

## IMPROVING STUDENT'S SPEAKING ABILITY THROUGH MOBILE SOCIAL NETWORKING: A Pre-Experimental Research

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Article Info	Abstract
<p><b>Received:</b> September 10, 2018 <b>Accepted:</b> September 23, 2018 <b>Online:</b> December 28, 2018</p> <p><b>Keywords:</b> <i>Speaking, Social Networking, Accuracy (pronunciation), Fluency (Smoothness), Students</i></p>	<p>This research aimed at finding out whether or not the implementation mobile social networking method improve the students' ability in speaking term of accuracy and fluency at the tenth grade students' of SMAN 8 Makassar. This research was conducted through pre-experimental method. The population of this research consisted of one class of the tenth grade and the sample of the research, the researcher took X-MIPA 1 class, which consisted of 31 students at High School SMAN 8 Makassar, year 2018/2019. In collecting data, the researcher gave a speaking test; the speaking test help into two steps, there were pre-test and post-test. The findings of this research showed that the mean score in pre-test in term of pronunciation was (3.06) and post-test was (5.65). The mean score in pre-test in term smoothness was (3.39) and post-test was (5.74). In addition, the total result of pronunciation and smoothness or X<sub>1</sub> was (3.22) and the post-test or X<sub>2</sub> was (5.7). So, this is showed students got improvement in their speaking after being taught through mobile social networking</p>

### INTRODUCTION

Speaking is identified to be difficult to learn, whereas speaking is very important in human life. By speaking, people can communication with other someone usually face some troubles in social interaction as if he or she cannot produce his ideas, arguments and feeling communicatively. One sometimes can understand what others say but him or her not able to communicate it. This may happen, because of low practice, low motivation, less of communication competence and self-confidence. Ideally, if one could understand an expression, should be able to produce it.

Based on the preliminary observation in SMAN 8 Makassar. There are some problems that English learning, such as they were lack of Vocabulary to learn English, they were lack of Motivation in English learning, and they were not Fluency in speak and also the students low self confidence in using English in speaking class, and they are shy to speak English in front of their friends. Besides, the teacher is not able realize the students problem in speaking and could not create a good situation in teaching learning process in the classroom.

From the reason above, the researcher wants to improve students' speaking ability through social media. The used of social media has become a demand for all teachers to be able to used it as an effort to facilitate students in the learning process. It is undeniable today

that the used of social media is now very popularly used as an authentic medium in learning such as examples of *Twitter, Facebook, Instagram* and others.

In learning English, the used of social media is one of the efforts in making the learning atmosphere to be effective and able to facilitate students in training in speaking English. This is because having the ability to speak English is a demand for everyone nowadays.

In conclusion, according to results of the study by *kompas tekno* from *we are social*. Wednesday March 1<sup>st</sup> 2018, YouTube ranks first a percentage of 43%, Facebook 41%, WhatsApp 40%, Instagram 38% and line 33%. Globally, the total internet users penetrate the number of four billion users. For social users, up 13% with year-on-year users reached 3.196 billion.

From the explanation above, the research on using social media of Facebook to improving students' speaking ability. Facebook is being considered as an educational apparatus because of its beneficial qualities such as enabling peer feedback, goodness of fit with social context, and interaction tools (Mason, 2006). Through Facebook, students can express their thoughts, feelings and ideas more freely and relax. It was become the good preparation for them to deliver their ideas when they communicate one another. In the learning process so that the used of social media can be more effective and maximal.

## **LITERATURE REVIEW**

### **Social Network Sites (SNS)**

Social network sites as web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site (Boyd and Ellison, 2007).

While the term "social network site" is used to describe this phenomenon, the term "social networking sites" also appears in public discourse, and the two terms are often used interchangeably. The term of "networking" is not chosen for two reasons: emphasis and scope. "Networking" emphasizes relationship initiation, often between strangers. While networking is possible on these sites, it is not the primary practice on many of them, nor is it what differentiates them from other forms of computer-mediated communication (CMC) (Warchauer, 2000: 3-4).

