THE USE OF SOCIAL MEDIA ON THE STUDENTS' SPEAKING PERFORMANCE

By:

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DEPARTMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
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THE USE OF SOCIAL MEDIA ON THE STUDENTS' SPEAKING PERFORMANCE

THESIS

Presented to
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In partial fulfillment of the requirements
For the degree of *Sarjana* in English Language Education

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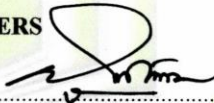## THESIS APPROVAL

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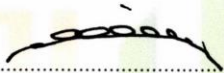
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Thank you for the attention.

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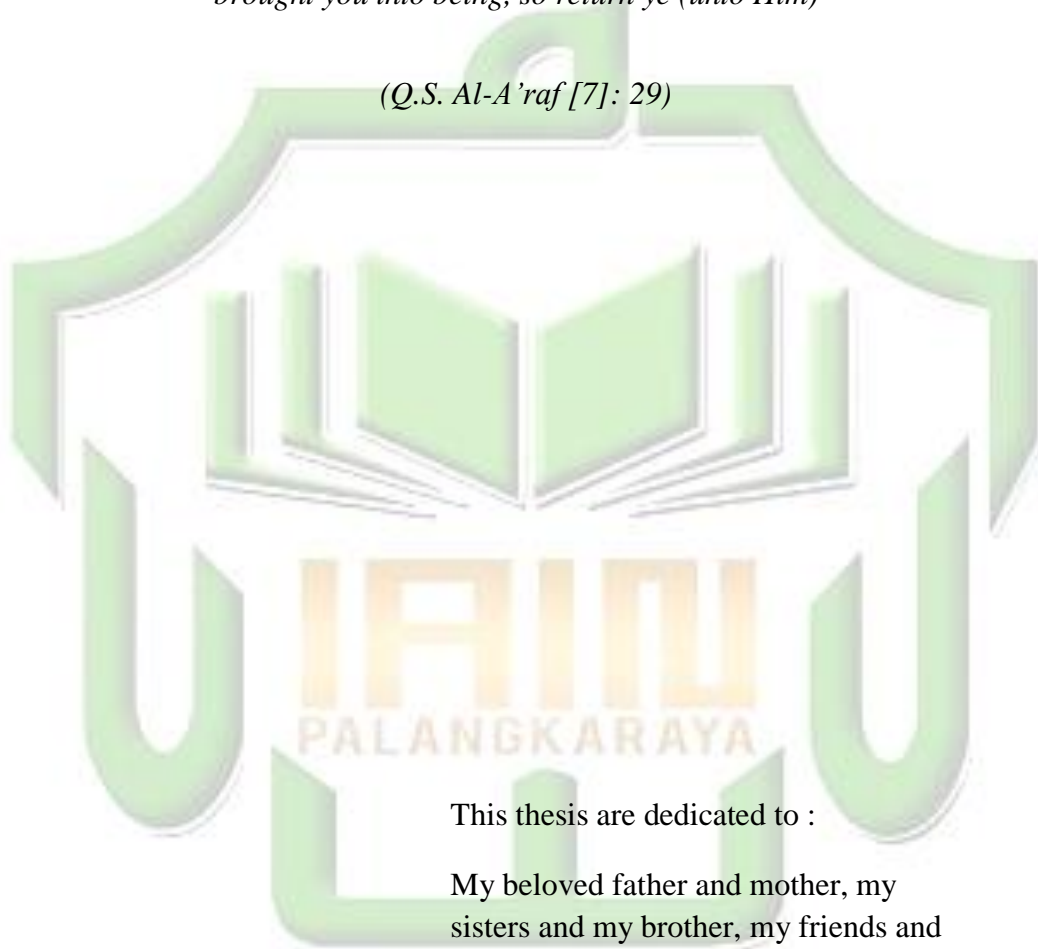
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MOTTO AND DEDICATION

"Say: My Lord enjoineth justice. And set your faces upright (toward Him) at every place of worship and call upon Him, making religion pure for Him (only). As He brought you into being, so return ye (unto Him)"

(Q.S. Al-A'raf [7]: 29)

This thesis are dedicated to :

My beloved father and mother, my sisters and my brother, my friends and my beloved lecturer. Thank a million for your valuable endless prayer, sacrifice, motivations, help and support.

DECLARATION OF AUTHORSHIP

Herewith I:

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Declare that:

1. This thesis has never submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal concequences that may imposed to me.

Palangka Raya, May   2021
Yours Faithfully,

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ABSTRACT

Shafrina, Dina. 2021. *The Use of Social Media on the Students' Speaking Performance*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Rahmadi Nirwanto, M.Pd., (II) Zaitun Qamariah, M.Pd.

