IMPROVING LEARNER'S SPEAKING COMPETENCE USING MOBILE SOCIAL MEDIA
(Case Study : First Year Learnerss of Stikes Yarsi Mataram

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ABSTRACT

The objective of this research was to looking for the use of social networks be able to increase the learner's competence in speaking accuracy and fluency on first grade learnerss of Sikes Yarsi Mataram. This study was done using pre-experimental method. The population in this study were 31st year learners of Sikes Yarsi Mataram in the 2020/2021 academic year. In collecting data, in this study the studyer gave a speaking test, there were two tests given pre-test and post-test, the data analysis used was (t)test. The results indicated if the mean score of the first testin terms of pronunciation were (3.06) and the second test were (5.65). The mean value of pretest in fluency (3.39) and post-test (5.74). And the total result of pronunciation and fluency or X1 were (3.22) and second test or X2 were (5.7). This shows that learnerss' speaking skills have increased after being taught through social networks, learnerss' competence to speak English has increased

Keyword: Speaking, Accuracy, Fluency, Social Networking

INTRODUCTION

Language was a communication tool that has an important way in expressing meaning to others. One can express feelings through language. Language was a communication tool that must be in line with life and cannot be separate with our life. Language is be able to used on various aspects of life, especially in the fields of science, social, politics, economics, culture, there are many more uses of language in everyday life. Language is a tool used by someone to communicate, one way someone communicates verbally is by speaking (Nursyamsi 2006:1). As someone who uses Indonesian or we are Indonesian citizens, using and learning English is a necessity that will really help us when we want to be involved in the world globally, English is the third language or as a language of support in world-level interactions. Learning other countries languages was connected procedure in which the learner must learn four basic competencies: speaking, reading, writing and listening. We need it to know our planet through both of them : listen and read were the activities that can help the to doer to transfer their feelings, needs, and desires using talking and write something. With knowing some knowledge of those skills, researchers and readers can get better opportunities to understand, knowing more , can get what we want and needed from the

people around us (Jamlan 2008:1). Speaking was considered difficult to understand in depth but speaking is a very decisive aspect in our ability to communicate. With the ability to process good words, people can have good interactions with other people. Usually in social interaction or communicating with other people there are obstacles that will be encountered including not being able to express the ideas they have, not having the ability to defend opinions, and lack of confidence when having a dialogue or communicating with others. Usually someone is able to understand the meaning of the interlocutor's words, but due to his poor communication skills, he cannot communicate optimally. Things like this usually often occur when you feel insecure, do not have sufficient abilities, low interaction skills, coupled with an inadequate level of self-confidence. Supposedly if everyone has the ability to understand and understand an expression, then he at least has the ability to communicate.

From the initial observations on first grade learners of Sikes Yarsi Mataram, there were some obstacles in learning English, such as low motivation in vocabulary learning, low of knowing in learning of English, and they were not fluent in speaking and they do not have

their awareness to say something in English, they were shy to talk in English. In addition, the tutors were not able to understand the learners' problems in speaking and cannot create comfortable atmosphere especially in teaching and learning process. By this situation, the researcher wants to increase the learners' skills especially on speaking through application, it was a social media. In practice, the application of the use of social media in teaching and learning activities as it is today is not only to have the usual abilities, but the use of social media applications is a major breakthrough in the world of education, especially in learning English. On a different aspect, social media is a guideline that has become the basis for some teachers, especially lecturers, to be able to take advantage of its usefulness as a form of business in facilitating students in teaching and learning activities (Lukman Arif, 2016). The use of this method for some circles, especially among students, is very popular as a tool in the process of teaching and learning activities, for example, the use of Twitter, Facebook, Instagram and others. The use of the above tools is very helpful in mastering language skills, especially speaking.

In studying of English, social media was be an efforts to making the learners have new atmosphere and also it

can be effective way to facilitate learners in speaking of English. This situation can haven because the competence to English specifically speaking was a requirement for everybody today. In globalization era, people need to be able to communicate actively and well if they want to survive on working filed, if they do not have good competence, they will lose in worldwide competition.