### **Social Network Sites in Education**

Social media plays an important role in every student's life. It is easier and convenient to access information, provide information and communicate via social media. Teachers and students are connected to each other and can make good use of these platforms for the working of their education.

Social network tools afford students and institutions with multiple opportunities to improve learning methods. Through these networks, you can incorporate social media

plugging that enable sharing and interaction. Students can benefit from online tutorials and resources that are shared through social networks and Learning Management System (LMS).

### **Social Networking (Social Media)**

Social media and social networks, from Facebook to Snapchat to Twitter and beyond, are an increasingly important part of how we communicate and connect day to day. They are key for staying in touch and up-to-date as well as contributing to our world and being creative. Many teachers find social networking a great way to expand their personal learning network and to discover resources. Just about all students rely on social media of some kind as a part of their daily routines.

Here is a collection of the best and most interesting social networks and social media apps and websites we have looked at to help you decide.

a. Twitter

The best way to use Twitter for teaching is as a reminder to students that they need to complete an assignment for a particular due date or that they have an exam coming up soon so study this or that. Sometimes teachers even used it for inspiration by sending a famous quote.

b. Instagram

Students love Instagram for so many reasons but mainly for the photos and effects available to them. Teachers can create assignments that tap into the need to Instagram such as photo essays where students take photos, upload, and add captions or students can even create campaigns organizations or just for a lesson.

c. Skype

Using Skype means connecting with anyone, anywhere, at any time. This means students not only connect with teachers but teachers encourage students to broaden their view of the world. Set up virtual connections by contacting other teachers then connect the students to each other. Also, Skype has a whole portal dedicated to educators who can use it to teach various lessons already set up by the Skype team.

d. Facebook

Facebook is a social networking site where people form connections, both personal and professional. It was originally developed for college and university use but has expanded to include people from all occupations. People can post status messages on their wall about what they are doing or thinking, share photos and videos, and comment on status messages or media of others in their network. Developers can use hooks into the Facebook system to build small games and applications that people can subscribe to; these allow users to engage socially

### **Speaking**

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought aloud using the

voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Keith and marrow say, "Speaking is an activity to produce utterance to oral communication". It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. Therefore, the English teacher should active the students speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

## **METHODS**

The method used in this research was Pre-Experimental Research. Pre-experimental research used one group that was experimental group. This study was pre-experimental group as the students' achievement in speaking after being taught by using Facebook.

### **Instrument**

One of most important activities in doing research is how to get and collect the data needed: the researcher has tried to apply some appropriate research instrument. According to Arikunto (2006), the research instrument is a device used by researcher while collecting data, to make his work becomes easier, to get better result, complete, systematic in order to make data easy to be processed.

In this study, the researcher used picture as instrument. The picture took from group has created. Then the researcher gave direction the students to join the group, after that the researcher sent pictures on group to become a test material for participants.

### **Data Analysis**

The technique of quantitative data analysis. Quantitative data is a technique to analyze and count the data. In this study, the researcher was used the quantitative data to know the students 'ability in speaking after they are taught by using picture on Facebook as media in teaching speaking. The researcher conduct test to the students before and after they was taught by using picture. The test result was compared, and then the researcher took the percentage of students' score by using frequency and pronunciation.

To analysis the data, the researcher also used the procedure as follow:

1. To calculated the percentage of the students' score in the pretest and post-test, the formula which used as follow:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where: P = Percentage

X1 = the mean Score of pre-test

X2 = the mean score of post-test (Gay: 1981)

- To find out the mean score of the students' test, the researcher used the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where: X = mean score

$\sum x$  = the sum of all score

N = the total number of students, (Gay, 1981:298)

- To find out significant differences between score of pre-test and post-test by using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where: t = Test of significant difference

$\bar{D}$  = The mean of the difference score

$\sum D$  = The sum of all score

$\sum D^2$  = The square of the sum for difference

N = the total number of sample (Gay, 1981:331)

## DISCUSSION

### The students' mean score of Pronunciation and Smoothness in Pre-test and Post-test

After calculating the result of the students' score, the mean score of both the pre-test and post-test could be present in the following:

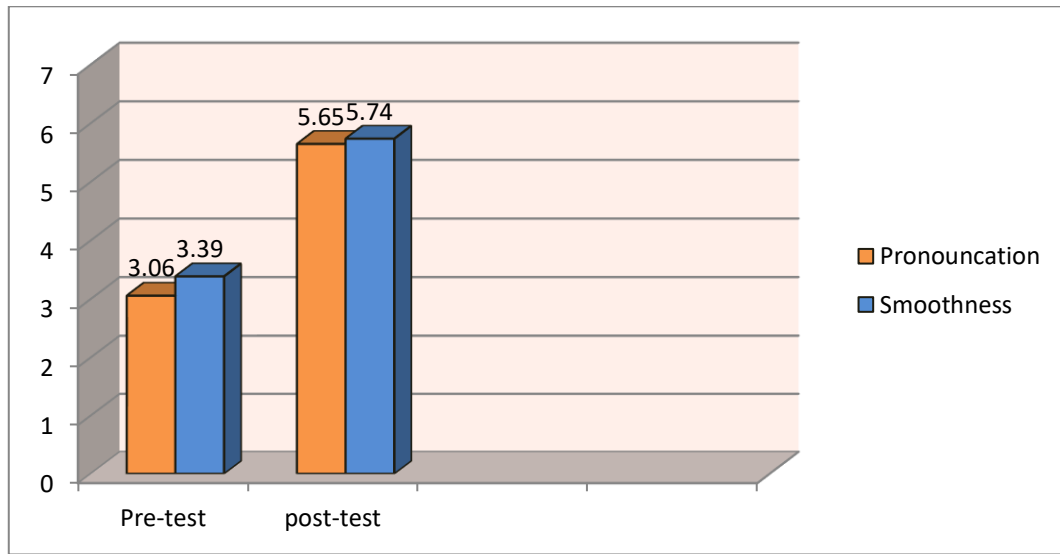
TABLE 1. THE STUDENTS' MEAN SCORE OF PRONUNCIATION AND SMOOTHNESS IN PRE-TEST AND POST-TEST

<i>Variable</i>	<i>Score</i>		<i>Improvement</i>
	<b>Pre-Test (X<sup>1</sup>)</b>	<b>Post-Test (X<sup>2</sup>)</b>	
<i>Pronunciation</i>	3.06	5.65	84%
<i>Smoothness</i>	3.39	5.74	69%

The table 1 above show that, the students' mean score of the pronunciation in pre-test was 3.06 and the students' mean score of smoothness in pre-test was 3.39. While the students' mean score of pronunciation in post-test was 5.65 and the mean score of smoothness in posttest was 5.74. Therefore, the improvement of the students' pronunciation in pre-test was 84% and the students' improvement of the smoothness was 69%. It mean, the mean score of posttest was higher than pre-test.

To know percentage of the students' mean score of pronunciation and smoothness in pre-test clearly, following diagram was presented:

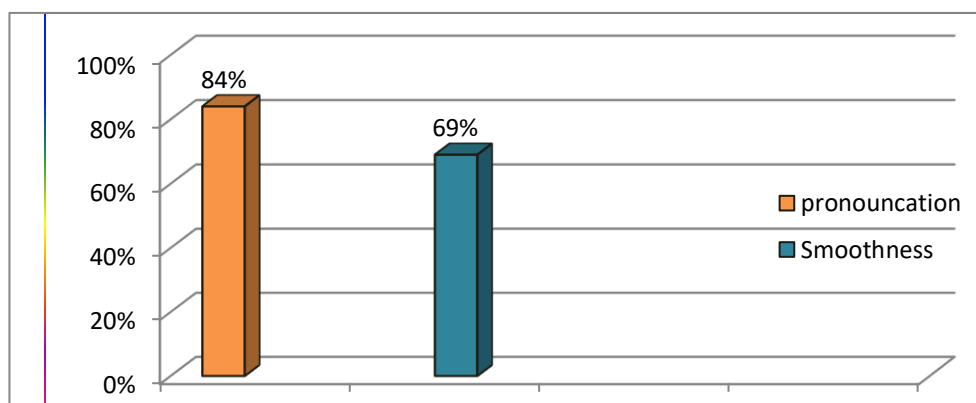
FIGURE 1. THE STUDENTS' MEAN SCORE OF PRE-TEST AND POST-TEST IN PRONUNCIATION AND SMOOTHNESS



