilizing Seesaw Application to Lift Students' Speaking Proficiency in Senior High School

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**Abstract:** In this quantitative study, the researchers assessed the impact of the Seesaw application on eleventh-grade students' speaking proficiency by focusing on explaining natural phenomena. The researchers utilized pre-experimental research, especially one-group pre and post-test design. The research data was gathered through validated pre-tests and post-tests. The statistical analysis encompassed paired sample T-tests with SPSS 25. The result revealed that the students' average speaking score increased significantly from 68.40 to 85.20. The Sig 2 tailed was less than 0.05. The results offer compelling support for the integration of Seesaw by English educators, highlighting the potential for enhanced learning outcomes and increased student engagement. Future researchers should delve into comparative studies, scrutinizing the Seesaw application against other digital interactive platforms, including Busuu, ELSA, Cake, Beelinguapp, and similar other tools.

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## INTRODUCTION

Language is an essential aspect of human existence (Nur & Riadi, 2019). People interact, communicate verbally or in writing, and exchange information with others through language (Berger, 2014). One of the languages that people speak the most in the global world is English. Today, Rojas & Hernández-Fernández, (2018) said that 1.75 billion people worldwide utilize English as their primary language of communication. Furthermore, the globalization of English, particularly for foreign languages, has promoted cross-border trade, tourism, and communication (Balabekova et al., 2022; Nomnian et al., 2020). Because of its importance, the Indonesian government mandates the students to study English as a compulsory subject from the 10<sup>th</sup> to the 12<sup>th</sup> grade (Fauziyah, 2022).

In addition, English is also used in the academic field and education workplace, as demonstrated by the use of the language in international conferences, journal writing, and publishing (Charles & Pecorari, 2015; Fitriani & Fadhilawati, 2022). Additionally, studying English requires students to acquire four essential language skills: speaking, writing, reading, and listening (Yuliana, 2016; Wulandari & Fadhilawati, 2019).

The most urgent of the four abilities as it is essential to language acquisition is speaking (Nirmawati, 2015; Fatimah et al., 2021; Maulana et al., 2022). Mandasari & Aminatun, (2020) argued that speaking is the act of using articulation sounds or words to transfer or express ideas, emotions, and feelings. Speaking is regarded as the most crucial skill to master since it helps students enhance their critical thinking skills, develop

their social skills, prepare them for college and the workforce, raise their grades, and make them become more confident communicators in the real world. Further, speaking is essential to make their point communicated effectively. Because of those reasons, speaking is a useful skill to possess for students to communicate ideas, and thoughts, and argue verbally (Nurjanah, 2018).

Speaking is a pivotal skill that should be possessed by students because of its importance, yet many Indonesian students struggle with it for a variety of reasons. Speaking issues can be a major barrier to learning a foreign language and communicating effectively (Al Nakhalah, 2016). Challenges with speaking English covered limited vocabulary, lack of grammar, mispronounced words, low self-esteem, and a curriculum lacking in language development (Sayuri, 2016; Wahyuningsih & Afandi, 2020). Limited vocabulary can be the biggest challenge for the students to communicate with the language they learn, as stated by Fadhilawati et al., (2022) vocabulary is a pivotal sub-skill to mastering the targetted language. If the students do not have adequate vocabulary, it will be difficult for them to communicate and express their thoughts by using the targetted language fluently. Besides, lack of practice and an unsupportive environment to practice English in daily life also make it a challenge for them to learn this skill (Nissrina, 2021). Additionally, a notable obstacle arises from a lack of confidence when addressing the class and responding to inquiries posed by the instructor, students often grapple with heightened anxiety, leading to difficulties in employing appropriate vocabulary and adhering to grammatical structures in their oral expressions, this may result in nervousness, self-consciousness, and trouble speaking coherent (Riswandi, 2016; Wulandari & Fadhilawati, 2019).

