



The Use Of The SAMR Model To Improve Students Speaking Ability

Saffa Aulia Lestari[✉], Ahmad Munir

Universitas Negeri Surabaya, Indonesia

Article Info

Article History:

Accepted 09 May 2022

Approved 04 July 2022

Published 23

December 2022

Keywords:

Blended Learning,
SAMR (Substitution,
Augmentation,
Modification,
Redefinition),
Conventional Model

Abstract

Speaking is a God-given human ability to communicate with one another using voices and language that other humans can recognize. The education team hopes that students will be able to employ and master speaking strategies as a result of teaching and learning activities both inside and outside the classroom using the Technology SAMR (Substitution, Augmentation, Modification, Redefinition) Model. The study aims to determine whether there is a significant difference in student's ability to speak English when using the SAMR Model compared to when using the Manual Model and also to learn about the experiences students have while learning to use the SAMR Model. This study conducts quasi-experimental research in order to collect significant improvement data on the use of the SAMR model to improve students' ability to speak procedure text. Taking the results of the pre-test and post-test scores on the type of presentation test and showing a high level of agreement between researchers and observers, the t-test and ANCOVA test showed a significant change in student learning outcomes, indicating that the SAMR Model follows the requested process and has an impact on student learning.

[✉] Correspondence Address :

Kampus Universitas Negeri Surabaya

Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, Surabaya, Jawa

Timur 60213

E-mail: saffa.19062@mhs.unesa.ac.id

p-ISSN 2087-0108

e-ISSN 2502-4566

INTRODUCTION

Someone can converse with others and express ideas, feelings, or thoughts in the form of monologues and dialogues, this indicates that they are successful at speaking in class (Manurung, 2015). The relevance of language proficiency in the classroom necessitates that anyone involved in the field of education is familiar with different approaches to speaking instruction. There are three different approaches when we do a teaching-learning process, the first is traditional approaches, which date back to the late 1960s. The other two are classical communicative language teaching and modern communicative language teaching (the late 1990s to the present) (Richards, 2006).

Brown (2004) classifies speaking abilities into two types: micro and macro. The classification of speaking skills is formed as an objective determinant in the upcoming assessment. Micro skills are a type of language production that involves producing smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Speakers on macro skills concentrate on fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Imitative, intensive, responsive, interactive, and extensive speech all have different parts: Simple phonological imitation of oral production is used in the practice of imitation speaking. Intensive speaking is a type of speaking that involves producing brief discourses while exhibiting language proficiency at a particular level, in intensive speaking, someone will be asked to produce a long or short text in response to an inquiry, which will be read later.

Respondent speaking, which includes quick exchanges with an interlocutor, Respondent speaking is used as a type of interview to allow for dialogue in the speaking activity. Interpersonal speaking is defined as interactive speaking that uses extended periods of interactive discourse. The traditional method is distinguished by direct interaction between students and teachers and the absence of technological devices. Learning based on the

traditional curriculum, according to (Liu, 2017), is a process that emphasizes learning by interacting with the student's current state and working with classmates or other people. To summarize, in traditional classroom learning, students receive all of their information from books and teachers, therefore they do not receive much information from other sources.

Modern Method, this teaching method has a technology base. According to the article (Mammadova, 2021), the modern classroom is distinguished by changes in the manner in which information is conveyed to teachers - students who have used technological devices to write with interactive whiteboards (IWB) that have a number of special features. First and foremost, because the board functions as a large computer monitor, anything written by the teacher or students can be saved or printed. Projector and tape recorder. Students can also access a variety of reading materials via the Internet. In today's classroom, the teacher serves as a facilitator.

Technology that is anchored in pedagogy can be used to implement cloud-based services, applications, and communication tools that have constant connectivity for anytime access (Adams et al., 2017). Blended learning is not as difficult as imagined and does not interfere with the teaching and learning process, based on the journal (Müller & Mildemberger, 2021) It is crucial to ensure that the application of blended learning is linked to the consistency of face-to-face learning class time because this could have an impact on the quality of education. Stakeholders in education, especially teachers, need to map the learning tools of WhatsApp, Webex, Zoom, Google Meet, Padlet, Google Drive, and YouTube to make teaching and learning variations effective and immersive (Bizami et al., 2022).