Keywords : *Social Media, Speaking, Speaking Performance*

Social media is as the tool to help the students learning English in this modern era. So, as the teacher also should understand about kinds of application that can be used to help the students learn English. This study is really important to be disscussed because many application in social media that can be used to learn English, especially special application to help the learners study about speaking skills, because speaking is the important thing in learning English language.

The aim of this research was to find out the social media applied on the students' speaking performance and to know the impementation the use of social media on the students' speaking performance in English learning especially at IAIN Palangka Raya.

This study used descriptive qualitative design by using phenomenology method. This study used collecting data procedures techniques ; interview and documentation. Subject of the study were the English students of fifth semester with Public Speaking courses at IAIN Palangka Raya and took five students for interview. This study used the purposive sampling technique. All the data were analyzed by using some procedures ; coding, data reduction, data display and conclusion.

The results of the study show that students have applied the social media they normally use to their speaking performance through social media in the form of Youtube, Instagram, WhatsApp and Facebook for improving their speaking skill. And can help the students in learning English for comunication, discussion, interaction, and doing or submitting the assignment.

ABSTRAK

Shafrina, Dina. 2021. *Penggunaan Media Sosial pada Kinerja Berbicara Siswa*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Rahmadi Nirwanto, M.Pd., (II) Zaitun Qamariah, M.Pd.

Kata Kunci: *Media Sosial, Berbicara, Penampilan Berbicara*

Media sosial adalah sebagai alat untuk membantu siswa belajar bahasa Inggris di era modern ini. Jadi, sebagai guru juga harus memahami tentang macam-macam aplikasi yang dapat digunakan untuk membantu siswa belajar bahasa Inggris. Kajian ini sangat penting untuk dibahas karena banyak aplikasi di media sosial yang dapat digunakan untuk belajar bahasa Inggris, terutama aplikasi khusus untuk membantu pembelajar belajar tentang keterampilan berbicara, karena berbicara merupakan hal yang penting dalam belajar bahasa Inggris.

Tujuan dari penelitian ini adalah untuk mengetahui penerapan media sosial terhadap penampilan berbicara siswa dan untuk mengetahui penerapan penggunaan media sosial pada penampilan berbicara siswa dalam pembelajaran bahasa Inggris, khususnya di IAIN Palangka Raya.

Penelitian ini menggunakan desain kualitatif deskriptif dengan menggunakan metode fenomenologi. Penelitian ini menggunakan teknik prosedur pengumpulan data; wawancara dan dokumentasi. Subjek penelitian adalah mahasiswa Bahasa Inggris semester lima mata kuliah Public Speaking di IAIN Palangka Raya dan mengambil lima mahasiswa untuk di wawancara. Penelitian ini menggunakan teknik purposive sampling. Semua data dianalisis dengan menggunakan beberapa prosedur; pengkodean, reduksi data, tampilan data dan kesimpulan.

Hasil penelitian menunjukkan bahwa mahasiswa telah menerapkan media sosial yang biasa mereka gunakan dalam penampilan berbicara melalui media sosial berupa Youtube, Instagram, WhatsApp dan Facebook untuk meningkatkan keterampilan berbicara mereka. Serta dapat membantu siswa dalam belajar bahasa Inggris untuk berkomunikasi, diskusi, interaksi, dan mengerjakan atau menyerahkan tugas.

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Alhamdulillah, the writer like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true. Her appreciation is addressed to:

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10. The students of English Department who participated as respondents in this research.

Finally, the writer realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Palangka Raya, May   2021

