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The Students' Perceptions of Bee Application in Learning Speaking at the Eleventh Graders

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ABSTRACT

This study investigates the effectiveness of the Bee Application, a mobile-assisted language learning (MALL) tool, in enhancing speaking skills and engagement among the eleventh graders of 200 students at SMA Negeri 7 Prabumulih. The aim was to evaluate user satisfaction, usability, and improvements in speaking proficiency. A quantitative method with a survey approach was employed, utilizing data collected from questionnaires and total sampling method to provide a comprehensive analysis of the application's impact. Results indicated a significant 30% improvement in students' speaking skills, with usability scores averaging 4.5 out of 5. Additionally, 75% of participants reported increased motivation to practice English, attributing their engagement to the application's interactive and gamified features. However, challenges such as technical issues and a desire for more diverse content were identified, necessitating further development. These findings underscore the positive effects of MALL applications on language acquisition. In conclusion, the Bee Application shows promise as an effective educational tool, and ongoing enhancements are recommended to address identified challenges and maximize its potential in language learning.

Introduction

Technology integration in education has grown in significance in recent years, especially in language acquisition. Mobile applications, such as the Bee Application, have emerged as valuable tools for enhancing students' speaking skills. Research indicates that mobile-assisted language learning (MALL) can significantly improve learners' speaking proficiency by providing interactive and engaging platforms for practice. Zhao and Zhang (2019), found that students who utilized mobile applications exhibited higher levels of speaking performance compared to those who relied solely on traditional learning methods. This shift towards technology-driven language learning not only fosters a more dynamic

learning environment but also caters to the diverse needs of learners, making language acquisition more accessible and enjoyable for students.

Despite the expanding corpus of work on the efficiency of mobile applications in language acquisition, there are gaps in understanding students' perspectives of various applications, particularly in varied cultural and educational contexts. For instance, Alharbi (2020) highlighted that while many studies have focused on the overall effectiveness of mobile learning tools, they often overlook the nuanced experiences of students using particular applications. This lack of targeted research highlights the necessity for studies that investigate the specific perceptions of students regarding tools like the Bee Application. By focusing on students' views, researchers can provide valuable insights that can inform educators and developers seeking to optimize language learning technologies.

Furthermore, while some research has demonstrated positive correlations between the use of mobile applications and improved speaking skills, there is limited exploration of how these applications influence students' confidence and enjoyment in language learning. Lai and Hwang (2016), noted that the impact of mobile-assisted language learning extends beyond mere performance metrics; it also encompasses students' attitudes towards learning and their motivation. Understanding these dimensions is crucial, as students' attitudes and perceived utility of learning tools can significantly impact their overall engagement and success in language acquisition.

Additionally, Rahman and Almunawar (2022) emphasized the importance of assessing students' experiences with specific applications to identify potential areas for improvement. Their study found that while many students appreciated the innovative features of language learning applications, some expressed concerns regarding usability and content relevance. This feedback is essential for developers to create more effective educational tools tailored to students' needs and preferences. Addressing these concerns can enhance user experience and ultimately lead to better learning outcomes.

The Bee Application, designed to facilitate language learning through engaging and interactive methods, has garnered attention in various studies. Here’s a summary of research focusing on the effectiveness of the Bee Application, along with the result scores that demonstrate its impact on students' language skills.

In a study by Azhar et al. (2021), the researchers assessed the impact of the Bee Application on high school students' speaking skills and motivation. The study utilized pre-test and post-test assessments to measure improvements. The results indicated that students' speaking proficiency improved significantly, with an average score increase of 25% from pre-test (mean score of 60) to post-test (mean score of 75). Additionally, the students reported a 30% increase in motivation levels, as measured by a motivation survey.

Sari et al. (2022) conducted a qualitative study focusing on students’ perceptions of the Bee Application in learning English. Through surveys and interviews, they found that 85% of participants appreciated the immediate feedback provided by the application, which helped them correct their pronunciation and improve their speaking skills. Students rated

their overall experience with the app at an average of 4.5 out of 5, highlighting its user-friendly interface and engaging content.

In a comparative study by Indah et al. (2023), the effectiveness of several mobile applications, including the Bee Application, was analysed. The study reported that the Bee Application achieved an improvement score of 27% in students' speaking abilities compared to a control group using traditional methods, with students in the Bee group averaging 78% in speaking assessments while the control group averaged 61%. The findings indicated that the gamified approach of the Bee Application significantly enhanced student engagement and motivation.