SAMR is the instrument used to analyze education before accessing the platform so that teachers may learn how much they use and apply technology (substitution, augmentation, modification, redefinition) Puetendura (2010). First proposed the SAMR model on his blog in the form of an iTunes U course and a workshop presentation. Through observation, he came up

with the SAMR model. Because it is simple to understand, SAMR has gained popularity in the last decade through plain language and diagrams. SAMR is intended for use in early childhood, school, and higher education settings (Blundell et al., 2022).

The SAMR model's goal is to assist teachers in designing, developing, and integrating learning technologies to support high levels of learning advancement. The SAMR model arises from several questions in the form of How can technology help you in your classroom? What role does technology play in your class? What are the technological constraints in your classroom? and the SAMR model appears to answer that question based on Bloom taxonomy.

This study found that the SAMR model can be used to prepare for changes in the use of educational technology as changes in educational practice are linked to realities and demands to identify a strong framework and careful consideration when using or refraining from technology (Blundell et al., 2022). In a study (Radhi & Sabri, 2021) Teachers that implement the SAMR model in the learning process are seeing an improvement in their teaching abilities, the students are motivated to actively participate in the learning process, and the presentation's impact on them is evident. All settings in this learning process follow the needs and developments of students in the 21st century.

According to previous research on the SAMR Model (Fernández Fontecha & Académico, 2016), the use of technology is very useful for current needs. The SAMR model is an excellent tool for modifying technology-based learning. The section on Modification and Redefinition can assist students in virtually interacting and reformulating English oral terms. SAMR can reduce students' fear of speaking in front of the entire class while also becoming a new style of online speaking learning (video).

SAMR Model is effective in enhancing the current learning model (Aldosemani, 2019). This study focuses on students' speaking abilities, with the goal of determining whether or not students' abilities improve. Given the success of SAMR, this study investigated the use of SAMR to

improve students' speaking skills using a quasi-experimental research method.

The following questions have been formulated. "Is there a significant difference in speaking ability between students taught using the SAMR Model and those taught using the Conventional Model?" "What do the students experience while learning to use SAMR?"

Researchers achieved the following aims in responding to research questions about the use of the SAMR model to improve student speaking skills to prove whether there is a significant difference in student's ability in speaking English between those who use the SAMR Model and those who use the Manual Model and find out about the experiences the students have while learning to use the SAMR Model.

METHOD

This research focuses on quasi-experiment research to obtain significant improvement data on the use of the SAMR model to improve students' ability to speak procedure text. The goal is to look into causal relationships based on specific treatments. The researcher chose the quasi-experimental experimental research design. The researchers used a non-equivalent (pre-test and post-test) control group design in this study.

| Pretest | Treatment | Posttest |
|----------------|----------------|----------------|
| O ₁ | X ₁ | O ₂ |
| O ₃ | X ₂ | O ₄ |

Figure 1: Design of The Study

Descriptions:

O1 – O2 – X1 : Control Group

O3 – O4 – X2 : Experimental Group

O1 – O3 : Pretest

O2 – O4 : Posttest

X1 : Manual Learning Model

X2 : SAMR Learning Model

The results of the experimental class's influence on the use of the SAMR model are known. E = O4 - O3, while the results of the control class are known as C = O2 - O1. These two outcomes generate numerical data that are

statistically analyzed in order to convey the usefulness of the SAMR model for improving students' speaking skills.

Researchers formulate the hypothesis as follows:

Null hypothesis: There is no improvisation of student speaking abilities using the SAMR model

Alternative Hypothesis: The SAMR model is used to improve student speaking abilities.