The difficulties in learning speaking skills were also experienced by the eleventh-grade students of SMAN I Kademangan Blitar. The Eleventh-grade students at SMAN I Kademangan Blitar encountered challenges in mastering speaking skills, particularly when elucidating natural phenomena. Initial findings revealed that students' performance in explaining natural phenomena fell below the expected standard, as indicated by their block test scores of that topic 65.00 which failed to meet the school's prescribed minimum threshold of 75.00. In these cases, students were having challenges pronouncing the English vocabulary correctly and expressing their thoughts fluently because of limited vocabulary, limited grammar usage, lack of confidence levels, and lack of understanding of various accents and dialects.

Moreover, based on an interview with an IPS 2 class XI student, it was stated that the teacher occasionally utilized PowerPoint, movies, and role-playing but they never experienced learning by digital application. Furthermore, this opinion was reinforced by the questionnaire's results, which unequivocally demonstrated that speaking is the one that students consistently discover to be the most challenging in English learning environments compared with the other three linguistic competencies reading, listening, and, writing, Thirty students participated in this study, and the findings of the questionnaire revealed that up to seventy-three percent of them had serious difficulty in learning to speak. They explained that their limited knowledge of English vocabulary, and word pronunciation difficulty were the main cause of their challenges.

In the contemporary digital era, teachers need to be capable of grabbing students' attention and aiding the students with interactive and interesting media in the teaching-learning process (Rachmawati et al., 2020). One of the teaching tools for teaching speaking in the contemporary digital era is Seesaw. Seesaw is an educational software that facilitates communication and collaboration between parents, teachers, and

students. The program provides a digital platform for tracking, sharing, and organizing homework, projects, and student work portfolios. Utilizing the Seesaw app could make the learning process interesting and engaging for students who are digital natives, especially in speaking classes (Nur & Riadi, 2019). Furthermore, learners may find it easier to incorporate references to improve scientific understanding as they study the regulatory framework with the aid of the Seesaw media implementation (Riadil, 2020).

Additionally, Seesaw is an application that educators may utilize as a means of trading files, links, observations, videos, and photographs with other students in their class who have synchronized with it (Ryan, 2018). Furthermore, Rou & Yunus, (2020) contended that students may share and showcase their studies on Seesaw, a digital platform, that unleashes their creativity to document and exhibit their work in digital portfolios, and supports instructors in tracking students' academic progress, It offers a plethora of advantages to educators, parents, and students, including customized learning, convenience, teamwork, individualized education, and evaluation. Teachers may also use the Seesaw program to teach any topic because of its many advantages.

Several studies have employed Seesaw apps in the context of teaching and learning. For instance, Ratnaningsih (2019) argued that Seesaw could enhance students' English skills in speaking and writing at Musi Charitas Catholic University. Rou & Yunus, (2020) found that the utilization of the Seesaw platform could improve students' reading achievement and facilitate more meaningful learning and successful communication. Additionally, Riadil, (2020) discovered that Seesaw enhances the reading skills of students in the information and technology program. Hasanah et al. (2020) also highlighted Seesaw's potential as a digital learning innovation for improving students' information literacy. Furthermore, Twiningsih, (2021) revealed that the Seesaw media has a positive impact on remote learning activities during the COVID-19 pandemic, particularly among third-grade students at Laweyan Public Elementary School in Surakarta. However, while existing studies have primarily focused on the impact of Seesaw on reading skills and communication, there remains a research gap concerning its potential influence on other language competencies, such as writing, listening, and overall language proficiency, further investigation is needed to explore the long-term effects of Seesaw integration on students' language development and retention, as well as its comprehensive impact across various language competencies. Addressing these gaps could provide a more thorough understanding of the broader implications of incorporating Seesaw into English language education. Therefore, the researchers were interested in finding out the efficacy of Seesaw in enhancing the speaking proficiency of the explanatory texts for class XI IPS 2, especially in explaining natural phenomena.

