

THE EFFECT OF USING SOCIAL MEDIA: *WHATSAPP* TOWARD THE STUDENTS SPEAKING SKILL

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ABSTRACT

The development of technology today makes the learning system for students develop rapidly. One of the media that can be used as teaching material is social media. This study aims to determine the effect of social media: WhatsApp on students' speaking skills. The sample of this study is the second semester class A as the experimental class and the second semester class B as the control class. The research design used is quasi-experimental with purposive sampling technique. The instruments used to collect data are pre-posttest and questionnaire and photo documentation. Based on the results of the study, the average score of students in the experimental class and the control class. After the t-test was obtained a significance (2-tailed) value of $0.000 < 0.05$. It can be concluded that there is an influence of the use of social media on students' speaking skills.

Keyword : *Speaking Skill, Social Media, WhatsApp, Effect.*

INTRODUCTION

English serves as an international language, Speaking skill is one of the language skills that is important in communication, consequently many communities in many countries in this world use it in every aspect of human life, such as social, economics, education, science and technology. As the result, speaking skill is one of the factor that should be mastered by people in this era. Seeing this fact, since 1994 the government of Indonesia imposed English as a subject that should be taught in school starting from the Elementary School.

Based on the current curriculum, the purpose of teaching English as subjects includes

communication development in that target language in both spoken and written. The students' are expected to be able to use English to participate in the classroom activity, school activity or environment activity. Meanwhile, what happens in reality seems different from what has been stated previously. Ideally English teacher should be able to teach writing, reading, listening, and speaking in order to achieve the objectives of learning English.

Unfortunately, the process of speaking skill especially in English Study Program of University of Pahlawan Tuanku Tambusai does not cover all of the speaking activity. The students cannot express their ideas orally in the target language, in other words, they have lack speaking skills. They are not confident to speak English even in the class.

Based on the preliminary study, the researcher found some problems faced by the students in learning English, especially in speaking. 45 % students do not know how to speak meaningfully. The materials taught were focused on texts translation. They are afraid of making mistakes and shy to express their ideas in English because they lacked of vocabulary. The students also feel difficult to make a sentence and do not know how to use the words in sentences correctly (word in use). They are also shy if they have mispronunciation. Moreover, students' grammar was low. As the result, they prefer to use Bahasa Indonesia or other language. The teacher only used text print book article and use powerpoint as media as the main materials taught to students.

The Students of English Study Program of University of Pahlawan Tuanku Tambusai must have good Speaking skill. Using different media in teaching speaking skill will stimulate the students in speaking English. Therefore the lecturer should prepare various media before coming to the classroom.

Lecturer in modern era uses social media in teaching English, In this case, the use of social media such as, Facebook, WhatsApp, Instagram, BBM, Line, are very popular among young generation. Luhan (2003), states that all media exist to invest our lives with artificial perceptions and arbitrary values" In fact, the Media plays a significant role in people's everyday routines, actions and reactions. As people are able to meet different people in different country, they are learning new language through their conversation in social media. 80 percent of teen users are now frequenting social media sites, and they are using many different types of communication in the world.

Based on the observation, the students at English Study Program of University of Pahlawan Tuanku Tambusai use some social media, such as Facebook, WhatsApp, Instagram, BBM, Line for communication, Teaching by using social media will give different treatment and atmosphere in learning process. It is an alternative media to help the students' in learning speaking skill.

Based on the explanation above, an experimental research is important to investigate. This research investigated the effect of using Social Media towards the students' speaking skill. This research was done at the second semester of English Study Program of University of Pahlawan Tuanku Tambusai in academic year 2017/2018.

Method

The design of this research is quasi experimental research with the post-test only control group design by involving two groups, the experimental and control group. In this research, there are two variables group used. The first, teaching the speaking skill by using social media as media as independent variable (X) that gives the effect towards the students speaking skill, whereas speaking skill as dependent variable (Y). It involves two group mean the students used social media as media in learning English language especially in teaching speaking, while the control group do not use social media as media, but the teacher use conventional as media in the class. In this research, the researcher conducted post-test at the end of the research to the students speaking skill after treatment. The tests will give to the experimental and control group.