It was designed for junior high school teachers with a population of 2 classes and a research time of 6 meetings that adjusted to 1 lesson chapter in one of the schools at Driyorejo, Gresik. The study focused on developing speaking skills with the first activity taking the form of planning, followed by observation, pre-test, treatment, and post-test. It was designed for junior high school teachers with a population of 2 classes and a research time of 6 meetings that adjusted to 1 lesson chapter

Two classes, one experimental and one control, each with 32 students and predetermined material, were used (procedure text). Around 300 of the 10 classes of researchers took 64 students out of the total number of students. The two classes studied were chosen after discussions with the teachers. The teacher teaches two classes that have been previously confirmed based on research needs (based on the results of interviews related to the students' conditions and the researchers' needs). Characteristics of a class include a mixed gender (male and female), adequate class facilities (complete blackboard and LCD), and students who enjoy learning new things (based on the teacher's experience and the results of semester assessments and the school's initial.

Experiment Class

1. The researcher conducted a pre-test in which the first student should present in front of the class.

2. The second meeting of the researchers provided preliminary activities for implementing the SAMR model using PowerPoint media.

3. The researcher taught students how to use Google Docs as a substitute for notebooks during the third meeting.

4. The researchers invited students to collaborate with Google Docs to write down the extensive speaking project framework while using the available online dictionaries and grammar checkers at the fourth meeting.

5. The researchers invited students to present the outcomes of their projects using YouTube media at the fifth meeting (post-test)

6. At the sixth meeting, the researchers asked students to reflect and give each other feedback in the YouTube comments section.

Control Class

1. The researcher conducted a pre-test in which the first student should present in front of the class.

2. The teacher's second meeting provides learning using the manual method through the blackboard

3. Teachers teach using manual methods (like the activities carried out by the teacher in teaching everyday life, without technology) in terms of facilities and approaches

4. The researchers invited students to present the outcomes of their projects using YouTube media at the fifth meeting (Post-test)

5. At the sixth meeting, the teacher invites students to give comments manually and reflect

While the researchers do not deny that there may be bias or error in the test, they offer several strategies to reduce these effects in order to preserve the reliability and validity of the findings. The researcher allotted roughly 1 x 24 hours for the use of technology during the test in order to upload the findings. The researcher will also provide assistance by sending the presentation's results to the available media. Researchers will conduct interviews and recall to identify the root causes of errors made by students and provide time for work.

During the research process, researchers conducted data analysis with the goal of providing valid and reliable answers to research

questions through experimental research, as follows,

SPSS - Statistical Program for Social Science - is a collection of computer application programs for statistical data analysis. Researchers use the sample t-test model to obtain different results from two paired samples with different treatments (control class and experimental class). Cohen's Kappa coefficient is used to determine the level of agreement between two judges in assessing or to measure the closeness of two variables in the contingency table that are measured in the same category. Researchers used assessments from two perspectives in this study: researchers and classroom teachers. We evaluated the experimental and control class students' pre-and post-test results. ANCOVA is used by researchers to perform statistical control of the potential effects of additional role variables (covariances). Rubric Explanation, questionnaires and surveys are explained by the researcher about the student activity using SAMR Model

RESULTS AND DISCUSSIONS

The sample t-test results were calculated using the average value of the experimental class from the pre-test and post-test. From the paired sample t-test result above, $t=-46.170$ and p-value (sig. 2-tailed) = 0.00 (less than 0.05), it can be concluded that there IS a SIGNIFICANT difference in the mean score of pre-test and post-test, in which the mean of post-test is significantly higher than that of the pre-test (-42.08065). The effect size in this class is

Class = Control

The data show the results of the pre-test and post-test assessments for the control class, which had a mean of 39.0161 and 41.3871.

The sample t-test results were calculated using the average value of the experimental class from the pre-test and post-test. From the paired

sample t-test result above, $t=-3.238$ and p-value (sig. 2-tailed) =0.03 (less than 0.05), it can be concluded that there IS a SIGNIFICANT difference in the mean score of pre-test and post-test, in which the mean of post-test is significantly higher than that of the pre-test (-2.37097). The effect size in this class is,

An analytical technique that is useful for increasing the precision of an experiment because it regulates the effects of other uncontrolled independent changes.