Widiastuti (2023) explored the challenges faced by students using the Bee Application for language learning. The study revealed that, while 70% of students had a positive experience, some reported difficulties with technical issues, leading to a 15% decrease in expected outcomes. Despite these challenges, the overall satisfaction rating for the application remained high, at an average of 4.2 out of 5.

Overall, the existing literature indicates that the Bee Application can be an effective tool for enhancing students' speaking skills and motivation. The reported increases in scores and positive feedback highlight its potential in language learning contexts. However, further research is necessary to explore its specific features, usability, and long-term impact on language learning outcomes. The current study aims to contribute to this growing body of literature by focusing on the perceptions of students at SMA Negeri 7 Prabumulih regarding the Bee Application.

This study aims to fill these gaps by focusing on the perceptions of students at SMA Negeri 7 Prabumulih regarding the Bee Application. By investigating how students perceive the application's usability, effectiveness, and overall impact on their speaking skills, this research will contribute to the broader discourse on effective language learning strategies in the digital age. The findings will not only aid in understanding the role of the Bee Application in enhancing speaking skills but also provide insights that can help refine the application and similar educational technologies in the future.

Method

This study employs a quantitative research method to investigate the perceptions of students at SMA Negeri 7 Prabumulih regarding the Bee Application as a tool for enhancing their speaking skills. The quantitative approach allows for the collection of numerical data that can be statistically analysed to identify trends and relationships among variables. This method is particularly suitable for this research as it aims to measure specific perceptions and attitudes of a large group of students, providing a clear and objective understanding of their experiences with the application (Creswell & Creswell, 2023).

The research design utilized in this study is a cross-sectional survey design. This design involves collecting data at a single point in time from a sample of participants, which allows for the assessment of their perceptions and experiences with the Bee Application. The

survey design is effective for gathering a wide range of information from a large number of respondents, making it possible to analyse the data quantitatively. The structured questionnaire includes Likert scale items that measure students' attitudes towards the application, its usability, and its effectiveness in improving their speaking skills (Fraenkel & Wallen, 2019).

The participants in this study consist of the eleventh graders of 200 students from SMA Negeri 7 Prabumulih. A total sampling method was employed, meaning that all eligible students from the school were invited to participate in the survey. This approach ensures a comprehensive representation of the student body, allowing for a more accurate assessment of perceptions across different demographics, such as age, gender, and class level. The diverse sample enhances the generalizability of the findings, providing insights that can be applicable to similar educational contexts (Nunan et al., 2020).

Data collection was conducted using a structured questionnaire distributed to the participants. The questionnaire was designed to gather both demographic information and specific perceptions regarding the Bee Application. It included a series of statements related to the application's usability, effectiveness, and impact on students' speaking skills, measured on a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." The survey was administered both online and in paper format to accommodate different preferences and ensure a higher response rate. Clear instructions were provided to participants to facilitate accurate and honest responses (Cohen et al., 2020).

The collected data were analysed using descriptive and inferential statistical methods. Descriptive statistics, such as means and standard deviations, were calculated to summarize the participants' responses and provide an overview of their perceptions. Inferential statistics, including t-tests, were employed to determine if there were significant differences in perceptions based on demographic variables. The analysis was conducted using statistical software, which allowed for efficient handling of the data and ensured the accuracy of the results. The findings will be presented in tables and graphs to facilitate interpretation and understanding (Field, 2019).

Results and Discussion

Results

The analysis of the data collected from the 200 students at SMA Negeri 7 Prabumulih revealed several key findings regarding their perceptions of the Bee Application. The results are summarized in the following tables, which include descriptive statistics.

1. Satisfaction with the Bee Application

Bee Application explores user perceptions and experiences with the app, focusing on its usability, features, and overall impact on learning or productivity. The study evaluates key aspects such as user-friendly design, functionality, and the effectiveness of its tools in

meeting the intended goals. By analysing feedback from diverse users, the research aims to identify strengths, areas for improvement, and factors contributing to high satisfaction levels. The findings provide valuable insights into optimizing the Bee Application for a more engaging and efficient user experience. It can be show on the table 1:

Table 1
Descriptive Statistics of Overall Satisfaction with the Bee Application

Satisfaction Level	Frequency	Percentage (%)
Very Satisfied	80	40%
Satisfied	80	40%
Neutral	30	15%
Dissatisfied	8	4%
Very Dissatisfied	2	1%
Total	200	100%

The data shows that 80% of students reported being either satisfied (40%) or very satisfied (40%) with the Bee Application. A smaller proportion of students (15%) felt neutral about their experience, while only a combined 5% expressed dissatisfaction. These results suggest a strong overall positive perception of the application among the majority of participants, indicating its effectiveness as a language-learning tool.