## METHODS

To answer the research question of how the efficacy of Seesaw lifts the students' speaking proficiency on the topic of explanation texts, particularly about natural phenomena. the researchers did a Quantitative study. Creswell, (2014) argued that a quantitative study involves a systematic investigation that seeks to quantify variables, gather numerical data, and employ statistical analysis to conclude. Further, This approach emphasizes objectivity, precision, and the use of structured instruments for data collection. Quantitative studies typically involve the formulation and testing of hypotheses, to identify patterns, relationships, or causal effects among variables (Ghanad, 2023),. This methodology is particularly suited for research questions that lend

themselves to numerical analysis and require generalizable findings based on representative samples (Creswell, 2014).

Furthermore, in this study, pre-experimental research was used by utilizing one group pre-test and post-test design. The one-group pre-test post-test design was preferred to the first one because the effectiveness of the treatment is evaluated based on the variation in results comparing the pre-and post-testing. There is no comparison offered with a control group (Creswell, 2014; Latifa, 2016). The research procedures include three pivotal steps, they are; pre-test, treatments, and post-test (Sugiyono, 2016). This study was conducted at class XI IPS 2 in SMAN 1 Kademangan, Blitar because the institution offers a laboratory to facilitate the utilization of digital resources in the educational process and permits the students to use their mobile phones in the classroom.

To gather the data the researchers gave a test in the form of a subjective test or speaking test which is carried out with measurements based on categories such as pronunciation, vocabulary, grammar, fluency, and content. To evaluate the validity and reliability of the test, a tryout exam was held on May 11th, 2023. A tryout exam was given to a cohort of students with scholar proficiency equivalent to that of the study participants. The objective was to ascertain the test's question quality and consistency, mirroring those employed in the pre-test. In essence, the research used both a pre-and post-testing methodology to gauge students' advancements in articulating explanation texts, with the trial assessment serving as a means to authenticate the assessment instrument's reliability.

The pre-test was given by the researchers on May 15, 2023. During the pre-test, the researchers gave students a subjective test related to the explanation text of natural phenomena. Subsequently, following the watching of the provided video, students were required to orally elucidate their interpretation of the explanation text they had just watched using their language and comprehension, thus assessing their ability to grasp the video's meaning, comprehend vocabulary, brainstorm, and understand generic structures of the text. During the treatment period from May 17 to May 22, 2023, a series of interventions were implemented to introduce and reinforce the utilization of the Seesaw app among students, alongside reviewing and reflecting on explanation text materials. The initial treatment on May 17, 2023, focused on acquainting students with the Seesaw app and engaging them in reviewing explanation text content, wherein students were tasked with orally reiterating provided audio materials on explanation texts using their language and expressions. Subsequent treatments on May 18, 19, and 22, 2023, entailed activities where students engaged in identifying, brainstorming, and discussing explanation text videos on natural phenomena topics such as "How Does Snow Form?" and "Life Cycle of a Butterfly," as well as "How Does a Rainbow Form?" Students were required to watch these videos via the Seesaw app and orally elucidate the content on the platform, identify difficult words, explore their meanings, and pronounce them accurately. These interventions aimed to foster students' comprehension, vocabulary acquisition and speaking proficiency in explanation texts through interactive engagement with the Seesaw platform.

Subsequently, on May 24, 2023, the researchers conducted a post-test, Post-test ought to be conducted promptly after the course concludes and subsequently at a later time to evaluate the long-term effects of learning Malik & Rabail Alam (2019). The test in this study was designed to evaluate students' learning outcomes in speaking explanation text following the instructional intervention. Before administering the actual post-test, a

set of speaking assessments was administered, encompassing explanation texts related to various natural phenomena topics. The objective was to gauge the understanding of students and their capacity to discern and grasp the text's meaning, particularly in identifying the central concept, comprehending nuances of meaning, assimilating new vocabulary, and rearticulating the text verbally using diverse language and vocabulary. Each student was allotted 90 minutes to complete the test. The instructions included a link to the relevant video and a scoring rubric. Students were instructed to verbally elucidate the text for a maximum duration of 5 minutes.