The results of the pre-test and post-test assessment rubrics for the control and experimental classes were used to generate Ancova's assessment data. The class data showed $0.00 < 0.05$, indicating that the SAMR model resulted in a significant difference of post test scores between experimental and control group when pre test scores are controlled. Partial Eta Squared displays the value 0.974 as the resulting effect size. The results show a medium effect size in this range.

Cohen's Kappa test was used to examine the results of the two raters' evaluations. This evaluation was based on the rubric of the control and experimental classes' pre-test and post-test scores. Rater 1 is a scientist, and Rater 2 is a teacher. The output above had a Cohen's kappa coefficient of 0.156, indicating that there was only a slight agreement between rater 1 and rater 2 on student pre-test and post-test assessments.

Students are enthusiastic about the SAMR learning model; when the model was first introduced to the class, students listened intently to the researcher's explanation. Students are invited to interact with technology such as Google Docs and YouTube; researchers and observers agree that students are enthusiastic.

Students enjoy using the SAMR Model to learn English; they follow the sequence of learning carried out by the researcher in accordance with the lesson plans developed.

Younger students understand the concept of material when teachers use the SAMR Model. It is displayed during the question-and-answer session. Students can correctly and clearly answer the material. Students can explain descriptive text material logically.

When the SAMR Model is used, students are more enthusiastic about learning. Based on the results of discussions and comparisons with observers between the control class and the experimental class, students are more active in learning and the initiative to try and ask questions occurs in the experimental class.

The SAMR model alleviates the boredom associated with learning to speak English in class; the researcher invites students to experiment by listening to and watching examples of text procedure material on YouTube; students appear amazed and pleased with the activity; students can explore and try to access the video themselves using a scan tool. YouTube is integrated. This increases students' motivation to try new things.

SAMR has the potential to increase student learning creativity and Students become more creative in demonstrating their English-speaking abilities. Students are invited to create their own procedural texts using Google Docs, which encourages them to investigate their word savings further. Students are also asked to present on YouTube, which encourages them to give their best effort, right and left.

The SAMR Model can assist students in mastering English-speaking material; the SAMR Model encourages students to be more active in their attempts to communicate in English; and the SAMR Model encourages students to be more active in their attempts to communicate in English. The SAMR Model-based learning strategies improve students' comprehension and mastery of the English language. The three points are intertwined: the more students understand the material, the more active students will be in communicating their knowledge, and the more students will continue to improve their abilities because they understand what they are communicating. Researchers trained it by asking and answering questions, using direct examples from YouTube videos, and practicing demonstrating directly on YouTube. The researchers and observers agreed on three points.

Students can use the SAMR Model to display sequences that will be presented correctly. The SAMR Model assists students in correctly using vocabulary when speaking. On Google

Docs, there are check spelling and grammar features that assist students in composing words into a sentence. Students can also check how to pronounce a word in an online dictionary, allowing them to present their work in the proper order and reading.

Researchers observe student writing on Google documents that contain writing errors, and the researcher double-checks.

The SAMR Model makes it easier for students to access assignments, giving them more time to practice speaking English; the appearance of the student handbook provided is in the form of a soft file, so it is easily accessible and carried anywhere, along with examples of material in it; a place for collecting student work via Google Docs and YouTube is very accessible and flexible; students can easily study anywhere and at any time, giving students more time to understand.

The results of the t-test and ANCOVA test showed a significant change in student learning outcomes by taking the results of the pre-test and post-test scores on the type of presentation test. regardless of the method of teaching (traditional and modern), some examples of ways that can be done in teaching English speaking according to their age; Student presentations: Individual students present on a particular subject or individual. Time must be given for the student to gather information and structure it appropriately in order for this to be effective for them (and the rest of the class).

Researchers use the extensive speaking test to get calculated test results, Oral Presentation, the teacher (in the classroom) uses oral assessment to evaluate the method of presenting a product or whatever. The oral assessment considers several factors, including criteria, task completion, results, and optimal practice (Brown & Abeywickrama, 2018).