Based on the chart above shows that the mean's score of pronunciation (5.65) and the smoothness (5.74) in post-test is higher than the mean's score of pronunciation (3.06) and the smoothness (3.39) in pre-test.

It showed that the mean's score of the students' speaking ability was improved. The improvement of students speaking ability in term pronunciation and smoothness presented in the diagram below:

FIGURE 2. THE PERCENTAGE OF THE STUDENTS IMPROVEMENT IN TERM PRONUNCIATION AND SMOOTHNESS



The chart above shows that the percentage improvement of the students' pronunciation (84%) is higher than in the smoothness (69%). it shows that the students' speaking ability in term of pronunciation more improve than in term of smoothness.

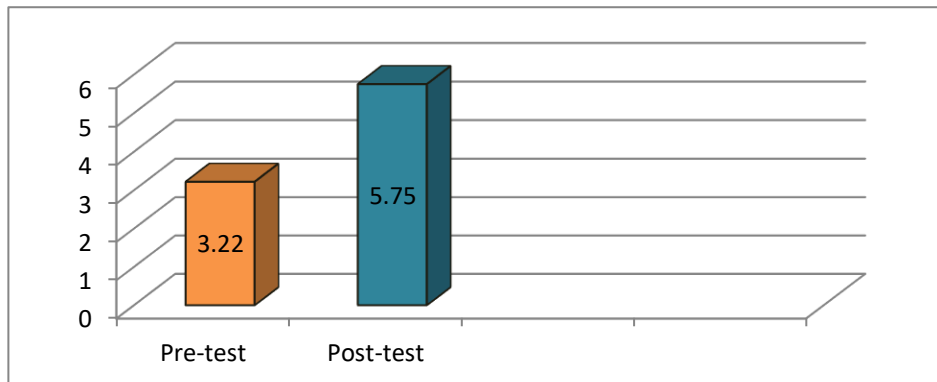
The Total Mean Score of Pre-Test and Post-Test in Term Pronunciation and Smoothness

TABLE 2. TOTAL MEAN SCORE BETWEEN PRE-TEST AND POST-TEST IN TERM OF PRONUNCIATION AND SMOOTHNESS

	Score	
	Pre-test ( $X^1$ )	Post-test ( $X^2$ )
<i>Total</i>	100	176.5
<i>Average</i>	3.22	5.7

The table 2 above shows that there was an improvement of students' speaking in term of pronunciation and smoothness before and after treatment was given. The total means score of pre-test ( $X_1$ ) was 3.22 and posttest ( $X_2$ ) was 5.7. The improvement of the student' speaking ability was showed by the chart below:

FIGURE 3. TOTAL MEAN SCORE OF PRE-TEST AND POST-TEST IN TERM OF PRONUNCIATION AND SMOOTHNESS



The Comparison of the Result

The comparison of mean score and standard deviation of both data between Pre-test and post-test can be seen in following the table below:

TABLE 3. MEAN SCORE AND STANDARD DEVIATION OF STUDENTS' PRE-TEST AND POST-TEST

<i>Data</i>	<i>Mean Score</i>	<i>Standard Deviation</i>
<i>Pre-test</i>	3.22	0.52
<i>Post-test</i>	5.75	10.7

Based on the table above, the mean score of Pre-test is 3.22 and Standard Deviation is 0.52. The mean score of posttest is 5.75 and Standard Deviation is 10.7. Then, the last calculation is calculating the t-test to find out significant different between pre-test and post-test of the students' by using t-test and the result of t-test below:

TABLE 4. DISTRIBUTION THE VALUE OF T-TEST AND T-TABLE

<i>T-Test Value</i>	<i>T-Table Value</i>
20.24	2.042

To complete the result of the research, the researcher found out the degree of freedom (df) with formula:

$$\begin{aligned} Df &= N-1 \\ &= 31-1 \\ &= 30 \end{aligned}$$

Df=31(see of table of “t” value at the degree df significance of 5%)

At the degree of significance 5% = 2.042. The result is  $20.24 > 2.042$ . The analyzing the data by using the above formula shows that the coefficient is 20.24. It mean that there is significance increase after using social media in teaching speaking.