The Writer

<u>Dina Shafrina</u>
SRN 140112095

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LIST OF ABBREVIATIONS

CMC   : Computer-Mediated Communication

EFL   : English Foreign Language

IAIN   : Institut Agama Islam Negeri

ICT   : Information and Communication Technology

SLA   : Second Language Acquisition

SNS   : Social Networking Sites
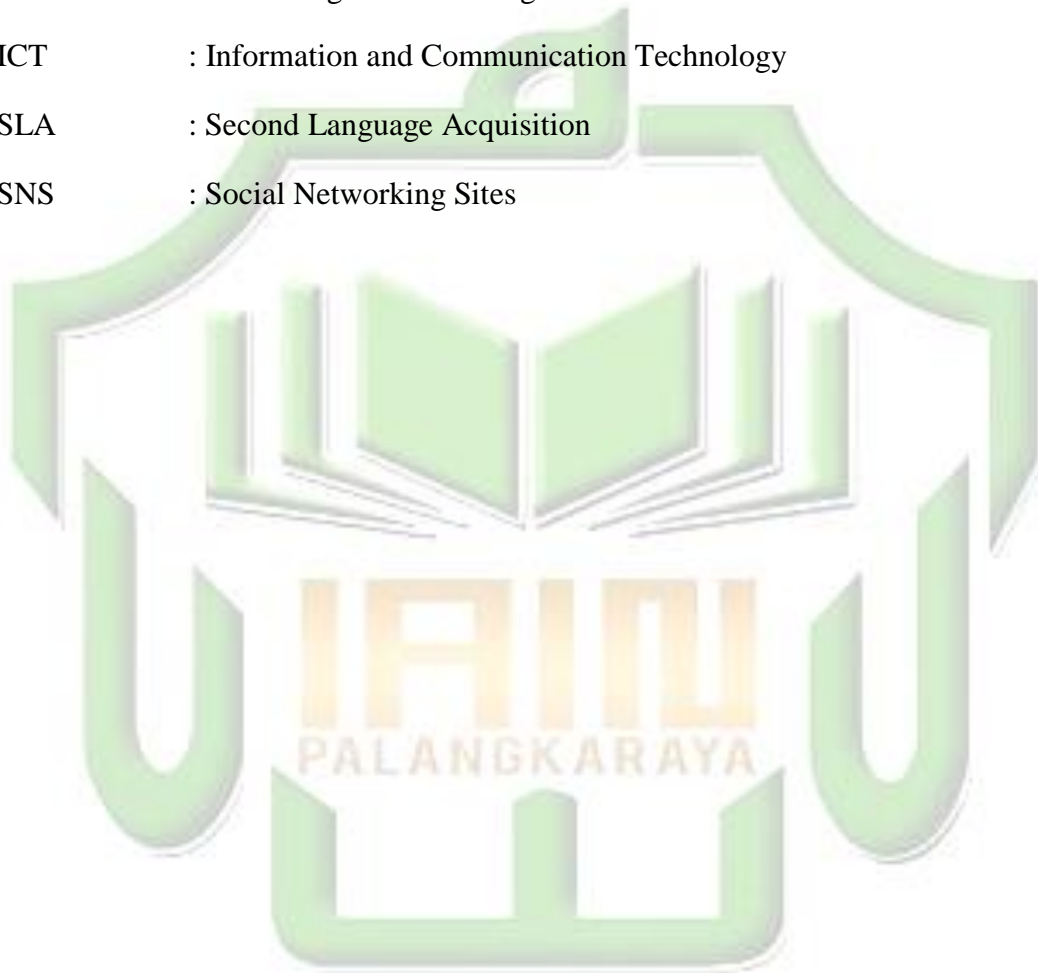
CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problem, objectives of the study, scope and limitation, significance of study, and definition of key terms.

A. Background of the Study

Learning the English language is one major because English has become an international language, which is used by most people in the world. Many countries use English as their second language. Despite the difficulties in learning English, it is worthwhile to learn the language because it plays a very substantial part in almost all fields of life such as communication, commerce, economy, politics, education, science, technology, and so on.

There are four skills in learning English, they are speaking, reading, listening, and writing. One of skills is speaking skill, speaking is the way to communicate with the others by oral. Speaking is way to express idea, feeling, and emotion. In the fact English speaking is assumed as difficult subject for student. Those difficulties can be the obstacles in speaking so it will be the missing communication.

English speaking ability is very important for people interaction where people almost speak everywhere and everyday through English. Speaking is the one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real

communication (Efrizal, 2012, p. 127). According to Gert and Hans (2008, p. 207), speaking is speech or utterance with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

Having good speaking skill in English is one of learners' purposes in learning the language. Since the first time, they learn the language, they were prepared and trained to speak the language. Linse (2005) states that it is important for teachers to teach speaking as the first skill that they have to learn because it is a base skill to develop other language skills. In this case, the learners have to be able to have good speaking because it will influence their ability in mastering the language.

There are many experts explain about definition of speaking. Speaking is a productive language. It means that speaking is a person's skills to produce sounds that exists at the meaning understood by other people, so that able to create of good communication. Based on definition above, it can be inferred that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speaker says. It is a skill of speaker to give information to a listener or group of listeners by transfer it effectively. And speaking activity must be set on fun situation.

Brown and Yule (1999, p. 14) stated that speaking is depending on the complexity of the information to be communicated; however the speaker sometimes finds it difficult to clarify what they want to say.

One of the media for millenial era is a social media from internet. Social media is an online media which the users is easy to use, to participate, to create the content by using blog, social networking, forum, and virtual world. Right now internet and mobile phone grow fastly, so it make social media grow fastly also. To access social media can be done whereever and whenever. So, social media changes mass conventional in spreading the online news in current time.