Additionally, the research data underwent statistical analysis to assess the consequences of the instructional intervention. This analytical process encompassed the utilization of paired sample T-tests through SPSS 25 for a comparison between the initial and final test scores among the participants. A significance threshold of  $p < 0.05$  was established to gauge The usefulness of the Seesaw application in improving high school seniors' speaking skills. Furthermore, the  $H_0$  is agreed and the  $H_a$  is denied were indicated when an important value of  $p > 0.05$  (Nuryadi et al., 2017).

## RESULT AND DISCUSSION

The researchers discuss some research outcomes related to the main result of the research to address the research issue that covers; the result of the tried-out test, the test's validity and reliability, its homogeneity and normality, its pre- and post-testing outcome, its paired sample t-test results, and its hypothesis test results. Before doing the pre-test at the XI IPS 2 class at SMAN 1 Kademangan Blitar, the scientist conducted a try-out test that intended to make sure whether it was valid and reliable or not as a research instrument. In this case, the researcher held a try-out test on 11 May 2023 for a class of XI IPS 1 at SMAN 1 Srengat that included 32 respondents. In this case, the test covered some components of speaking such as grammar, vocabulary, fluency, pronunciation, and content based on the context of the explanation text.

After having the result of the Tryout, the researchers analyzed the students' responses to the test's instructions to determine the test's validity and reliability using SPSS 25 The validity and reliability test findings are as follows as they are provided in the tables below:

**Table 1.** The result of the Validity Test

| Questions | r count | r table | Description |
|-----------|---------|---------|-------------|
| Q1        | 0.850   | 0.349   | VALID       |
| Q2        | 0.895   | 0.349   | VALID       |
| Q3        | 0.882   | 0.349   | VALID       |
| Q4        | 0.869   | 0.349   | VALID       |

Every question has a count  $>$  of r from the r table (0.349), which is a favorable outcome, as can be seen from the tables above. As a result, the test's question items are accepted as legitimate. Additionally, the researchers conducted a reliability test after the validity test results. If the test's Cronbach's Alpha Coefficient is equal to or greater than 0.6, it is considered trustworthy. The reliability test's outcome by using SPSS 25 is reported below;

**Table 2.** The result of the Reliability Test

| Case Processing Summary |          |    |       |
|-------------------------|----------|----|-------|
|                         |          | N  | %     |
| Cases                   | Valid    | 32 | 100.0 |
|                         | Excluded | 0  | .0    |
|                         | Total    | 32 | 100.0 |
| Reliability Statistics  |          |    |       |

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .895             | .897   | 4          |

It is apparent from the table's summary that Cronbach's Alpha Coefficient is more than 0.60. Since  $0.895 > 0.60$ , it may be said that the test (or research tool) is dependable. It implies that the test can be utilized as a research instrument in this research. After conducting the try-out test, and knowing on May 15, 2023, the researcher gave a pre-test to thirty students in class XI IPS 2 at SMAN 1 Kademangan Blitar to ensure that the research instrument was valid and dependable. This aims to assess the student's previous speaking experience, particularly explanation texts before they got treatments from the researcher. A pre-test's primary objective is to assess a participant's particular traits or qualities before any kind of therapy or intervention. The pre-test includes a subjective test which must be completed within 90 minutes of learning time with a maximum of 5 minutes of speaking time for students to deliver it again. After carrying out the pre-test, the step the researcher took was to carry out treatment. After carrying out the treatment, a post-test was carried out by the researchers to assess how well pupils could understand the explanation text after receiving treatment using the Seesaw application. The aim is to find out whether Seesaw is successful or not in enhancing students' explanation text speaking skills. The post-test also includes a subjective test and requires 90 minutes of learning time and a maximum of 5 minutes for students to complete it and deliver the material orally again with specific explanation text material about natural phenomena. The table presented below illustrates the data that showcases the performance before and after the administration of treatments.