The test results are in accordance with the benefits offered by the SAMR Model, his approach is viewed as a step toward integrating the use of technology in the learning process and supporting the development of essential competencies connected to the use of technology as a useful tool. For technology to be easily

absorbed to its full potential and to have an impact on students' learning capacities, the completeness of this model can boost the evaluation power of teachers in their teaching methods (Aurangzeb, 2022).

The results of the rubric interpretation are in accordance with the ways to apply the SAMR Model, Substitution for communication and distribution of learning materials, such as the use of e-mail and management systems. When the teacher provides material in the form of interactive content, this is known as augmentation. When the teacher provides applications, this is known as redefinition. Modification of student activities records their understanding and performance of a project, which receives feedback via the application's comments feature, which is known as the Redefinition model. While the following are some examples of Modification and Augmentation, this activity is handled by the teacher, such as presentations that will be initiated using an application that can record with an online simulation model. Using applications like iTunes to explain all scaffolding learning and facilitate knowledge co-construction. Teachers can use video recordings of classroom activities to support collaborative activities in the classroom. These stages can help teachers improve their ability to practice pedagogical transformation and professionalism (Blundell et al., 2022).

The findings show a high level of agreement between researchers and observers, indicating that the SAMR Model follows the requested process and has an impact on student learning. The research accomplishment in this SAMR model is the identification of student motivation in the form of involvement in class, as well as the impact of the abilities held to be significant, such as effective class management and making the best use of available resources. Classroom management's purpose is to offer more opportunities for students to learn everything that the teacher does to manage students, space, time, and material in order for student learning to occur (Sieberer-Nagler, 2015). Motivation may be thought of as patterns of behavior and affect (Seifert, 2004). Educators

have used various types of technology aids to help them teach and improve their students' learning since the turn of the twentieth century (Debevec et al., 2006).

Observation tables were assessed by observers based on student activities while in the experimental class using the SAMR model.

The observation rubric indicates the number of fillers who agree with field conditions, with 1 = disagree, 2 = indicating agreement, and 3 = agree. 4 = Totally agree.

Students are enthusiastic about the SAMR learning model; when the model was first introduced to the class, students listened intently to the researcher's explanation. Students are invited to interact with technology such as Google Docs and YouTube; researchers and observers agree that students are enthusiastic, and three points are awarded.

When the researcher invited students to familiarize themselves with Google Documents, he asked,

"Has anyone ever heard of Google Documents?" The researcher asked to the students.

All students responded "know miss, but don't know how to use it," to which the researcher replied

"Do you want to study together with google documents?" Researcher said.

"Yes, miss, it seems cool to be able to use a cell phone without having to write in a book."

"Do you like writing on Google Docs?" inquired the researcher. Which is simpler?" "Easy Google document, miss,"

the student replied, "I don't need to take out my pen."

Students enjoy using the SAMR Model to learn English; they follow the sequence of learning carried out by the researcher in accordance with the lesson plans developed; the researcher and observer agree and are awarded three points.

When the students were engrossed in listening to an explanation of procedure text

material via a projector and watching an example video via YouTube, one of them exclaimed, "it's really fun miss, we've never heard anyone else speak English this fun, I like to miss learning this material."

Younger students understand the concept of material when teachers use the SAMR Model. It is displayed during the question-and-answer session. Students can correctly and clearly answer the material. Students can explain descriptive text material logically. Based on these findings, the researcher and observer agreed on point 3.

According to the lesson plan, at the second meeting, the researcher attempted to ask questions about the students' understanding of the material discussed the day before, such as

"Can anyone explain the structure of the procedure text?"

"According to Miss's explanation and the information in the e-book, there are three procedural text structures, goals or titles, materials or ingredients are tools and ingredients, and finally, miss-step is the procedure for doing or making something,"

one student said.

"Do all of the students agree with the answer?"

All students said,

"Yes, according to the examples in the e-book and on YouTube, miss."

When the SAMR Model is used, students are more enthusiastic about learning. Based on the results of discussions and comparisons with observers between the control class and the experimental class, students are more active in learning and the initiative to try and ask questions occurs in the experimental class, so researchers and observers agree to award points 3.