Finding and Discussion

The data of this research were obtained from score of the students' post-test. All of the data were collected through the following procedures.

- a. In both classes (experimental class and control class), the students were asked to discuss a dialogue based on the material invitation text.
- b. The format on the test was simple instruction to make simple dialogue based on the situation given by the researcher.

There were two data of speaking skill served by the researcher, the data of student's speaking skill taught by Social media as media and the students' who taught without social media, as follows:

1. The data presentation of student's speaking skill by using Social Media

The data of the student's speaking skill by using social media were obtained from post-tense at Second semester class A of English Study Program of University of Pahlawan Tuanku Tambusai as an experimental class with 32 student's. the media used directly in 3 meetings in the experimental class. The data can be seen from the table below:

Table 4.1

Score of student's Speaking Skill in Experimental Class

No	Respondent	Pre	Post	Final Score	Criteria
1	Student 1	78	80	79	Very Good
2	Student 2	77	81	79	Very Good
3	Student 3	80	82	81	Very Good
4	Student 4	79	83	81	Very Good
5	Student 5	75	85	80	Very Good
6	Student 6	69	78	74	Good
7	Student 7	68	77	73	Good
8	Student 8	75	80	78	Very Good
9	Student 9	76	81	79	Very Good
10	Student 10	68	78	73	Good
11	Student 11	78	82	80	Very Good
12	Student 12	75	80	78	Very Good
13	Student 13	77	83	80	Very Good
14	Student 14	78	84	81	Very Good

15	Student 15	75	82	79	Very Good
16	Student 16	70	81	76	Very Good
17	Student 17	72	80	76	Very Good
18	Student 18	65	78	72	Good
19	Student 19	65	77	71	Good
20	Student 20	76	80	78	Very Good
21	Student 21	70	79	75	Good
22	Student 22	75	85	80	Very Good
23	Student 23	78	82	80	Very Good
24	Student 24	77	80	79	Very Good
25	Student 25	75	83	79	Very Good
26	Student 26	70	80	75	Good
27	Student 27	65	74	70	Good
28	Student 28	65	73	69	Good
29	Student 29	69	78	74	Good
30	Student 30	70	80	75	Good
31	Student 31	78	83	81	Very Good
32	Student 32	69	78	74	Good
	TOTAL	2337	2567	2452	
	MEAN	73	80	77	

From the table 4.1 above, the researcher found the total of final score on post-tense in experimental class was 2452, with the mean score was 73 the highest score was 85 and the lowest score was 69.

Table 4.2

The Frequency of Post-tense Score Categories in Experimental Class

		Post_test_Eksperimen			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	good	12	37.5	37.5	37.5
	very good	20	62.5	62.5	100.0
	Total	32	100.0	100.0	

Based on the table above. It could be seen that were 12 students who good category score with the percentage 37.5%. There were 5 students' who got very good category score in which the percentage was 62.5%. Therefore, the interpretation of student's score categories can be seen thought the following chart:

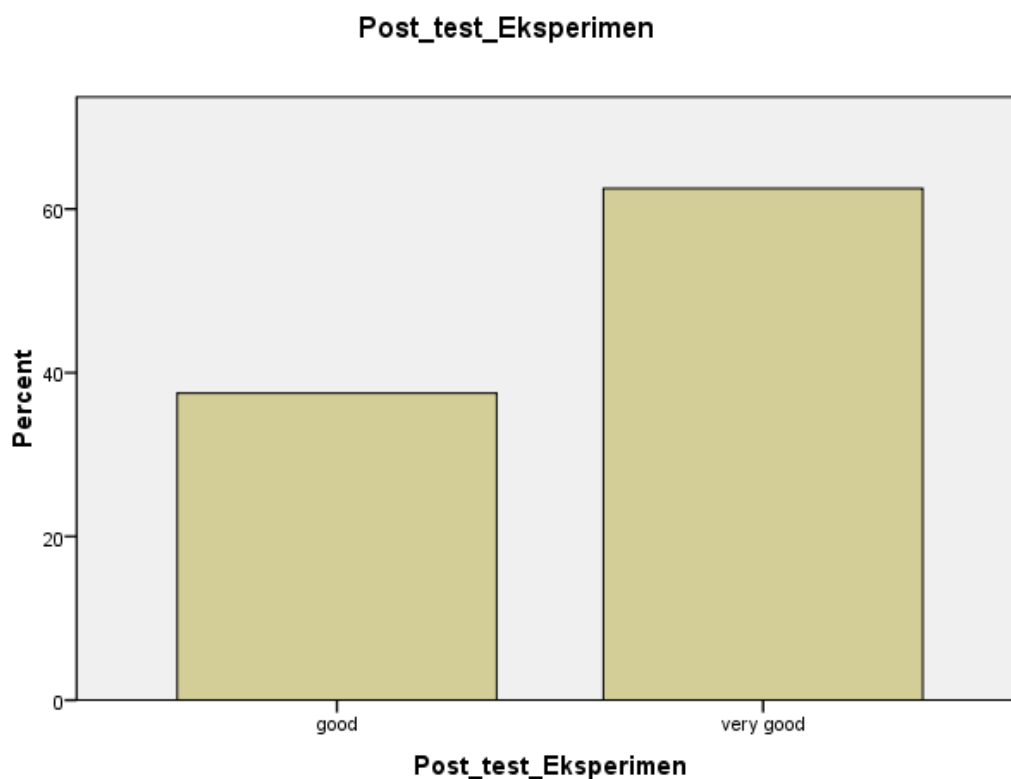


Figure 1. percentage categories score of students' post-test score

Based on the figure 4.1 above it can be concluded that the highest percentage categories score of students' post-test score in experimental was good categories with the percentage 37.5% . Furthermore, the researcher used the classification of students' score to analyze the student's post-test score in experimental class . Based on the data table above, the researcher found that the total score of post-test in experimental class was 2452. It can be concluded that the mean score post-test of experimental class was 77. It means that the student's speaking skill after being taught by using social media was categories into very good.

2. The Data Presentation of Student's Speaking Skill Taught without Social Media.

The data of students speaking skill was taught without social media were obtained from post-test in Second semester class B of English Study Program of University of Pahlawan Tuanku Tambusai. The researcher taught directly for 3 meetings in the control class. The data seen from the data below:

Table 4.4

Score of students' Speaking Skill in Control Class without Social Media

No	Respondent	Pre	Post	Final Score	Criteria
1	Student 1	60	72	66	Good
2	Student 2	48	48	48	Poor
3	Student 3	60	76	68	Good
4	Student 4	75	68	72	Good
5	Student 5	66	66	66	Good
6	Student 6	64	66	65	Good
7	Student 7	65	65	65	Good
8	Student 8	52	55	54	Poor
9	Student 9	50	53	52	Poor
10	Student 10	48	49	49	Poor
11	Student 11	72	68	70	Good
12	Student 12	53	57	55	Fair
13	Student 13	56	58	57	Fair

14	Student 14	50	45	48	Poor
15	Student 15	47	52	50	Poor
16	Student 16	57	58	58	Fair
17	Student 17	50	59	55	Fair
18	Student 18	55	62	59	Fair
19	Student 19	70	72	71	Good
20	Student 20	72	67	70	Good
21	Student 21	64	69	67	Good
22	Student 22	48	66	57	Fair
23	Student 23	68	70	69	Good
24	Student 24	60	54	57	Fair
25	Student 25	65	66	66	Good
26	Student 26	43	50	47	Poor
27	Student 27	39	49	44	Poor
28	Student 28	55	48	52	Poor
29	Student 29	55	55	55	Fair
30	Student 30	50	52	51	Poor
	TOTAL	1829	1911	1870	
	MEAN	57	60	58	

From the table 4.4 above the researcher found that the total final score of post-test in control class was 1870 with the average score was 58, the highest score was 72 and the lowest score was 48.