The fact, even though the use of social media as an instrument to increasing the learners' skills was very popular among them (teachers and students) who are able to speak in English at collage. There are some problems in practicing to speak and the application of social media as an instrument to increase the learners' English competence. Studying with the experiences of learners as lectures of English, this was hard to do because it difficult to increase the learners' speaking competence even though the application of social media is often done practice in teaching and learning activities. Seeing the importance of social media which is a tool used as a tool in the teaching and learning process and considering that there are still many obstacles in the operation of social media related to its use in the teaching and learning process so that language skills and skills from all aspects must be able to lift the ability of participants especially in

communication skills. As for some of the data that researchers got from various media, a conclusion can be drawn that in the first order is occupied by Youtube with a percentage result calculation of 46%, then followed by Facebook 57%, the next order is Whatsapp with a percentage result of 53%, then occupied by Instagram with a total percentage of about 50% and in the last order there is a line with a percentage of 33%.

METHOD

In this study, Pre-Experimental Research was used by researcher. This design of the research was one group, namely group experimental. This study was a pre-experimental group as a learner's achievement in competencies of English especially speaking. Before an assessment of the respondent's ability is carried out, it is preceded by giving a pre-test for all respondents used in this study, after giving an initial test, the researcher calculates the results obtained by all respondents then after knowing the results the researcher provides some kind of training or treatment about the ability to communicate orally by using one of the social media applications to all respondents then giving a post-test test. Furthermore, the researcher divided the respondents into several groups after that, the researcher gave a kind of picture where

each respondent was asked to describe what he saw using a kind of chat application. Next, if all of them have received action, the researcher will give a post-test to all respondents to assess the extent to which each respondent's speaking ability is.

Arikunto (2010), explains if the sample is a number or part of the population that is used as the object of research. Because of this, researchers used purposive sampling in taking research samples. Arikunto (2010, p. 97) argues that "purposive sampling is a sampling method used by a researcher who has certain considerations in taking samples". In this study, researchers used one class as the research subject, researchers used level I Stikes Yarsi Mataram which amounted to 31 students as the sample of this study because level I had a stronger learning motivation when compared to other classes.

In this study, researchers used quantitative data in analyzing students' speaking skills after they received learning materials using pictures on Facebook as a medium for learning to speak. After that, the researcher gave tests to respondents before and after they were used of image of media. Results are used by researchers to compare the percentage of scores before and after from students using frequency and pronunciation

DISCUSSION

Result

The results of the study aimed of were to increased of the competencies of the respondents regarding with the fluency and accuracy on speaking ability. The competencies required by these students consist of students' speaking skills and the results of observations. Speech accuracy data related to pronunciation and fluency data related to fluency

1. The Average Results of Respondents on Speaking Performance Pre-test and Post-test

After scoring the value of the respondents, the average results of the pre-test and post-test can be described as follows:

Table 4.1 : Average Point of Pronunciation and Fluency in Pre-Test and Post-Test

Variable	Score		Improvement
	Pre-Test (X^1)	Post-Test (X^2)	
Pronunciation	5.06	7.65	85%
Smoothness	5.39	7.74	70%

Table 4.1 illustrates if, the average score of the respondents' pronunciation at the time of the pre-test was 5.06 and the average score of the respondents' fluency when the pre-test was carried out was 5.39. While the average score of the respondent's pronunciation when given the post-test test was 7.65 and the average post-test fluency score was 7.74. Thus, the increase in the respondent's speaking ability in the pre-test

was 85% and the increase in the respondent's fluency ability was 70%. This shows that the post-test score is higher than the pre-test

.

2. *Mean Score of Pre-Test and Post-Test in Term Pronunciation and Smoothness*

Table 4.2 **:** Average Results between Pre-Test and Post-Test in Pronunciation and Fluency

Variable	Score	
	Pre-Test (X^1)	Post-Test (X^2)
Total	100	176.5
Average	4.22	6.7

Table 4.2 explains that there is an increase in the respondent's speaking ability in terms of pronunciation and fluency before and after being given the action. So the mean score at the pre-test (X1) was 4.22 and the post-test (X2) was 6.7

Discussion

In this position, the explanation of the research results can be described that the findings regarding the results of the research regarding the accuracy of the respondent's speech in terms of pronunciation and fluency. In improving students' speaking skills in terms of pronunciation and fluency, in this study the researchers tried to use social media such as

(Facebook). Of the various features that exist in the Facebook application, researchers use voice chat in providing assistance to respondents so that they can express their opinions about images. This is in line with what has been stated by Ur Penny (1996) who has defined the characteristics of successful speaking activities are many learners who talk a lot, even participation and participation including media, high motivation, and an acceptable level of language are important things. especially in improving speaking skills, especially English. What students need and want, they can use Voice Chat.