Social media is as the tool to help the students learning English in this modern era. So, as the teacher also should understand about kinds of application that can be used to help the students learn English. This study is really important to be disscussed because many application in social media that can be used to learn English, especially special application to help the learners study about speaking skills, because speaking is the important thing in learning English language. Language is spoken because speaking as one of the important skills in learning English beside reading, listening, and writing. So, the writer really interested to disscuss this topic about the applications to learn English especially speaking because the aim study is to know what are the aplications from social media which often used by the students, especially aplication to learn speaking

These facts and figures are underlying the importance of the Internet for the social communication system in general but above all the importance of exchanging news, information and learning tools on the individual level. Taking the example of Facebook as the largest online social network this webbased services 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" (Boyd & Ellison 2008, p.211). The frequency of communication via Social Media is continuously increasing. Based on experience of the researcher when the researcher use social media sometimes learning about speaking performance indirectly.

According to Anika Belal (2014) in her research to find, how the digital social media is influencing the writing and speaking, how they motivating the students to improve English, and in what extent SNS is useful to developing tertiary level students' English language.

Based on the statement above that the researcher knows that the use of social media, especially on students' speaking performance is very important to learn which is in the present era have been using social media in all circle. In speaking performance, the students can play an active role to take advantage their speaking skills through the social media they use.

Based on the explanation above, the researcher was interested in examining entitle : **THE USE OF SOCIAL MEDIA ON THE STUDENTS' SPEAKING PERFORMANCE**

So the writer choose this research because interesting from social media and social media are very popular among young generations and they are influenced more by them. They think what they are pursuing in the digital social media is up to date and if they follow those trends, people will find

them smart. Thus, social media gives influence in the process of social interaction and social relation carried out by individuals with other individual. And also can sharpen up on speaking performance through social media itself.

B. Research Problem

Based on the background above, the writer formulate problem of the study as follows:

1. What are the social media applied on the students' speaking performance?

2. How are the implementation of the social media on the students' speaking performance?

C. Objective of The Study

Based on the problem of study, the objective of study that want to be achieved are

1. To find out the social media applied on the students' speaking performance.

2. To know the implementation the use of social media on the students' speaking performance.

D. Scope and Limitation

Based on the research problems above, the researcher focuses on social media apply by the student in speaking performance and to find out the social media implementation by the students.

E. Significance of The Study

The significance of this research study are:

1. Theoretical significance, this study is significant to give the theories of the use of social media on the students' speaking performance as the current learning

2. Practical Significance, this study can be useful for learners' speaking performance though social media as the current learning from the use of social media and also expects to get more knowledge and experiences from learning process of this study.

F. The Definition of Key Terms

1. Social Media

   Social media is the various forms of media content that are publicly available and created by end-users (Kaplan & Haenlein, 2010:61)

2. Speaking

   Speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned (Tarigan, 1990: 78)

3. Speaking Performance

   Speaking performance is how the speakers deliver their idea to the audience through words and sentences where their performance in speaking will show their competence automatically.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter includes about the literature of the research such as the previous studies, part of speaking and part of social media.

A. **Previous Studies**

1. **The Use of Instagram as Mobile Learning to Support English Cognitive Learning Process by Mery Manaroinsong**

   This research is conducted to describe the use of Instagram as mobile learning to support English cognitive learning process. The researcher involved two participants from non-English Language department who were selected through purposive sampling based on some requirements and categories. This research was examined by using qualitative method in informal setting. To collect the data, the researcher use interview transcriptions as the prime data source and the main instrument, followed by observation and documentation as the data supporter which were needed for triangulation. Based on data finding, analysis, and interpretation, this research result shows that non English Department Students can use Instagram for mobile learning to support their English cognitive learning process by doing some actions on their Instagram account. Those actions are; searching and following the educational accounts and also do activities such as reading, listening, and creating Instagram posts in English language.

   So, the similarity are using qualitative method, using interview as the research instrument, and the use instagram in English learning.

2. **An Analysis of Social Media Utilization in Supporting Learning Process of Senior High School Students of SMUN 1 Makassar by Wa Ode Sri Wahyuni Rachman**

The aim of this study is to analyse the reasons why the high school students of SMUN 1 Makassar use certain social media and other social media, and the ways how they use those social media to support their learning process.

Using a descriptive-qualitative approach, this research employs 12 (twelve) high school students of SMUN 1 Makassar as informants selected by applying certain criteria with purposive sampling method. Data are obtained by direct observation, focus group discussions, in-depth interviews with the informants, as well as documentation and literature studies. The interactive model of Miles and Huberman is used for data analysis.