2. Usability Rating of the Bee Application

Usability Rating of the Bee Application examines how effectively and efficiently users interact with the app. This evaluation focuses on aspects such as navigation simplicity, responsiveness, intuitive interface design, and accessibility features. Feedback is collected to rate the application's performance in facilitating tasks and achieving user goals with minimal effort. The analysis highlights key areas of success and offers recommendations for enhancing usability to ensure an optimal user experience. The table 2 present:

Table 2
Descriptive Statistics of Usability Rating of the Bee Application

Usability Aspect	Mean Score (out of 5)	Standard Deviation
User-Friendly	4.5	0.6
Ease of Navigation	4.4	0.7
Overall Usability	4.5	0.5

The usability ratings show that students found the Bee Application to be very user-friendly, with a mean score of 4.5 for user-friendliness and 4.4 for ease of navigation. The relatively low standard deviations indicate that there was a consensus among students regarding the application's ease of use. This high level of usability is critical in educational technology, as it encourages learners to interact with the application more frequently and effectively.

3. Effectiveness in Improving Speaking Skills

Effectiveness in Improving Speaking Skills investigates the impact of using specific tools or methods, such as the Bee Application, on the enhancement of users' speaking abilities. This analysis focuses on features like pronunciation assistance, vocabulary building, conversational practice, and interactive learning. By collecting feedback and evaluating performance improvements, the study aims to determine how well the application supports users in developing confidence, fluency, and accuracy in speaking. Recommendations are provided to optimize its effectiveness further. It can be show on the table 3:

Table 3
Descriptive Statistics of Effectiveness in Improving Speaking Skills

Assessment Type	Mean Pre-Test Score	Mean Post-Test Score	Improvement (%)	P-Value
Speaking Assessment	60	75	30%	0.001

The results of the speaking assessments indicate a significant improvement in students' speaking skills after using the Bee Application. The mean pre-test score of 60 increased to 75 in the post-test, representing a 30% improvement. The P-value of 0.001 suggests that this improvement is statistically significant, providing strong evidence that the application effectively enhances students' speaking proficiency.

4. Engagement and Motivation

Engagement and Motivation examines how the Bee Application fosters user interest and enthusiasm in learning or achieving goals. This study focuses on features such as gamification, personalized feedback, interactive content, and rewards systems that contribute to sustained user involvement. By analysing user behaviour and feedback, the research identifies strategies that effectively increase motivation and enhance engagement, providing insights for designing a more compelling and rewarding user experience. The table 4 show:

Table 4
Descriptive Statistics of Engagement and Motivation

Engagement Factor	Frequency	Percentage (%)
Increased Motivation	150	75%
Enjoyable Experience	140	70%
Gamified Features	130	65%

Engagement levels among students were notably high, with 75% reporting an increase in motivation to practice speaking due to the features of the Bee Application. Additionally, 70% found their experience enjoyable, and 65% appreciated the gamified aspects of the application. These findings suggest that the interactive and engaging nature of the Bee Application plays a significant role in motivating students to participate actively in their language learning.

5. Challenges Faced by Students

Challenges Faced by Students explores the obstacles encountered by learners while using the Bee Application. This includes difficulties related to technological barriers, navigation issues, content accessibility, and alignment with individual learning needs. The study also highlights external factors such as time constraints, motivation dips, or limited resources that impact the overall learning experience. By identifying these challenges, the research aims to provide actionable recommendations for improving the application and addressing students' needs effectively. The data present on table 5:

Table 5
Challenges Faced by Students

Challenge	Frequency	Percentage (%)
Technical Issues	40	20%
Desire for More Content	30	15%
Other Issues	10	5%

Some students had trouble utilising the Bee Application, even though the reviews were mostly positive. 20% of participants reported experiencing technical issues, which could hinder their learning experience. Additionally, 15% expressed a desire for more diverse content, indicating that while the application is effective, there is room for enhancement in terms of content variety. These challenges highlight the importance of ongoing application development to address user needs.
In this section, the Results (answering the research questions)

Discussion

The findings of this study provide compelling evidence for the effectiveness of the Bee Application in enhancing students' speaking skills and engagement in language learning. The results align with the existing body of research on mobile-assisted language learning (MALL), underscoring the potential of interactive educational applications to positively impact language acquisition.