## DISCUSSION

### **The Improvement of Students Speaking Skill in Term of ACCURACY (Pronunciation)**

Based on the previous findings, the description of the data collected from students speaking accuracy in term pronunciation in the previous showed that the students speaking skill had improved. The mean score and percentage supported it. Student’s result of pretest and posttest. It was also proved by the mean score of students speaking in posttest (5.65) was greater than pre-test (3.06) with the percentage of improvement (84%).

In treatment, to improve their pronunciation in descriptive picture. The researcher provided voice recording the way of pronunciation every word that is difficult to understand students by using voice chat, then the students’ can repeat the recording repeatedly, so the pronunciation of students can increase. This is also similar with the statement of Pop, Tomuletiu, & David (2011). They are stated voice-recording tools have been introduced and used in a variety of ways in language instruction in an attempt to provide learners with opportunities to produce oral output “as they allow language students to practice and enhance their speaking skills outside the classroom while receiving feedback on their performance”.

### **The Improvement of Students Speaking In Term Fluency (Smoothness)**

At the first meeting, the researcher gave pre-test. At the pre-test, the researcher found that the lack of students’ English vocabulary and the non-mastery of grammar hindered them to speak fluently. In addition, the result that they made too many pauses, halting, and repeated words several times. This condition automatically influenced the rhythm of their speaking. They looked stammering so that it fell down their speaking performance. Therefore, most of them were difficult to speak with smooth delivery. As a result, the mean score of the students speaking smoothness in pretest was still low.



In contrast, in implementing the Voice Chat on the Facebook, the students spoke expressively and bravely. One of the most advantages for the students to use Voice Chat is they can ask their partner about the difficult word written while running the dialogue or making. This is also the same as statement from O'Keeffe and Clarke-Pearson (2011), that social media also allow students to get together outside the class to collaborate and exchange ideas about projects and assignments

In treatment process, to improve their fluency to descriptive picture, the researcher asked students to record and memorize new vocabulary at each meeting. Moreover, if they do not know how to mention the vocabulary, they can search it in an Oxford dictionary. After the researcher gave treatment by using voice chat on Facebook, then the researcher gave posttest and as a result, students can speak English fluently in describing something.

One of the students' problem not using English fluently is lack of confidence in English in front of their classmates, but by using voice chat, students can delivered their ideas or ideas without having to meet face to face with classmates. So that they are not aware, their fluency in English has increased.

After calculating the score, the researcher finds the students speaking ability in term of smoothness is improved (69%) from mean score 3.39 on pre-test to be 5.74 on posttest. It is supported by the mean score posttest of students speaking ability in term of smoothness is higher than pretest.

## CONCLUSION

Based on the result of research, the researcher used of media social in speaking at the tenth grade of SMA Negeri 8 Makassar is effective to improve students speaking ability. It was proved by the difference significantly. In between students' achievement before and after used of media social (Facebook) in speaking especially in term accuracy and fluency. The mean score of pre -test in accuracy deal with pronunciation was 3.06 and the mean score of fluency in term smoothness was 3.39 which was classified as poor, while mean score of posttest in accuracy deal with pronunciation was 5.65 and the mean score of fluency in term smoothness was 5.74 that was classified as fairly good. Moreover, the student's improvement in pronunciation was 84% and smoothness was 69%.

There was a significance improve in accuracy and fluency for the students. It was proved by t-test is higher than t-table was  $20.24 > 2.042$ . It means that the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted, where the t-test was geater than t-table.

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