The results show that there are 9 (nine) social media used by the informants to support their learing process, namely: LINE, WhatsApp, Twitter, Instagram, Blackberry, Facebook, Path, Snapchat and Youtube. The main reason of using those social media for supporting their leaning process is the searching function of the media to find information related to the students' school course works. In addition, the social media have a sharing function to distribute information among the students and teachers and they can also be used to create an efficient communication means. The informants use the social media to support their learning process by viewing and sharing information in the forms of photos, text document or presentation files or video files containing tutorials.

So the similarity are using the descriptive-qualitative approach, applying certain criteria with purposive sampling method, and in-depth interviews with the informants.

3. **Influence of Digital Social Media in Writing and Speaking of Tertiary Level Student by Anika Belal**

The creation of digital social media has brought a huge change among the people of 20th century. This new technology carries much weight as a new medium for students and also for the educators to build social connections. The purpose of that study is to find out how the digital social media influence the writing and speaking, how they motivate students to improve their productive skills, and in what extend SNS is useful for the students to improve English language.

With the aim of exploring the influence of digital social media in writing and speaking of tertiary level student, this research was conducted at 8 private and public universities in Bangladesh. A sample of sixteen teachers and one hundred sixty students were respectively selected from five private universities and three public universities in Bangladesh. Both qualitative and quantitative methods were applied during data analysis. The results indicated that digital social media has several influence in the writing and speaking of tertiary level student with the positive effects outweighing the negative effects. The findings confirmed that students as well as the teachers can formulate group discussions where they can exchange their ideas, can share course related materials, appeal to their student about assignments which helping the students to enhance their writing as well as

their speaking. However the findings affirmed that digital social media also has some negative influence. The students use short form of words, incorrect grammar and sentence structure in their formal writing and speaking unconsciously, which are the affects of digital social media as students are now much more familiar with those types of language.

So the principal conclusion was that the use of digital social media has both positive and negative influence, but the student has to motivate themselves properly to utilize the use of SNS which will enrich their English writing and speaking.

So the similarity are using qualitative method, and focused on speaking in social media.

4. **Improving the Speaking Skill by Vlog (Video Blog) as Learning Media: The EFL Students Perspective by Novita Lestari**

Nowadays, speaking skill is needed for all people in the world including students. The rapid development of computer and Internet technologies has helped the language learning especially in speaking. The purposes of this research were: 1) to know how students' perspective on the use of video blog to improve speaking skill and 2) to study about what student's strategy in using video blog to improve speaking skill. The samples were 5 students of Information and Technology (IT) Department in one of University in Indonesia who learnt speaking subject. This qualitative research applied a purposeful sampling technique to get samples. The method of the research concerned to the students' perspective in the use of video blog and students' strategy to use it while the data came from the students' interview and observation. The result shows that students'

perspective on the use of video blog to improve speaking skill is good through various strategies. Furthermore, students have good English skills by using video blog as the media to learn English.

So the similarity are about speaking, using qualitative method, and using interview.

5. **Improving Students' Public Speaking Skill through Instagram by Difiani Apriyanti**

Public speaking in English is a needed skill for leaders and staffs in any offices and companies in Indonesia. In this globalization era, skill to communicate effectively and efficiently in English during a meeting or a teleconference with foreigners is needed, such as for company product promotion, or during building cooperation. Therefore, public speaking course is occupied by employees since they have an important role for the company development. Since the needs of this skill is high, universities in Indonesia have started providing course of Public Speaking in English. One of them is English Department in Politeknik Negeri Padang. In teaching public speaking, the teacher must teach them to overcome their fear, show their confident, perform perfectly, and used good English. Unfortunately, performing in their reguler class, infront of their classmates and lecturers did not build any of them. An action was taken by asking the students to upload their performance in their personal instagram application. Instagram was chosen since the application provides a variety of video that get shared to instagram daily. View, comment, and like from the viewers would be the important part of building the character of the students to be like a professional public speaker. From several times presenting their public

speaking activities in instagram, Categories 'state in purpose' 'organize the content', and 'summarize the main idea' are in level 5 (high) which means highest improvement. Category 'speak clearly with appropriate vocabulary and information', 'uses tone, speed, and volume as tool', and 'appears comfortable with audiences' in level 4 which is between high and average. Meanwhile, it still can be seen that students need more on English knowledge such their numbers of vocabularies and English structure. In conclusion, instagram application can be one of the media for improving students' public speaking skill especially in building the character of a public speaker. This research was descriptive-qualitative research.

So this similarity is using descriptive-qualitative research.