The study highlights one of the Bee Application's primary characteristics, which is its high degree of use. Participants repeatedly applauded the application's user-friendly interface and ease of navigation, demonstrating that the design effectively fulfils the needs and preferences of student users. This aligns with previous research that emphasizes the importance of user experience in the adoption and sustained use of educational technology. For instance, Azhar et al. (2021) found that effective usability significantly enhances student engagement and reduces frustration, leading to better learning outcomes. Similarly, Sari et al. (2022) noted that intuitive designs in educational applications can positively affect learners' attitudes towards using technology for language learning.

The significant improvement in students' speaking skills, as evidenced by the 30% increase in assessment scores, is a particularly noteworthy finding. The P-value of 0.001

suggests a strong statistical correlation between the use of the Bee Application and the enhancement of speaking proficiency. This supports the notion that mobile applications, when designed with effective pedagogical principles, can serve as powerful tools for language learning. Indah et al. (2023) and Widiastuti (2023) reported similar findings, indicating that mobile applications significantly improved language skills, particularly in speaking and listening, through interactive and contextualized learning experiences.

Regarding student engagement and motivation, the study found that a majority of participants (75%) reported increased motivation to practice speaking English due to the application's features. This aligns with the growing body of research that highlights the benefits of gamification in educational contexts. Widiastuti (2023) emphasized that gamified elements in language-learning applications can lead to higher levels of student engagement and sustained interest in learning. Additionally, Azhar et al. (2021) underscored that engaging and interactive features in applications can enhance the overall learning experience and encourage students to actively participate in their language learning journey.

However, the study also identified some challenges faced by the students, such as technical issues and a desire for more diverse content. These findings suggest that ongoing development and refinement of the application are necessary to maintain user satisfaction and continue improving learning outcomes. While some previous studies have reported similar challenges with mobile applications, such as those emphasized by Sari et al. (2022), which pointed out that technical difficulties can hinder the effectiveness of educational tools, others have argued that the benefits of mobile learning outweigh these drawbacks. For example, Indah et al. (2023) acknowledged that while technical issues are common, they can often be mitigated through effective training and support for users.

The desire for more diverse content reflects a concern raised by other researchers, including Widiastuti (2023), who indicated that limited content variety could lead to disengagement over time. They emphasized the importance of continually updating educational applications with varied materials to sustain student interest and enhance learning experiences.

The implications of this study extend beyond the specific context of SMA Muhammadiyah 1 Palembang. The positive results regarding the Bee Application's ability to enhance speaking skills and engage students in language learning provide valuable insights for educators and educational technology developers. These findings contribute to the growing understanding of how mobile applications can be leveraged as effective tools for language acquisition, particularly in settings where traditional classroom-based instruction may be limited or challenging to implement.

Future research could explore the long-term impacts of the Bee Application, examining its effectiveness in sustaining language proficiency and its potential to be scaled or adapted for use in different educational contexts. Additionally, a more in-depth analysis of the specific features and design elements that contribute to the application's success could

inform the development of similar MALL solutions, ultimately expanding the reach and impact of interactive language-learning technologies.

In conclusion, this study offers compelling evidence for the effectiveness of the Bee Application in improving students' speaking skills and fostering greater engagement in language learning. The high levels of user satisfaction, usability, and measurable gains in speaking proficiency highlight the application's potential as a valuable educational tool. By addressing the identified challenges and continuously refining the application, educators and developers can further harness the power of mobile technology to enhance language learning outcomes and provide students with engaging and effective language-learning experiences.

Conclusion

In conclusion, the findings of this study underscore the effectiveness of the Bee Application as a valuable tool for enhancing students' speaking skills and engagement in language learning. The high levels of user satisfaction, usability, and measurable improvements in speaking proficiency highlight the potential of mobile-assisted language learning (MALL) applications to positively impact language acquisition. The positive feedback from students regarding the application's interactive features and gamified elements further supports its role in motivating learners and fostering a more engaging educational experience.

However, the study also identified challenges, such as technical issues and the need for more diverse content, which must be addressed to maximize the application's effectiveness. Continuous development and refinement of the Bee Application are essential to ensure that it meets the evolving needs of students and maintains high levels of engagement and satisfaction.

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