Table 4.5

The Frequency of Categories of Post-test Score in Control Class

		Post_test_Kontrol			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	poor	10	31.2	33.3	33.3
	fair	8	25.0	26.7	60.0
	good	12	37.5	40.0	100.0
	Total	30	93.8	100.0	
Missing	System				
Total		30	100.0		

The table above shows that were 10 students' who classified into poor category with the percentage 31.2%, there were 8 students' who classified into fair category with the percentage 25.0%, there were 12 students' who got the good category score with the percentage was 37.5%. The total number of the students' in control class were 30 students. The interpretation of the student's categories can be seen through the chat below:

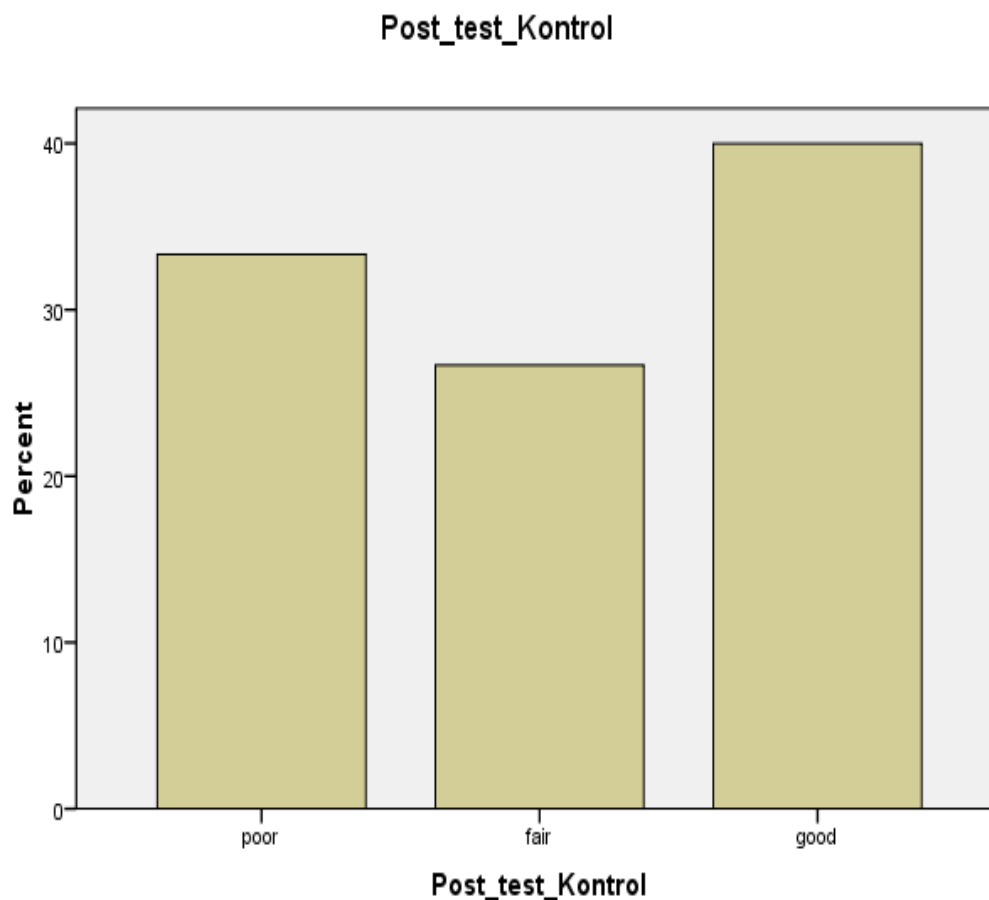


Figure 4.2

The Frequency of Post-test Score Categories in Control Class

The figure 4.6 above shows that the highest percentage categories score of students' posttest score in control class was fair categories with the percentage 25.5%. furthermore, It can be concluded that the mean score 58. It means that students' speaking skill without taught by using social media was categorized into fair.

The Data Analysis

The data analysis presented the result of how the students' speaking skill taught by using social media and how students' speaking skill without using social media. Whether there is any significant effect of using social media on students' speaking skill in invitation text as the material at the eleventh grade students' of SMA Negeri 1 Salo. To analyze the data, the writer used independent sample T-test through SPSS 16 version program.

