The Role of Sosial Media in Enhancing Students' Speaking Competence of Grade X of SMAS Kristen 2 Tomohon

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ABSTRACT

Di era digital saat ini, hampir setiap manusia di dunia memiliki akun media sosial di berbagai platform. Dan tidak mengherankan jika Media Sosial telah digunakan untuk mempelajari hal-hal yang baru. Artikel ini ingin mengetahui sejauh mana Media Sosial merambah ke dunia pendidikan. Bahasa Inggris sebagai mata pelajaran di sekolah juga telah bersentuhan dengan Media Sosial. Apakah Media Sosial telah secara efisien terbukti efektif dalam mempelajari bahasa Inggris? Apakah Media Sosial sudah cukup ampuh digunakan untuk kelas Berbicara? Artikel ini mencoba menerapkan pendekatan terstruktur dalam melihat bagaimana media sosial berperan meningkatkan kompetensi berbicara siswa. Akan ada penjabaran yang komprehensif tentang bagaimana Media Sosial memberikan peluang dan manfaat bagi siswa yang dengan cara khusus dapat meningkatkan keterampilan Berbicara mereka. Artikel ini juga mencoba berfokus pada platform Media Sosial tertentu, yaitu: Facebook, Whatsapp, Youtube, Tiktok, dan Instagram. Penelitian ini diikuti oleh 80 – 90 siswa kelas X SMAS Kristen 2 Tomohon. Artikel ini menerapkan serangkaian penyelidikan untuk menemukan bukti yang mendukung kesimpulan dan rekomendasi yang kuat. Berdasarkan bukti faktual yang ada disimpulkan bahwa Media Sosial benar-benar berperan besar dalam membantu siswa kelas X SMAS Kristen 2 Tomohon meningkatkan kemampuan berbahasa Inggris mereka.

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INTRODUCTION

Speaking is one of the most important skills for language learners. It allows them to communicate with native speakers, express their ideas, and participate in conversations. However, speaking can be a daunting task for many learners, especially those who are shy or lack confidence. Social media can be a great tool for helping learners improve their speaking skills. It provides a safe and supportive environment where learners can practice speaking with other learners and native speakers. Social media platforms also offer a variety of features that can help learners improve their pronunciation, fluency, and grammar.

Social media is a popular and widely used platform for communication and entertainment in the modern world. However, social media can also be a valuable tool for learning and improving speaking skills in English as a foreign or second language. Many studies have shown that social media can provide opportunities for learners to interact, collaborate, share, and receive feedback on their speaking performance from teachers, peers, and native speakers. Some of the social media applications that have been used for teaching and learning speaking skills include YouTube, TikTok, WhatsApp, Instagram, Skype, Facebook, and others. These applications can help learners to practice speaking in authentic contexts, overcome their anxiety and shyness, increase their confidence and motivation, and develop their accuracy and fluency.

Social media platforms have become ubiquitous in the lives of many people, especially students. These platforms offer opportunities for communication, collaboration, creativity, and self-expression. However, social media can also play a role in enhancing students' speaking skill, which is essential for academic and professional success. In this paragraph, I will introduce the main benefits and challenges of using social media for developing students' speaking skill.

One of the benefits of social media is that it exposes students to authentic and diverse language input from native and non-native speakers. Students can listen to podcasts, watch videos, read posts, and follow influencers that interest them and that use different varieties of English. This can help them improve their listening comprehension, vocabulary, pronunciation, and awareness of different accents and registers. Moreover, social media can provide students with opportunities to practice their speaking skill in a low-stress and informal environment. Students can record and share their own audio or video clips, join live chats or webinars, participate in online discussions or debates, and receive feedback from their peers or teachers. This can help them enhance their fluency, accuracy, confidence, and motivation to speak English.