1. Improving learners' speaking skills in terms of Accuracy (Pronunciation)

Pronunciation is one of the ways in which a person pronounces a word or language clearly and easily understood. So it is closely related to the oxford dictionary. The Oxford dictionary states that pronunciation is a way in which a particular language or word or sound is spoken or pronounced. Based on the findings in previous studies, the explanation and elaboration of the data collected from the respondents' speaking accuracy in pronouncing the previous terms showed that the respondents' speaking skills had improved. This is evidenced by the

average value and percentage of respondents' learning outcomes in the pre-test and post-test. It is also shown with the average value of the respondents when the post test was given (5.65) where the result was greater than when the pretest was given (3.06) with a percentage increase (84%). In this study, the researcher provided a sound recording of how to pronounce each word that was difficult for students to understand using voice chat, then the respondent could easily repeat the recording over and over, so that the respondent's pronunciation could be improved with stanzas. This is in line with what was conveyed by Pop, Tomuletiu, & David (2011) who said that voice recording devices have been introduced and used in various ways in language teaching in an effort to provide opportunities for students to produce better speaking skills because they are likely to large will continue to practice and repeat what they hear from the voice recorder.

2.   Increasing Learners' Speaking Fluency (Smoothness)

The use of tools such as voice chat on Facebook can improve the speaking ability of respondents. Table 4.1.1 illustrates that the respondents' fluency when given the post-test test was higher than when given the test at the pre-test (5.74 > 3.39). This

can be explained from the pre-test to the post-test and treatment as follows:

The first stage that the researcher did was to ask the respondent to answer the test before the treatment was given, namely the pre-test test, this the researcher did to determine the ability of the respondent in detail so that the results of this study could be accounted for, at this stage succeeded in obtaining some of the problems faced by the respondent. one of them is the ability to memorize vocabulary which is still very minimal, then the ability to use English grammar is still very lacking, that's what causes respondents to be less able to use their English skills properly and optimally. Some of the problems above have an impact that when respondents are asked to speak in English, they often stop for a long time, this indicates that respondents have difficulty in remembering vocabulary, repeating words. With this incident, the flow of communication is affected or disrupted. Respondents also often say words or sentences intermittently, this will affect the assessment so that it will have an impact on their communication skills. With this background, most of the respondents have difficulties in fluency in English. Which in the end resulted in the average score of the respondent's communication fluency when given the pre-test was still lacking. On the one hand, the use of Voice Chat in one

application, each respondent is able to express themselves well and there is a significant increase. The advantage of using social media applications such as voice chat is that respondents can respond to each other without having to meet face to face so that their self-confidence can increase, but if it is not immediately addressed problems related to lack of confidence in communicating directly will make respondents not have confidence intact. O'Keeffe and Clarke-Pearson (2011), argue that social media applications are very helpful for students to be able to study outside without feeling burdened or forced so that students can interact more with their peers without feeling awkward or embarrassed both in doing assignments. given or in a different context. After getting the results, the researchers found that the respondent's competence in terms of communication has increased by around (69%) from an average score of 3.39 in the pre-test to 5.74 in the post-test. These results were confirmed by the post-test
 average score of the students' speaking ability in terms of fluency which is higher than the pre-test. Based on the results of the data, it was concluded that after being given treatment using mobile social (Facebook) students were in the very good category. This means that the use of Facebook in

teaching speaking simulates learners to improve their speaking skills.

CONCLUSION

From what has been described in the previous section, researchers can draw a conclusion that the use of social media in an effort to improve speaking skills for first-year students at Stikes Yarsi Mataram is very useful and useful, especially in increasing students' self-confidence and ability in vocabulary mastery so that in the future the use of social media apps can be continuously improved. From the results that have been described previously, it provides an overview and indication that there is a very striking difference between the ability of respondents before and after the use of social media (facebook), especially in terms of communication skills, especially in terms of accuracy and fluency. At the time of the assessment, the average pre-test score in terms of pronunciation accuracy was around 5.06 and the average fluency score in terms of smoothness was at 5.39 which was still lacking, while the post-test average score for pronunciation accuracy was is 7.65 and the score is 5.65 . average fluency. in terms of fluency is 7.74 which is quite good. In addition, the improvement of students' pronunciation is 85% and fluency is 70%. There is a

significant increase in the respondent's ability to speak or communicate using English. The increase is indicated by the results of the t-count which exceeds the t-table, namely $20.24 > 2.042$. This indicates that the null hypothesis (Ho) cannot be accepted and the alternative hypothesis (H1) is accepted, where t = test is greater than t-table

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