**Table 3.** The results of the Pre-Test and Post-Test

| No | Name of Respondents | Pre-test | Post-test |
|----|---------------------|----------|-----------|
| 1  | AFZ                 | 60       | 80        |
| 2  | AVS                 | 68       | 84        |
| 3  | BBS                 | 60       | 76        |
| 4  | BPD                 | 72       | 88        |
| 5  | CHEF                | 64       | 80        |
| 6  | DS                  | 64       | 80        |
| 7  | EAS                 | 80       | 92        |
| 8  | ENP                 | 76       | 92        |
| 9  | FSA                 | 64       | 80        |
| 10 | FMM                 | 80       | 92        |
| 11 | IDK                 | 56       | 76        |
| 12 | KW                  | 64       | 84        |
| 13 | LSP                 | 64       | 80        |
| 14 | LKN                 | 76       | 92        |
| 15 | META                | 80       | 96        |
| 16 | MHD                 | 80       | 96        |
| 17 | MBR                 | 68       | 88        |
| 18 | NVP                 | 60       | 76        |
| 19 | OWW                 | 68       | 84        |
| 20 | PFS                 | 60       | 76        |
| 21 | RP                  | 64       | 84        |
| 22 | RDA                 | 56       | 76        |
| 23 | SBL                 | 76       | 88        |
| 24 | SPA                 | 72       | 88        |
| 25 | SAP                 | 56       | 80        |
| 26 | SR                  | 68       | 84        |
| 27 | SRI                 | 80       | 96        |
| 28 | VAK                 | 60       | 84        |
| 29 | YDK                 | 76       | 88        |
| 30 | YKD                 | 80       | 96        |
|    | Mean                | 68.40    | 85.20     |

Considering the results displayed in the above table, it was reported that the speaking achievement of the X IPS 2 class on the topic of explanation text during the preliminary exam was unsatisfactory with an average student score of 68.40. It was below the minimum criteria for mastery of English subjects is 75.00. Furthermore, speaking explanation text abilities improved from 68.40 in the pre-test to 85.20 in the post-test following the use of Seesaw in the speaking teaching-learning process.

The researchers afterward carried out a homogeneity test after receiving the results obtained from the pre-test and post-test. A statistical technique called the homogeneity test determines whether the variance of two or more data groups is homogeneous or equal. According to (Payadnya & Jayantika, 2018) The sig. is higher than 0.05 if it was claimed that the variance of two or more population data groups is the same (homogeneous) in this case

**Table 4.** The result of the Homogeneity Test

|  | Levene<br>Statistic | df1 | df2    | Sig. |
|--|---------------------|-----|--------|------|
| Variables Based on Mean                        | 2.519               | 1   | 58     | .118 |
| Based on Median                                | 2.386               | 1   | 58     | .128 |
| Based on the<br>Median and with<br>adjusted df | 2.386               | 1   | 57.672 | .128 |
| Based on trimmed<br>mean                       | 2.587               | 1   | 58     | .113 |

According to the result of sig. value in the table above, it resulted 0.118. That result was higher than 0.05, therefore we can conclude that the variance of students' speaking ability is equal or homogeneous. Following the results of the homogeneity test, the researcher performed a normalcy test. The goal of the normality test, according to Sari, (2019) is to ascertain if the independent and dependent variables in a regression model have a regular distribution. In this instance, the normalcy test is performed using the One-Sample Kolmogorov-Smirnov Test (Quraisy, 2020). The data is normally distributed if the sig. value of the normality tests is more than 0.05 (Nuryadi & Astuti, 2018). Based on the results shown in the above table, which included a normality test value of 0.086 and a significance threshold of 0.05, it was concluded that  $0.086 > 0.05$ . As a result, one may argue that the data was regularly disseminated with a 95% confidence level ( $\alpha = 0.05$ ). The normality of the test result is as follows:

**Table 5.** The result of the Normality Test

| One-Sample K-S Test                 |                            |             | Unstandardized<br>Residual |
|-------------------------------------|----------------------------|-------------|----------------------------|
| N                                   |                            |             | 30                         |
| Normal<br>Parameters <sup>a,b</sup> | Mean                       |             | 85.2000                    |
|                                     | Std. Deviation             |             | 6.65608                    |
| Most Extreme<br>Differences         | Absolute                   |             | .149                       |
|                                     | Positive                   |             | .149                       |
|                                     | Negative                   |             | -.113                      |
| Test Statistic                      |                            |             | .149                       |
| Asymp. Sig. (2-tailed)              |                            |             | .086 <sup>c</sup>          |
| Monte Carlo Sig.<br>(2-tailed)      | Sig.                       |             | .462 <sup>d</sup>          |
|                                     | 99% Confidence<br>Interval | Lower Bound | .449                       |
|                                     |                            | Upper Bound | .475                       |

The researchers used the paired sample t-test to analyze pre-and post-test data to determine how well the Seesaw program improved students' speaking abilities in explanation texts. By comparing the variations in the average scores before and after the treatments, this testing technique was used to assess the efficacy of the treatment. The results of the t-test on paired samples conducted in this research are provided below

**Table 6.** The result of the Paired Sample T-Test

| Paired Samples Statistics   |                      |           |                |                 |   |           |         |    |                 |
|-----------------------------|----------------------|-----------|----------------|-----------------|---|-----------|---------|----|-----------------|
|                             |                      | Mean      | N              | Std. Deviation  | Std. Error Mean                           |           |         |    |                 |
| Pair 1                      | Pre-test             | 68.4000   | 30             | 8.29458         | 1.51438                                   |           |         |    |                 |
|                             | Post-test            | 85.2000   | 30             | 6.65608         | 1.21523                                   |           |         |    |                 |
| Paired Samples Correlations |                      |           |                |                 |   |           |         |    |                 |
|                             |                      | N         | Correlation    | Sig.            |   |           |         |    |                 |
| Pair 1                      | Pre-test & post-test | 30        | .940           | .000            |   |           |         |    |                 |
| Paired Differences          |                      |           |                |                 |   |           |         |    |                 |
|                             |                      | Mean      | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |           | t       | Df | Sig. (2-tailed) |
| Pair 1                      | Pre-test Post-test   | -16.80000 | 3.04450        | .55585          | -17.93683                                 | -15.66317 | -30.224 | 29 | .000            |

We may infer that the significance value of the two-tailed sig was 0.000 from the table above. It was below the 0.05 mark. Thus, it can be said that the spoken learning results of the explanation text for the pupils who took the pre-test and post-test changed significantly. After getting the paired sample t-test value, the next step is making a hypothesis decision based on the categories according to (Nuryadi & Astuti, 2018) in the table below.

**Table 7.** The Category of Determining Hypothesis

| Category of Determining Hypothesis |                                    |
|------------------------------------|------------------------------------|
| Ho Accepted                        | If the significant value is > 0.05 |
| Ha Accepted                        | If the significant value is < 0.05 |

It was determined that the Sig. (2-tailed) of the result was 0.000 from the calculation above, as was previously mentioned. It may be determined that the pre-and post-test results differed because it was less than 0.05 results for students' spoken learning outcomes of the explanation text. Additionally, as stated in the research technique chapter, if the T table < T count = Accepted or Rejected for Ho, then the estimated values in the paired t-test are compared at a 95% significant level with the t table. The paired t-test yielded a t-count of -30,224, as can be shown from the data above. The t-table can be found using the formula  $t(\text{table}) = n-1$ , which gives the total number of samples as 30. So, it can be seen  $t(\text{table})$  at a predetermined standard with a significance level of 95% or (0.05) namely 1.6991 which can be seen that  $1.6991 > -30.224$ . Therefore, it may be said that Ho is rejected while Ha is accepted. Based on this justification, it was determined that the Seesaw app is useful for improving students' speaking proficiency in explanation texts at SMAN 1 Kademangan Blitar, precisely for students in grades XI IPS 2.

The student's learning outcomes in speaking explanation text after utilizing the Seesaw application increased from 68.40 to 85.20, based on the paired sample t-test findings, the significance level (2-tailed) is less than 0.05. As a result, consequently, it could be said that the Seesaw is efficient in escalating eleventh-grade students' speaking learning objectives of explanation text for XI IPS 2-grade kids at SMAN 1 Kademangan Blitar. The findings of the research discussed above may be caused by some factors such as the Seesaw application provides a platform for students to engage in regular speaking practice it is in line (Nur & Riadi, 2019) who said that the Seesaw app may help digital native kids learn, which will make the process more engaging, particularly in speaking classes.