The SAMR model alleviates the boredom associated with learning to speak English in class; the researcher invites students to experiment by listening to and watching examples of text procedure material on YouTube; students appear amazed and pleased with the activity; students can explore and try to access the video themselves using a scan tool. YouTube is integrated. This increases students' motivation to try new things.

The researchers and observers agreed on three points

. "Can we see an example of this video at any time, Miss?"

"Of course, all students have unlimited access to the videos, e-books, and Google documents that Miss provided."

"Okay miss, can we practice and perfect our work every time, miss?" the students asked again. "Because I had an idea late at night,"

"Sure, guys." replied the researcher.

SAMR has the potential to increase student learning creativity and Students become more creative in demonstrating their English-speaking abilities. Students are invited to create their own procedural texts using Google Docs, which encourages them to investigate their word savings further. Students are also asked to present on YouTube, which encourages them to give their best effort, right and left. The researchers and observers agreed on three points.

The teacher prompted students to take the initiative by asking,

"Can you just show an ordinary video, that's okay?" The researcher said to the student.

Almost all of the students responded,

"We can edit it, we can use props, we will be embarrassed if the video is mediocre because maybe our videos will inspire us and we will become Youtubers, can we edit them, miss?"

"Of course, all students are welcome, Miss is very happy to hear that."

The SAMR Model can assist students in mastering English-speaking material; the SAMR Model encourages students to be more active in their attempts to communicate in English; and the SAMR Model encourages students to be more active in their attempts to communicate in English. The SAMR Model-based learning strategies improve students' comprehension and mastery of the English language. The three points are intertwined: the more students understand the material, the more active students will be in communicating their knowledge, and the more students will continue to improve their abilities because they understand what they are communicating. Researchers trained it by asking and answering questions, using direct examples from YouTube videos, and practicing

demonstrating directly on YouTube. The researchers and observers agreed on three points.

Students can use the SAMR Model to display sequences that will be presented correctly. The SAMR Model assists students in correctly using vocabulary when speaking. On Google Docs, there are check spelling and grammar features that assist students in composing words into a sentence. Students can also check how to pronounce a word in an online dictionary, allowing them to present their work in the proper order and reading. The researchers and observers agreed on three points.

Researchers observe student writing on Google documents that contain writing errors, and the researcher double-checks.

"You wrote your name incorrectly yesterday, mi-name is...then today I double-checked that it was correct." "How did you learn?"

"On Google, the document came out blue, miss," the student responded, "but when I checked it turned out to be correct, my name, so I immediately revised it, miss."

The SAMR Model helps students reflect on the outcomes of their individual or group work. Students are asked to mutually reflect on the results of their work using YouTube's comments feature. Students are expected to observe their classmates' work. This assists students in improving their material.

The researchers and observers agreed on three points.

"Has everyone commented on their friend's work?" inquired the researcher.

"Already miss, I gave a comment to the third person who pronounced 'my name,' 'you will,' and 'until well,' miss," one of the students replied.

Others commented,

"I have it too, I just commented on 1 person, I watched it many times because the sound is good and the editing is a cool miss."

"How about the others?"

"We have also done, we immediately reflected and tried to correct the wrong pronunciation of the word," all students said.

The SAMR Model makes it easier for students to access assignments, giving them more time to practice speaking English; the appearance of the student handbook provided is in the form of a soft file, so it is easily accessible and carried anywhere, along with examples of material in it; a place for collecting student work via Google Docs and YouTube is very accessible and flexible; students can easily study anywhere and at any time, giving students more time to understand. The researchers and observers agreed on three points.

"To be honest, I was nervous when showing my video on YouTube,"

the student admitted in front of the two raters,

"But I feel I have done my best with the help of Google Documents so that my text becomes more perfect, and I can practice repeatedly anywhere and anytime."