The Data Analysis on Students' Speaking skill in Experimental and Control Class.

The researcher applied social media as media in experimental class as treatment. To know the result of students' speaking skill score, the researcher conducted post-test. The statistical description of students' score of post-test in experimental class is described as follows:

Table 4.7

The Descriptive Statistics of Post-test in Experimental and Control Class

Descriptive Statistics			
	N	Mean	Std. Deviation
Eksperimen	32	77.2	.492
Kontrol	30	57.07	.868
Valid N (listwise)	30		

From the table above, it could be seen that the mean score of experimental class with the 32 students' which taught by using social media was 77%, and the standard deviation 492. Meanwhile, the mean score of control class with 30 students' which taught by conventional technique is 58 the standard deviation is 868.

The Significant differences of Students' Speaking skill in Experimental and Control Class.

In order to know whether there is no or the significant differences of students' speaking skill in invitation text by using social media and by the conventional technique at the

second semester students of English Study Program of University of Pahlawan Tuaku Tambusai, the researcher used independent sample T-test as the formula to analyze the data. In this research analyzed the data by using SPSS (Statistical Product and Service Solution) 16 version program. Before analyzed the data firstly the researcher analyzed the normality of the test for both classes by using Kolmogorov Smirnov formula. The result is below :

Table 4.8**Normality Test****One-Sample Kolmogorov-Smirnov Test**

		Post_test
N		62
Normal Parameters ^a	Mean	2.87
	Std. Deviation	1.048
Most Extreme Differences	Absolute	.259
	Positive	.141
	Negative	-.259
Kolmogorov-Smirnov Z		2.037
Asymp. Sig. (2-tailed)		.120
a. Test distribution is Normal.		

Based on the table above, it shows that the significant level in Kolmogorov-Smimov test of post-test data of experimental and control

Table 4.6

Kolmogorov-Smimov test of post-test data of experimental and control.

The Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre_test - Pos_test	-4.968	5.294	.672	-6.312	-3.623	-7.388	61	.000

Based on the output SPSS above, with significant (2 –tailed) was 0.000 smaller than 0.05. it can be concluded that the posttest score in experimental class have an effect toward the students speaking skill. And it answer the hypothesis of the research that H_a is accepted because $0.000 < 0.05$ and H_o is rejected. It means that there is an effect toward the students' speaking skill by using social media of second semester students of English Study Program of University of Pahlawan Tuaku Tambusai.

Based on the research finding above, the researcher found that total score of post-test in experimental class was 2452, the total number of the students was 32 students . The highest score was 85 and the lowest score was 69. The highest the categories score was good category were 12 students. The mean of post-test of experimental class was 77. It means that the students speaking skill after learning by social media was categories into good level.

Meanwhile, the total score post-test in control class was 1878, the total number of the students was 30 students . the highest score was 72 and the lowest score was 44. The highest categories was fair category which were 8 students. The mean of post-test in control class 1870. It means that the students speaking skill before learning by social media was categorized in to fair level.

There is significant different on students' speaking skill in invitation text by using social media and conventional technique at the second semester students of English Study Program of University of Pahlawan Tuaku Tambusai. The researcher used independent ample T-test as the

formula to analyzed data. Before analyzing data, the researcher analyzed the normality of the test in both classes by using Kolmogorov Smirnov formula. The researcher found out there is significant effect on students' speaking skill on invitation text by using social media of the second semester students of English Study Program of University of Pahlawan Tuaku Tambusai. Based on the explanation above, social media is an effective media in teaching speaking in English Study Program of University of Pahlawan Tuaku Tambusai.

CONCLUSION

Based on the result of data analysis and discussion, it can be concluded that there is a significant effect on the students' speaking skill after the application at the second semester students of English Study Program of University of Pahlawan Tuaku Tambusai. The students' speaking skill in experimental class got higher score than the control class. It can be seen in the data analysis that there are many students who get a good score in the class with social media as media than the students in control class.

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