

THE INFLUENCE OF SMARTPHONES ON STUDENTS' SPEAKING SKILLS

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Article Info	Abstract
<p>Received: February 22, 2023 Revised: March 27, 2023 Accepted: May 13, 2023 Published: June 28, 2024</p> <p>Keywords: Smartphone, Speaking Skills, Experimental Research</p>	<p>The main objective of this study was to look at the effect of smartphones on students' speaking ability. In class VII-5, there are a total of 30 exercises. The speaking exam was conducted in two stages: pre-test and post-test. This test must assess students' linguistic richness. Fluency, vocabulary, pronunciation, efficiency, and comprehension are the features of this study's speaking test. The researcher concluded that the usage of cell phones improves students' speaking skills based on the statements and discussion in the preceding chapter. The average post-test of students demonstrates this. In the post-test, the <i>t</i>-test of students' speaking performance is less than (0.000 0.05). This implies that the H1 theory has been adopted.</p>

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INTRODUCTION

The era of globalization is a term for the current state of the world where changes from day to day continue to occur both in the field of science and in the field of technology. Even though we as citizens of Indonesia are not too touched by technological advances where we can only be good consumers, this does not represent a setback for the State of Indonesia. The progress that continues to occur is accompanied by the efforts of our world of education in improving the quality of Indonesian students, one of which is by making English a compulsory subject for junior high school level.

English is only used when they study English courses, rather than being used in regular contact as it is in other places. Various methods have been tried to increase students' English competence, but the results have been insignificant due to a lack of bravery to speak English.

They are more prone to be embarrassed if they mispronounce or misuse words. Most students with strong English abilities have attended high-quality schools where the school or home environment is particularly supportive of their growth, and the majority of them live in cities. Meanwhile, students who only attend school in rural places with little facilities and infrastructure, as well as a lack of support from the surrounding environment, tend to have low English proficiency, despite the fact that English has been around since junior high school. They only dare to use English in class; the rest prefer to talk in English in quiet.

Language possesses linguistic abilities. Tarrigan (1993: 257) defines language learning as involving four linguistic skills: 1) listening; 2) speaking ability; 3) reading abilities; 4) writing skills; these four skills are interconnected. Speech is an interactive process of meaning construction that generates, receives, and processes information. To increase pupils' language abilities, several strategies have been utilized. Students must be prepared to teach others how to speak. It stimulates them and, perhaps, boosts their and others' confidence. It is a two-way street that involves both productive and receptive consciousness.

There are still many kids that have poor communication abilities. The pupils remained silent since they did not know what to say. They are scared to share their opinions and consider speaking because they are fearful of making errors and lack confidence in speaking English. Yundayani and Kardijan are challenging (2018). They also communicate carefully and take their time composing their speeches. Some English words are still difficult for them to pronounce. They then make several grammatical and lexical errors while speaking English. Following that, the teacher just announces and answers questions, making learning activities uninteresting and students indifferent and completely disinterested.

Today's students are immersed in digital culture. For as long as anybody can remember, modern youth have had access to smart appliances. Some of them carry these gadgets to facilities on their own. Even today's professors utilize cutting-edge technology to deliver lectures and discourses, collaborate with students, and do other things.

It appears difficult to imagine a future without cell phones and other technological improvements. More than anything else, we are on the verge of technological and ingredient advancements. People have contributed to the development of inventions that increase convenience.

Technology is entirely responsible for the advancements that bring dependability to our everyday lives while decreasing the requirement for personal work. We can no longer conceive of working with disorderly machinery or living without the most up-to-date technology.

Students in a country play an important part in guaranteeing the country's future growth. Students may learn more for free on their mobile devices. Students are simply required to use their talents, whether it is leading research and statistics or applying past data.

A student may access all forms of knowledge and specialists from all over the universe to obtain the information they want via various devices and the internet. Because of industry innovation, the education system is dependable and precise. Students may now contribute to innovation in a variety of sectors thanks to advancements in laboratory equipment. Discussions with remote specialists can be scheduled at any level of education.

Teachers should utilize all available methods, including media, to help their students improve their speaking abilities. Smartphones with internet access can accomplish a lot and have many capabilities that assist students to do their projects in and out of the classroom, sending emails, surfing the web, video chatting, and so on. This has both advantages and disadvantages. Smartphones may be used for a range of learning activities, including speech, shorthand, visual display, data, internet search, and learning with cameras and recorded clips (Sevari, 2012). This might be due to age restrictions, lack of domestic equipment, or a lack of usage of language in everyday life. As a result, several are bidding on decisive techniques or tools to motivate students to deliver. One of them is smartphones.