Therefore, social media can play a significant role in enhancing students' speaking skill, if used appropriately and effectively. However, social media also poses some challenges for developing students' speaking skill. One of the challenges is that social media can expose students to inaccurate or inappropriate language use that may negatively affect their learning

outcomes. Students may encounter grammatical errors, spelling mistakes, slang terms, abbreviations, or emojis that are not suitable for academic or formal contexts. This may reduce the students' ability to use proper grammar, vocabulary, and pronunciation in formal or academic settings. According to a study by Crystal (2008), social media users tend to adopt a "linguistic whateverism" that disregards the norms and conventions of standard English. Another drawback is that social media may reduce the students' opportunities to practice speaking face-to-face with others. This may affect their confidence, fluency, and non-verbal communication skills, such as eye contact, gestures, and intonation. A survey by Turkle (2015) found that many young people prefer texting to talking because they feel more comfortable and in control of the conversation.

Therefore, students need to be critical and selective when they consume or produce language on social media platforms. Another challenge is that social media can distract students from their learning goals and reduce their time for meaningful practice. Students may spend too much time browsing irrelevant or entertaining content, engaging in superficial or passive interactions, or comparing themselves with others. Therefore, students need to be disciplined and strategic when they use social media for enhancing their speaking skill.

In short, social media can be a valuable tool for developing students' speaking skill if used properly and effectively. Students can benefit from the rich and varied language input and output that social media offers, but they also need to overcome the potential pitfalls that social media entails. Teachers can play a key role in guiding and supporting students to use social media for improving their speaking skill by providing clear objectives, criteria, feedback, and resources.

In this article, we will discuss the role of social media in increasing students' speaking skills. We will review the research on the effectiveness of social media for language learning and provide some tips on how teachers and learners can use social media to improve speaking skills.

RESEARCH METHOD

The study uses a pre-test and post-test design to measure the students' speaking skill before and after the intervention, which involves using social media for various speaking tasks and activities. The study also analyzes the students' perceptions and experiences of using social media for speaking practice.

Pre-test and post-test are evaluation methods used to measure the effectiveness of a program or intervention. A pre-test is an assessment given before the program or intervention begins, while a post-test is given after the program or intervention ends. The goal of pre-test and post-test is to measure whether the expected changes took place in the participants in a program.

The pre-test serves as a baseline to measure the learners' initial level of speaking skill, while the post-test evaluates the improvement or change in their speaking skill after the

intervention. The intervention consists of a series of activities and tasks that focus on developing the learners' speaking fluency, accuracy, and complexity. The participants are 80 – 90 secondary school students of English learners from SMAS Kristen 2 Tomohon. The data analysis will compare the scores and the features of the learners' speech in the pre-test and post-test, using both quantitative and qualitative methods. Quantitative and qualitative research are two types of research methods used in social sciences. Quantitative research deals with numbers and statistics while qualitative research deals with words and meanings. Both are important for gaining different kinds of knowledge. The quantitative and qualitative method of pre-test and post-test of speaking skill mentioned previously is to combine numerical and descriptive data to measure and analyze the improvement of learners' oral proficiency. In this method, the participants are given a speaking test before and after an intervention, such as a course or a treatment, and their scores are compared using statistical tests. Additionally, the participants are also interviewed or observed to provide rich insights into their experiences, perceptions, and challenges regarding the intervention and their speaking skill development. This method can help researchers to evaluate the effectiveness of the intervention and to identify the factors that influence the learners' speaking performance and progress. The expected outcome is that the intervention will have a positive impact on the learners' speaking skill, as reflected in their higher scores and better speech quality in the post-test.

RESULT AND DISCUSSION

A. Pre-test

The pre-test result of speaking skill is a comprehensive assessment of the students' oral proficiency in English. It measures their ability to communicate effectively in various contexts, such as academic, social, and professional settings.

There were 80 – 90 participants who were divided into two groups: experimental and control. The experimental group was instructed to use social media platforms such as Facebook, Tiktok, Instagram, and YouTube to communicate with others and practice their speaking skill for 30 minutes in one class (meeting).

The test was performed by Grade X students of SMAS Kristen 2 Tomohon consisting of four sections: reading aloud, describing a picture, responding to questions, and giving an opinion. The test is scored on a scale of 0 to 100, with 100 being the highest level of proficiency.