B. Speaking

1. Definition of Speaking

According to Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the

message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Tarigan (1990:12) stated writes that when teaching speaking or producing skill, we can apply three major stages, those are: (a) Introducing new language, (b) Practice, (c) Communicative activity. Speaking has been regarded as merely implementation and variation, outside the domain 11 12 of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

Keith and Marrow (1981: 70) argued that "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. So, 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.

There are a large number of measures that indicate speaking performance (Ellis & Barkhuizen, 2005), such as "the number of words per

minute" for fluency, and the number of errors per word" for accuracy. In this study, the qualities of various speaking performance measures are investigated.

2. **Definition of Speaking Performance**

Speaking performance or oral production is a popular research target and has been assessed in many fields. For example, with the advent of task-based learning and teaching, a substantial amount of research has been conducted into task effects on speaking performance in second language acquisition (SLA) field (Skehan & Foster, 2001; Robinson, 2001). Speaking performance has been the focus not only in SLA research, but also in language testing (O'Loughlin, 2001; Wigglesworth, 1998) and in other research areas dealing with language use (Ortega, 2003). Regardless of the area of study, two methods are often used in assessing speaking performance: the use of rating scales and of speaking performance measure, the latter of which is dealt with in the current study.

A speaking performance measure or a "discourse analytic" measure (Ellis 2003, p. 296) is defined, adapted from Ellis as a measure derived from quantifying target aspects in utterances and computing values that reflect a certain dimension of language use (the number of error-free clauses divided by the number of clauses" for accuracy). According to Ellis and Barkhuizen (2005), while this method needs laborious work to transcribe utterances and these measures may represent something distant from "how we judge communicative behaviour in the real world" (Ellis, 2003, p. 298), it has the advantage that the measures are obtained more objectively than by rating scales.

There are three types of computation method for speaking performance measures, as there are for writing ones (Wolfe-Quintero, Inagaki, & Kim, 1998): a frequency measure, a ratio measure, and an index based on a formula that yields a numerical score. A frequency measure is "a simple frequency count of a particular feature, structure, or unit. A ratio measure is one in which "the presence of one type of unit is expressed as a percentage of another type of unit, or one type of unit is divided by the total number of comparable units" (Wolfe-Quintero et al., 1998, p. 10; e.g., "the number of repetitions divided by total amount of speech" in Iwashita, McNamara, & Elder, 2001). An index measure is computed by counting the number of target features and putting them into a special formula (e.g., lexical variation index, or "the number of lexical word types minus number of lexical errors divided by the number of lexical words [i.e., open-class words, such as nouns and adjectives]," Engber, 1995, pp. 145-147).

3. **Types of Speaking Performance**

According to Brown (2004: 271) described that there are six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, the students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students" speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group 15 work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading the instructions, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or studentinitiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information.

e. . Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches.

4. Function of Speaking

Numerous attempts had been made to classify the factions of speaking in human interaction. Brown and Yule (in Richards, 2008: 21) made a useful distinction between the interactional functions of speaking, in which it serves it establish maintain social relations, and the transaction functions, which focus on the exchange information.

Brown and Yule (in Richards, 2008: 21) divide function of speaking into three part version:

a. Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus in more on the speakers and how they wish to present themselves to each other that on the massage.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is they interact socially with each other. Burns (Richards, 2008: 26) distinguishes between two different types of talk as transaction. The first type involves situations where the participants focus primarily on what is said or achieved, such as asking someone for

directions. The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

c. Talk as performance

The third type of talk can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits public announcements, and speeches.

5. **Aspects of Speaking Activities**

According to Brown (2001: 268-269) proposed that four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary. They become the main requirements that must exist for the teacher to design the speaking activities for his/her students. Therefore, a good speaking activity has to cover all these four following aspects

a. Fluency

A speaker is considered as a fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pauses, false start, word searches, etc. Speakers need to know where he/she has to pause and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her 18 speaking (Nunan, 2003: 55). Therefore a good speaker is demanded to be able to produce words in his/her speech into groups of words that form a meaningful unit (phrases or clauses).

b. Accuracy

Nunan states that accuracy happens when students" speech matches what people actually say when they use the target language. Specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc. Thus in order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech.

c. Pronunciation

At the beginning level, the goal of teaching pronunciation is focused on clear and comprehensible pronunciation. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which will cover stress pattern, intonation, voice quality, etc.

d. Vocabulary

Vocabulary becomes a very important part of language learning which can be used to determine students" English speaking fluency. They can generate sentences only by using words so it is impossible to speak fluently without having an ample site of vocabulary.