Smartphones and compact telecommunications devices are becoming increasingly significant in education. It may be used as a learning aid in a variety of ways, including YouTube, videos, and an electronic dictionary. It can motivate and inspire kids to improve their English abilities (Mahmud, 2018; Wheng & Chen, 2015). As a result, students are required to learn and improve their technical abilities in using smartphones in coaching and training activities. Smartphones deliver both rewards and challenges. Smartphones with Internet access may search through a huge number of web scripts and control readers with excellent accuracy. They generally switch references and resist the natural need to visit a university library. While cell phones are useful for getting information in class, some professors and families may forbid children and students from using them in the study room.

The emphasis of this breeding is a technical improvement. Furthermore, industrial developments assist institutional managers in keeping all documents up to date. Every month, hundreds of new applications are published on the Apple Store, Google Play Store, and other app stores, many of which are educational in nature.

LITERATURE REVIEW

Smartphone

Smartphones, according to M. Alfawareh and Jusoh (2014), are the new communication medium in current media communication. Smartphones are a contemporary technology that, like a PDA (Personal Digital Assistant), can connect to the Internet. This is because smartphones have outperformed typical Filipino smartphones (2011); smartphones, according to Murray (2015), are means for exchanging information and connecting agriculture and metropolitan regions. Cellphones may also be used to exchange data with individuals from other industries; according to Becker and Elisa (2010), smartphones can work as wireless mobile devices (WMD), and computers, and perform a number of duties. Smartphones are also used to look for further information. They are particularly useful for communicating with and searching for people in various areas.

As a result, cell phones have focused and comprehensive functions such as touch screen display, Wi-Fi, browser apps, and other exceptional applications. Smartphones feature numerous critical components that enable them to support the Android, Symbian, IOS, BlackBerry OS, and Windows Mobile operating systems (Bala, Sharma & Kaur, Tahun 2015).

Use of Smartphones

In this day and age, a smartphone is a communication instrument that greatly benefits humanity. Smartphones are now widely used. This is a link that links them. Both adults and children utilize it. Furthermore, cell phones have evolved into multimedia computers, and people use them to snap photographs, make phone calls, send and receive text messages, and so on. In one application, he has Internet access. Smartphones, according to M. West (2013), can provide students with internet access whenever they need it. This is just another reason why students like and rely on such technology on a daily basis. Students can also use their cell phones to search, browse the internet, check email, and do other things.

Educational goals

Addressing this problem is critical, hence education is crucial. It is also inseparable from live humans. Both men and women must be educated. As a result, smartphone media is required to help the learning process. Smartphones offer several educational applications. According to Zulham and Sulisworo (2016), the successful usage of smartphones serves three purposes: To begin, as a learning medium, it may be used at any time and from any location. In brief, cell phones enable students to locate information about tasks that they may utilize at any time and from any location. Second, media aids in the learning process.

Smartphones may help with learning through LMS (Learning Management Systems) like Edmodo, Schoology, and Google Classroom.

a. Edmodo

Edmodo is a microblogging service for educators and students. Teachers and students may use Edmodo to meet online without needing to meet in person and to conduct surveys to assess student knowledge. Edmodo includes communication media elements to let students and teachers communicate during examinations and assessments.

b. School studies

Schoology is one of the "LMS" management systems learning media. Can be used for students and teachers. Schoology has several features.

- 1) Courses are a vehicle for creating classes in subjects such as math.
- 2) England, etc.
- 3) groups must be promoted to form groups;
- 4) resources as student learning resources
- 5) Google Class

Google Classroom is a program that helps students learn to read and exchange homework. There are also field excursions for each student to pick up their homework.

1. Speak

Several experts have proposed various definitions and viewpoints on speaking. Cameron was the first (2001: 40) The active use of language to communicate meaning in a way that others can comprehend is referred to as speaking. Adding that specific linguistic details should be given attention. Speakers must use the most suitable words and grammar to express

information clearly and simply, and listeners must comprehend what they are saying. I must fix the problem.

Tombally (2005) People take it for granted since chatting is a part of their daily lives. The ordinary human produces tens of thousands of words every day, whereas auctioneers and politicians produce millions. Some races, such as homes, have the potential to produce even more terms. Speech is so natural and all-encompassing that individuals forget how hard they fought to perfect it until they have to do so again in a different language. It is interactive and necessitates the capacity to collaborate in order to build up speaking rounds.

According to Hammer (2001: 46), speech happens when two individuals speak with one another. People speak, say, or express something for a cause. We may deduce from the definition above those speaking abilities are vital in communication. The ability to use words to communicate meaning and convey and receive knowledge and information from others may be characterized as speech. It also seeks to communicate meaning and intent.