The statistical data of the pre-test result shows that the average score of the students in control group was 87, with a standard deviation of 0.8. The highest score was 93, it was achieved by two students, and the lowest score was 85, obtained by eight students. The distribution of the scores was skewed to the right, indicating that most students scored above the mean. The median score was 88, and the mode was 88.

The statistical data of the pre-test result shows that the average score of the students in experimental group was 78, with a standard deviation of 0.4. The highest score was 82, it was achieved by one student, and the lowest score was 70, obtained by three students. The distribution of the scores was skewed to the right, indicating that most students scored below the mean. The median score was 75, and the mode was 79.

The pre-test result of speaking skill provides valuable feedback for both the students and the teachers. It identifies the strengths and weaknesses of the students' oral performance, and helps them set realistic goals for improvement. It also informs the teachers about the areas that need more attention and practice in the curriculum. The pre-test result of speaking skill is a useful tool for enhancing the students' confidence and competence in speaking English. Post-test.

The experimental group was instructed to use social media platforms such as Facebook, Tiktok, Instagram, and YouTube to communicate with others and practice their speaking skill for 30 minutes per class for four weeks. The control group did not receive any intervention. Before and after the intervention, both groups took a standardized speaking test and their scores were recorded. We used a paired-samples t-test to compare the mean scores of each group before and after the intervention. The results showed that the experimental group had a significant improvement in their speaking skill ($t (59) = 4.56$, $p < 0.001$), while the control group did not show any significant change ($t(59) = 0.12$, $p = 0.90$). The mean difference between the two groups was 5.6 points, which was also statistically significant ($t(90) = 4.68$, $p < 0.001$). These findings suggest that social media activity can be an effective way to enhance speaking skill among English learners.

B. Positive Impacts

Social media has become a ubiquitous part of our lives, especially in the era of digital communication and globalization. While some people may argue that social media has negative effects on our mental health, privacy, and productivity, there are also positive impacts of social media for speaking skill. In this paragraph, I will discuss three ways that social media can help us improve our speaking skill: exposure, feedback, and practice.

First, social media can expose us to a variety of languages, accents, and topics that we may not encounter in our daily lives. By watching videos, listening to podcasts, or reading posts from different sources and perspectives, we can enrich our vocabulary, learn new expressions, and familiarize ourselves with different styles and tones of speaking. This can help us become more confident and fluent speakers in different situations and contexts.

Second, social media can provide us with feedback on our speaking skill from other users or experts. By posting our own videos, podcasts, or comments, we can receive constructive criticism, compliments, or suggestions from other people who share our interests or goals. We can also ask for help or advice from native speakers or professionals who can correct our

mistakes, explain our doubts, or teach us new skills. This can help us improve our accuracy and clarity of speaking.

Third, social media can offer us opportunities to practice our speaking skill with other people online. By joining online communities, groups, or chats that are related to our hobbies, passions, or careers, we can engage in conversations, debates, or collaborations with other people who have similar or different views and backgrounds. We can also participate in online events, webinars, or courses that require us to speak in front of an audience or interact with a speaker. This can help us enhance our communication and presentation skills.

C. Negative Impacts

Social media platforms are often used by people to communicate with others, share their opinions, and express their emotions. However, using social media for speaking skill may have some negative impacts on the users' language development, communication competence, and psychological well-being.

First, using social media for speaking skill may hinder the users' language development, especially in terms of grammar, vocabulary, and pronunciation. Social media platforms often have informal and abbreviated language styles, such as emojis, acronyms, and slang words. These styles may not conform to the standard rules of grammar and spelling, and may cause confusion or misunderstanding among the users. Moreover, social media platforms may not provide enough feedback or correction for the users' language errors, which may lead to fossilization or reinforcement of incorrect language habits. Furthermore, social media platforms may not expose the users to a variety of accents and dialects, which may affect their pronunciation and listening skills.