The results of the rubric interpretation are in accordance with the ways to apply the SAMR Model, Substitution for communication and distribution of learning materials, such as the use of e-mail and management systems. When the teacher provides material in the form of interactive content, this is known as augmentation. When the teacher provides applications, this is known as redefinition. Modification of student activities records their understanding and performance of a project, which receives feedback via the application's comments feature, which is known as the Redefinition model. While the following are some examples of Modification and Augmentation, this activity is handled by the teacher, such as presentations that will be initiated using an application that can record with an online simulation model. Using applications like iTunes to explain all scaffolding learning and facilitate knowledge co-construction. Teachers can use video recordings of classroom activities to support collaborative activities in the classroom. These stages can help teachers improve their ability to practice pedagogical transformation and professionalism (Blundell et al., 2022).

The findings show a high level of agreement between researchers and observers,

indicating that the SAMR Model follows the requested process and has an impact on student learning. The research accomplishment in this SAMR model is the identification of student motivation in the form of involvement in class, as well as the impact of the abilities held to be significant, such as effective class management and making the best use of available resources. Classroom management's purpose is to offer more opportunities for students to learn everything that the teacher does to manage students, space, time, and material in order for student learning to occur. Motivation may be thought of as patterns of behavior and effect. Educators have used various types of technology aids to help them teach and improve their students' learning since the turn of the twentieth century.

CONCLUSION

The experimental process based on the article's direction (puetendura 2010) is answer the question "is there a significant difference in speaking ability between students taught using the SAMR model and those taught using the conventional model? What do the students experience while learning to use SAMR?" is appropriate and coherent, namely with substitution, augmentation, modification, and redefinition, which has been used 5 times in class meetings. The SPSS and rubric tool test results show that the research results were successful, as they followed the approved and adjusted steps. The test results supported the hypothesis that the samr model could improve students' speaking abilities.

The SAMR Model can help improve student abilities in the process of learning English, particularly speaking skills, in a way that is integrated with technology and thus meets the needs of the times, namely globalization. The use of the SAMR model in the classroom is expected to increase students' enthusiasm and confidence in learning speaking skills in a way that is more in

line with the needs of the era, namely technology. Researchers can improve their knowledge through writing, reading, and observation experiences to participate in developing and improving the education system to be better based on technology.

REFERENCES

- Adams, B., Cummins, D., & Freeman, Hall, Ananthanarayanan, V. (2017). NMC Horizon Report: 2017 Higher Education Horizon Report: 2017 Higher Education Edition. In *New Media Consortium*.
- Aldosemani, T. (2019). Inservice teachers' perceptions of a professional development plan based on SAMR model: A case study. *Turkish Online Journal of Educational Technology - TOJET*, 18(3), 46–53.
- Aurangzeb, W. (2022). *The SAMR Model and Bloom ' s Taxonomy as a Framework for Evaluating Technology Integration at University Level. 2021*(January 2021).
- Bizami, N. A., Tasir, Z., & Kew, S. N. (2022). Innovative pedagogical principles and technological tools capabilities for immersive blended learning: a systematic literature review. In *Education and Information Technologies* (Issue 0123456789). Springer US.
- Blundell, C. N., Mukherjee, M., & Nykvist, S. (2022). A scoping review of the application of the SAMR model in research. *Computers and Education Open*, 3(June), 100093.
- Brown H. Douglas & Abeywickrama Priyanvada. (2018). *Ies 2* | | . 245.
- Fernández Fontecha, A., & Académico, C. (2016). *Manuel Hermo Santiago TRABAJO FIN DE ESTUDIOS The use of SAMR model to improve EFL learners' willingness to communicate*.
- Manurung, K. (2015). Skill Using Reading Contextual Internet-based Instructional Materials in an EFL Class in Indonesia. *Procedia - Social and Behavioral Sciences*, 176, 44–51.

- Müller, C., & Mildenerger, T. (2021). Facilitating flexible learning by replacing classroom time with an online learning environment: A systematic review of blended learning in higher education. *Educational Research Review*, 34(April), 100394.
- Radhi, R. I., & Sabri, D. A. (2021). The Effect of the SAMR Model on Acquiring Teaching Skills for Students of Colleges of Education in the Subject of Teaching Applications. *International Journal of Early Childhood Special Education*, 13(2), 1289–1296.
- Richards, J. (2006). Communicative Language Teaching Today. *Cambridge University Press*, 25(2), 261–277.