Furthermore, the Seesaw application is completed with audio recordings, video presentations, or oral responses. Students can record their speaking and review their performances it is in the same vein as (Le, 2022) that the Seesaw provides a platform for students to record their learning, take pictures, draw or record audio, film videos, and practice their speaking and review their performances.

In addition, the student's success in speaking may be caused by Seesaw allowing teachers and students to communicate effectively by sharing different types of media such as photographs, videos, notes, files, and links. This exchange of visual and multimedia content supports the development of speaking skills. For example, students can share videos of their presentations or speaking exercises, enabling their peers and teachers to provide feedback and engage in discussions related to the content. By exchanging photographs and videos through Seesaw, students can provide visual and contextual support for their speaking activities. For instance, students can capture images or record videos related to a topic they are speaking about, which helps convey their message more effectively. Visual aids enhance comprehension, provide additional context, and facilitate clearer communication. Those statements are in line with Ryan, (2018) who said that teachers and students may share images, links, files, notes, and videos with other students in their class whose Seesaw has connected. Moreover, with Seesaw students can receive immediate feedback from their teachers. This feedback helps them understand how well they communicated their thoughts, provides guidance on areas to work on, and encourages ongoing improvement. Immediate feedback is crucial for students to make adjustments and refine their work. It is along similar lines to Twiningsih, (2021) who claimed that the use of Seesaw as a digital platform provides teachers with enhanced convenience in delivering instructions, assigning tasks, and offering evaluation and feedback on students' work. Additionally, Seesaw enables asynchronous communication between teachers and students, fostering effective interaction outside the confines of traditional classroom settings.

Besides, the student's enthusiasm for learning material by using new technology for them was what made them successful in acquiring the ability to speak of explanation text, as evidenced by the enhancement of the score following the treatment. As a result, the students' speaking learning outcome of the post-test enhanced, which is consistent with line Rou & Yunus, (2020) who state that Seesaw is a digital portfolio that empowers students' motivation to share their thoughts on assignments and enthusiasm for completing assignments. Moreover, this finding in which the seesaw worked effectively. in enhancing the eleventh-grade students' speaking competencies of explanation text is in line with previous studies that have proven Seesaw was effective in enhancing the learning outcomes of students in learning English. First, this result follows Le, (2022) who reported that the Seesaw proves to be an effective instrument for instructing and

acquiring English oral communication abilities at an international middle school in Hanoi. Second, it is aligned with Nur & Riadi, (2019) who stated that the Seesaw application demonstrates positive effects on students who are digital natives in the 2<sup>nd</sup> to 6<sup>th</sup> semester of Tidar University's English Department students. Further, it is matched with Ratnaningsih, (2019) who argued that Seesaw could enhance students' English skills in speaking and writing at Musi Charitas Catholic University. Lastly, it is in line with Twiningsih, (2021) who revealed that Seesaw has a positive impact on remote learning activities during the COVID-19 pandemic in third-grade students at Laweyan Public Elementary School in Surakarta.

### CONCLUSION

Referring to the the finding above, it can be said that class XI IPS 2's average speaking score of explanation text before the implementation of Seesaw especially for the topic natural was 68.40, and after utilizing Seesaw, it increased significantly to 85.20. The T-test result, with a significance level of less than 0.05, indicates that the improvement is statistically significant. As a conclusion, it can be inferred that Seesaw is effective in enhancing the speaking learning objectives of eleventh-grade students in XI IPS 2 at SMAN 1 Kademangan Blitar. This finding suggests that Seesaw can be considered an efficient tool for improving the speaking competencies of students, especially in explaining natural occurrences. The study recommends the continued use of Seesaw for similar objectives and possibly in other contexts to further enhance students' speaking skills

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