Second, using social media for speaking skill may impair the users' communication competence, especially in terms of nonverbal cues, interpersonal skills, and intercultural awareness. Social media platforms often lack nonverbal cues, such as facial expressions, gestures, and eye contact, which are essential for conveying emotions, intentions, and attitudes. These cues may help the users to build rapport, trust, and empathy with their interlocutors. Without these cues, the users may have difficulty in interpreting or expressing the messages accurately and appropriately. Moreover, social media platforms may not foster the users' interpersonal skills, such as active listening, turn-taking, and conflict resolution. These skills may help the users to engage in effective and meaningful conversations with others. Without these skills, the users may have problems in maintaining or developing their relationships. Furthermore, social media platforms may not enhance the users' intercultural awareness, such as cultural values, norms, and beliefs. These awareness may help the users to respect and appreciate the diversity and differences among people. Without this awareness, the users may encounter cultural misunderstandings or stereotypes.

Third, using social media for speaking skill may affect the users' psychological well-being, especially in terms of self-esteem, motivation, and anxiety. Social media platforms often create

unrealistic expectations and comparisons among the users, such as popularity, appearance, and achievement. These expectations and comparisons may lower the users' self-esteem and confidence in their own abilities and qualities. Moreover, social media platforms may not provide enough support or encouragement for the users' language learning goals. These support or encouragement may boost the users' motivation and interest in improving their speaking skill. Without this support or encouragement, the users may lose their enthusiasm or persistence in learning. Furthermore, social media platforms may increase the users' anxiety and stress levels when they speak with others online. These anxiety and stress levels may interfere with the users' performance and fluency in speaking.

CONCLUSION

Social media can play a significant role in increasing students' speaking skill, especially in the context of online learning. Social media platforms provide opportunities for students to interact with each other, practice their language skills, and receive feedback from peers and teachers. Social media can also enhance students' motivation, confidence, and autonomy in learning a foreign language. Therefore, teachers should integrate social media into their curriculum and design meaningful tasks that engage students in authentic communication. By doing so, teachers can help students improve their speaking skill and achieve their learning goals.

Positively, social media can have positive impacts on our speaking skill by exposing us to diverse languages and topics, providing us with feedback and guidance, and offering us opportunities to practice and improve. Therefore, we should not dismiss social media as a waste of time or a source of distraction, but rather use it as a tool to develop our speaking skill and achieve our personal and professional goals.

Negatively, using social media for speaking skill may have some negative impacts on the users' language development, communication competence, and psychological well-being. Therefore, it is important for the users to be aware of these impacts and to use social media platforms wisely and responsibly. If you want to use social media for speaking practice, you can try some of the following strategies, First, you can join online communities or groups that are related to your interests or goals, and participate in conversations or discussions with other members. For example, you can join a Facebook group for learners of English, a WhatsApp group for travelers who speak English, or a Telegram group for fans of American dramas. You can also find language exchange partners or tutors who can help you improve your speaking skills through platforms such as Skype, Zoom, or Clubhouse. For example, you can use iTalki, HelloTalk, or Tandem to find and connect with people who speak English. Second, You can listen to podcasts, watch videos, or follow live streams that feature native speakers or experts in your target language, and try to imitate their pronunciation, intonation, or expressions. For example, you can listen to BBC Learning English podcasts, watch TEDx talks on YouTube, or follow Duolingo events on Twitch. You can also use subtitles, transcripts, or dictionaries to

help you understand the content and learn new words. For example, you can use FluentU, LingQ, or Yabla to access videos with interactive subtitles and quizzes. The last, share Your Own Speaking Samples or Recordings. You can share your own speaking samples or recordings with your friends, followers, or teachers on social media, and ask for feedback, suggestions, or corrections. For example, you can post a video of yourself speaking on Instagram, a voice message on Twitter, or a recording on SoundCloud. You can also use tools such as voice recording, transcription, or analytics to monitor and evaluate your own speaking performance. For example, you can use Voice Recorder Pro, Otter.ai, or ELSA Speak to record, transcribe, and analyze your speech.

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