Speaking is an essential component of both learning and teaching a second language. However, in today's environment, the goal of learning to speak must be to develop pupils' communication abilities. According to Luoma (2008) in his book CEF (Council of Europe), communication skills are classified into six categories:

(1) Giving and receiving factual information; explaining, reporting, and inquiring. (2) express and inquire about attitudes; agree/disagree, know/do not know, allow for capacity, etc. (3) Situations, such as recommend, question, and warn. (4) socializing, such as dressing, drawing attention, greeting, greeting, and introducing; (5) Structural discourse, such as opening, summarizing, and shifting themes, as well as crossing (6) Communication restoration, such as signaling incomprehension, requesting assistance, or paraphrasing. Because it serves so many tasks and purposes, the primary aim of the speech is communication.

As a result, communication efficiency is the objective of fluency instruction. With their present knowledge, students should be able to comprehend themselves. You should try to avoid confusion due to incorrect pronunciation, grammar, and vocabulary, and respect the social and cultural rules that apply in all communication situations.

RESULTS AND DISCUSSION

Findings

The researcher assessed the students' speaking ability by conducting speaking test questions, calculating the average score, standard deviation, frequency table, and t-test scores, and comparing the changes between the pre-test and post-test. to be certain. Version 24 of the SPSS timetable.

The speaking exam was conducted in two stages: pre-test and post-test. This test must assess pupils' linguistic richness. Fluency, lexicon, speech, certainty, and comprehension were the forms of the speaking exam used in this study.

1. The Effect of Smartphones on Students' Speaking Skills.

This category describes the presentation and discussion of pretest and posttest data, as well as the improvement of students' language acquisition before and after treatment application. Furthermore, as concerns in this study, the average pre-test, post-test, and survey scores, as well as the pre-test and post-test standard deviations, were studied further. A full demonstration of the evidence includes specific results.

The presentation of data for this section is done through the interpretation of oral tests. Interpretations are derived from means, standard deviations, frequencies, and other approved statistical sources. As mentioned earlier, after aggregation and percentage analysis, the student results are obtained from Puskur (2006: 35). The table below shows the students' pretest scores.

Table 1 Percentage of Students' Pretest Scores

Classification	Score	Frequency	Percentage
Very good	81-100	0	0
Good	61-80	9	30
Fair	41-60	15	50
Poor	21-40	5	20
Extremely poor	1-20	0	0
Total		30	100

According to the statistic in Table 4.1, none of the 30 students performed well in the pretest. Nine (30%) students performed well. At the next level, 15 students (50%) thought was adequate. Five (20%) students belong to the less good category and no students fall into the very poor category. The student pretest percent chart is as follows:

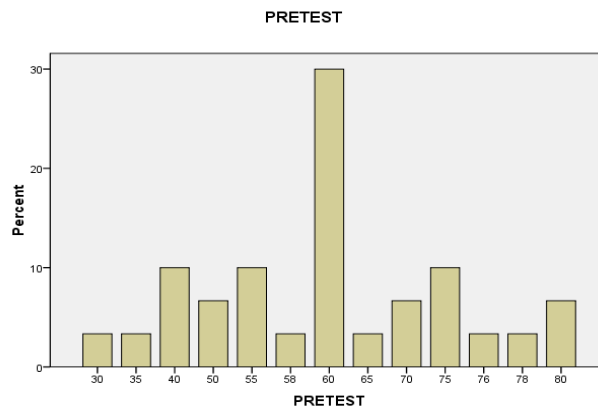


Figure 1 Diagram of the percentage of pre-test students

Before being given treatment, the researcher conducted a pretest to determine students' prior knowledge. Also, the test should check whether the students are at the same level.

After considering the students' pretest results, the average and standard deviation are shown in the following table.

Table 2. Average Value and Standard Deviation of Students' Pretest

Average Score	Standard Deviation
59.73	13,496

Based on the speaking test score, the average pretest score (59.73) with a standard deviation of 13.496 was studied sufficiently. This implies that the student allocation score is still low.

The results of students' verbal performance are divided into five levels. These values are then classified and summed up as percentages. The last table is the statistics of the students' arbitrary posttests.

Table 3 Percentage of Students' Posttest Scores

Classification	Score	Frequency	Percentage
Very good	81-100	11	37
Good	61-80	19	63
Fair	41-60	0	0
Poor	21-40	0	0
Extremely poor	1-20	0	0
Total		30	100

From the grades, scores, and post-test percentages shown in the table above, the bottom three categories (mediocre, poor, and very poor) of 30 students were not employed by students. It seems that Nineteen (63%) working students are classified as normal. In this batch, 11 (37%) students can achieve very good compatibility. The student posttest percentage diagram can be seen as follows:

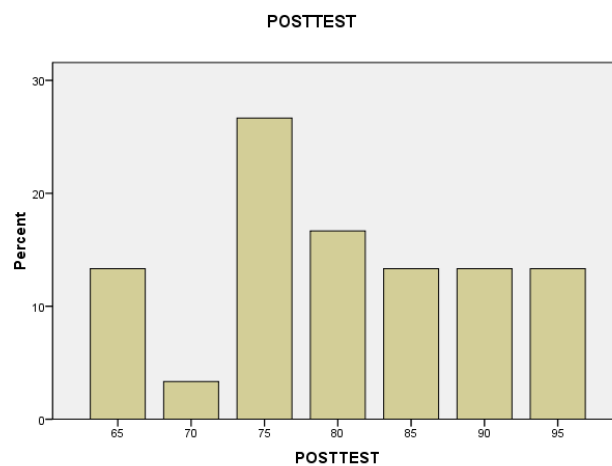


Figure 3 Diagram of student post-test percentages

Based on the description above, it can be ascertained that addressing students' use of smartphones during the survey will improve students' speaking skills much more significantly in the post-test.

Post-test results are defined as a means of knowing the mean score and standard deviation. The table below shows the post-test mean and standard deviation.

Table 4. The Average Value and Standard Deviation of the Posttest Students

Average Score	Standard Deviation
80.33	9,463

From the table above it can be seen that the average posttest score is 80.33 with a standard deviation of 9.463. The means of the post-test and standard deviation are given in the description. The posttest gave better progress or better performance, changing from 59.73 in the pretest to 80.33 in the posttest, or changing from a fair rating to a good rating. The t-test is a test that measures whether there is a significant change between the results of the students' average scores on the pre-test and post-test. The t-test inference analysis or the significance test performed with SPSS version 23 facilitates the analysis of significant differences. Significance level (α) = 0.05, degrees of freedom (df) = 29, N1-1, the number of students (30 each) minus 1. The following table describes the results of the t-test values:

Table 5. Paired t-test scores for student achievement

Variable	Probability Value	A	Word
Pre-test and Post-test	0.00	0.05	Very different

Based on the results of data analysis which is abbreviated in Table 4.5 Pre- and Post-tests, researchers found that the p-value (probability value) is lower than α ($0.00 < 0.05$) with 29 degrees of freedom. The t-test scores for the pre-test and post-test were found to be significantly different. This shows that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is of course rejected. The use of smartphones is proven to significantly improve students' speaking skills. Improving students' speaking skills more effectively, productively, and faster.

Discussion

The discussion section discusses the interpretation of test results both the pretest and posttest.

1. The Effect of Smartphones on Students' Speaking Skills.

The findings reflect students' motivations for smartphone use, as Buchegger (2010) and Yassei (2012) found in a foreign or second language English class, a visually stimulating and highly interactive environment to increase cross-cultural awareness by looking at the language spoken and designed to show that video facilitates teaching and learning activities, enhances creativity, and motivates students. Smartphones and students watching videos are expected to reduce anxiety and increase knowledge and skills when practicing the target language.

When teachers present strategies for language improvement, they have been shown to have a significant impact on student performance. Smartphones can be a source of learning to maximize student performance (Kuswandi, Surahman, Thaariq, & Muthmainah, 2018; Surahman, Kuswandi, Wedi, & Thaariq, (2019). Incorporating smartphones into the educational process can improve public speaking skills. Students are responsible for making meaningful contributions to the learning process. They are the majority of students who are willing and eager to present in front of the class. They may not look like it, but we must add some of them. As they get to know each other better, they gradually gain confidence in their ability to communicate effectively in English. In addition, their vocabulary has increased and their written expressions have become more complex than before.

Post-test results show that the use of smartphones greatly improves students' performance. This means that all students can enhance their speaking. This is evidenced by the increase in student averages before and after treatment, as noted above. After the test, my speaking performance improved.

To test the hypothesis, statistical data based on a t-test with SPSS version 23 shows that the probability value of the class is lower ($0.000 < 0.05$) than α (α). This means that the H1 hypothesis is accepted.

Currently, academic learning is being transformed by media such as smartphones to cultivate and develop skills and knowledge needed in the 21st century (Tulenko & Bailey, 2013; Emerson & Berge, 2018). Mokoena (2012) also found that smartphones enhance students' collaborative learning through their connection to the Internet. Students participate

in the educational process. Moreover, students were not shy and spoke freely about their ideas. Moreover, students make important contributions to the educational process. Most of them are confident in their ability to demonstrate their speaking skills in front of the class. It depends on the text, even if some of them still display it. They gradually gain confidence in speaking English more fluently. Pronunciation, vocabulary, and grammatical expression improve. Smartphones have become a medium for students to develop their skills, increase their knowledge, and achieve great success, especially in English. Connect with anyone, anywhere. Special needs can be accommodated.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that the use of smartphones improves students' speaking skills. This is evidenced by the average score of students' posttests. The t-test of students' post-examination verbal proficiency was less than alpha ($0.000 < 0.05$). This means that the H1 hypothesis is accepted.

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