6. Characteristics of a Successful Speaking Activity

These are many characteristics of successful speaking activity. According (Ur: 1996) they are as follows:

a. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by minority of talk active
participants: all get a chance to speak, and contributions are fairly evenly
distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in the topic
and have something new to say about it, or because they want to
contribute to achieving a task objective.

d. Language is of acceptable level

Learners express themselves in utterances that are relevant, easily
comprehensible to each other, and of an acceptable level of language
accuracy

7. **Problems Related To Speaking Activities**

There are some problems faced in speaking activities, according to Ur
(1996: 121) many problems faced in speaking activities are as follows:

a. Inhibition

Unlike reading, writing, and listening activities, speaking requires
some real time exposure to an audience. Learners are often inhibited
about trying to say a thing is a foreign language in the classroom, or
shy of the attention that their speech attracts.

b. Nothing to say

Some learners get the difficulties in thinking of anything to say,
they have no motivation to express themselves beyond the guilty
feeling that say should be speaking.

c. The low or uneven of participation

Only one participant can talk at a time if he or she is to be heard. In a large group, this means that each one will have only very little time to talk. This problem is compounded by tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use

In number of classes, the learners share the some mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to one another in a foreign language. If they are talking in small groups, it can be quite difficult to keep using the target language.

C. Social Media

1. Definition of Social Media

Social media is a phenomenon that has transformed the interaction and communication throughout the world. According to Kaplan & Haenlein (2010:61) social media is "the various forms of media content that are publicly available and created by end-users". Whereas, for (Cohen, 2009; Hartshorn, 2010) social media is primarily used to transmit or share information with a broad audience. Moreover, social media has become daily practice in some users" lives including major social networking sites like; Facebook, Instagram, Twitter, Youtube etc.

The word 'media' is often heard in teaching and learning process. The existence of media in a learning process cannot be separated. The word media comes from Latin word "medius" which is literally interpreted as the

middle, the introduction or the intermediary which means being in two positions between the teacher and the language (Rosyada, 2008: 7). Teacher uses media as a means to teach which can stimulate students to learn. In teaching and learning process, teacher may select various kinds of media. The media chosen by the teacher depends on his needs and purposes in teaching. The teaching and learning process will be interesting if the teacher use the appropriate media which can attract students' attention. Teachers should have sufficient knowledge and understanding of the learning media

Cohen in Liliweri (2015) said that the definition of social media continues to change or develop along with the development of social media usage itself. This is because it is supported by the fact that social media is related to technology and platforms that allow the content creation on the interactive web so that collaboration and messages exchange occur freely between users.

Remember the dynamic nature of this social media that Cohen presents the following "meaning of definition" social media as follows:

a. Social media is media that is not taking about what people do or people say but about something in the world and are exchanged around the world or media that can communicate something at the same time in all directions because support by digital technology (Michelle Chmielewski)

b. Social media is a medium that changes the media market from monological communication to dialogical communication, this happens because social media provides an *online plattform* for users to actively participate in an interactive manner. Social media helps people to

understand what people are saying about a particular brand, product and service. Through social media, users can actively participate in an open interactive manner to convey, receive and discuss new ideas as a basic for making better business decisions (Sally Falkow)

c. Social media is a form of online platform where users can move content sourced from *WordPress, Sharepoint, Youtube, Facebook*. In a narrow sense, social media includes *user-generated content* channels that view social media as social technology. Examples, *Youtube, Facebook,* and *Twitter* are social media and while *Wordpress, Sharepoint,* and *Lithium* are social technology (Joe Cothrel).

2. Characteristics of Social Media

The presence of social media allows humans to share perspectives, insight, experiences and opinions with another through *Blog*, *Wiki*, Message Boards and Videos. The participation from the people community and society in general has provided an impetus for fulfilling these needs and furthermore forms social media networks.

First, the characteristics of social media as "new media" can be compared to old media. (1) people can communicate dialogically with social media as a new media and start to ignore monological communication, (2) social media users are individuals or individuals who represent communities, groups or organizations, (3) the essence of social media is honesty and transparency, (4) all social media is generally more of a pull factor than a driving factor and (5) social media carries out the task of content distribution, not content centralization.

Second, when the business world uses social media as a liaison with users, internet users always ask the first question "who owns the content?" this question arises and must be answered through an understanding of five different aspects of social media, namely (1) social media as a strategic tool for expressing business insights, (2) social media acting as a controller that controls the "conversation" around a particular brand, (3) social media functions as "marketing" because it provides added value to a product, (4) social media is a process for caring for customers and (5) social media changes the organization from being closed to a transparent situation so that it influences the expectations of the customers (Adam Kleinberg).

Third, from an applicative perspective, social media has several characteristics, that social media; (1) includes various content formats including text, video, photos, audio, PDF, and PowerPoint, meaning that users can choose a variety of social media in the context of content formation.(2) allows interaction across one or more *platform* via *social sharing*, *e-mail* and multiple feeds. (3) involves different levels involvement of participants who can make comments or snoop via social media networks. (4) facilitate increased speed and breadth of information dissemination. (5) provide communication *one-to-one,one-to-many, and many-to-many*.(6) allows communication to be carried out real-time or *asynchronous* from time to time.

3. **Functions of Social Media**

According to Kietzmann in Liliweri (2015), the function of social media is like a "honeycomb" which forms a network framework consisting of "blocks" which are related to one another as follows:

a. Identity, as a block of social media details how users reveal their identity in the midst of connections with other users

b. Conversation, are blocks that contain user activity communicating with other users

c. Sharing-Social Media, helping users to do "*sharing*", namely distributing messages, receiving messages and exchanging messages, even more important than that where users "sharing" messages to get "content" in a common meaning.

d. Presence-Social Media, serves to aware us the presence of users both as individuals and as individuals where users come from.

4. **Types of Social Media**

Some of the main types of social media described in Liliweri (2015) state that social media integrates technology, social interaction and information creation through *connect online*. Through social media, a person or group of people creates, organizes, edits, comments and shares all content in the process of achieving a specific mission. There are some examples of social media are as follows:

a. Wikis, a website that allows anyone to enter or edit information on it, acts as a communal document or database. For example Wikipedia

b. Blog, is the best form of social media, in the form of an online journal with reverse postings, that is, the latest posts are on the front page

c. Microblog, a social networking site combined with a blog, which provides facilities for users to send "updates" online via SMS, instant message, e-mail or applications. For example twitter

d. Content, a community that organizes and shares certain types of content. For examples: Flickr for photos, YouTube for videos, SlideShare for presentation, Kompasiana for writing, Scribd for documents, Instagram for photos or videos.

e. Social Networking Sites, applications or sites that allow and provide facilities for users to build personal web pages and then connect with their friends to share content and communication. For example MySpace, Facebook, Linkendln, and Bebo

f. Virtual Game World, virtual world, which replicates a 3D environment, where users can appear in the form of an avatar they want to interact with other people like in the real world. For example Online games

g. Virtual Social World, a virtual world where users feel that they live in a virtual world, just like a virtual game world directs users to interact with other people. For fans of the virtual social world, it turns out that they are freer to enjoy real life, for example Social Life

h. Podcast, in the form of audio and video files available or available accessed by subscribing (subscribe) e-mail, via Apple iTunes

i. Forum, an area for online discussion, around topics and interests certain. Forum existed before popular social media become a strong and popular element among the online community. Example Kaskus, Viva forums

j. Social Media Integration, a site that integrates all media for one activity so there is no need to bother poating multiple media

5. The Implementation of Social Media in Learning English Speaking

The technological advances have had such a great impact on the field of education especially in learning English as a foreign language. The use of ICT in English language learning can help students to improve their language skills (Khaloufi & Laabidi, 2017). In addition, ICT utilization may empower and motivate learners in English language learning. Information and Communication Technology (ICT) is more commonly used in language learning and teaching in the last decade. ICT refers to the computer-based technologies and internet-based technologies, which is used for creating, storing, displaying and sharing information. ICT provides a context for human-human and human-machine communication, and it provides a context for information production, display, delivery, and sharing. In the context of EFL, ICT can provide English language learners with opportunities for interaction to native speakers through ICT tools such as e-mail, social media like Facebook, Instagram, and video-based communication like Skype (Annamalai, 2017).

Social media is also a set of tools that allow people to establish and to engage a relationship. Social media is one of the technologies that mostly used by people around the world, starting from the young learner to old people. For the university students, they used social media in various situation in their daily activities (Al Arif, 2019).

Many kinds of social media appear in the last decade, for example, Facebook, Twitter, Instagram, Youtube, etc (Monica & Anamaria, 2014). These kinds of social media are often used by people especially the college students because they are fun things for them. As stated by Chou (2014),

social media has some characteristics such as interactivity, platform quality, knowledge sharing mechanism. Therefore, through social media, students can do a lot of things. For example, they can contact and make friends with others from every different place, city, and country. As users, students can find some pictures or video about the situation in this world from different countries through social media like Instagram. Students know how to update information about what happens in their environment faster through social media than other media like a newspaper. In addition, the students can learn the English language from social media.

Speaking delivering idea between people, knowledge, information, idea, opinion, and feeling to be an idea or it can be called as communication by using mouth to speak whether monologue, dialogue, or others. Speaking, yet is a skill which deserves attention, the learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged and through which they may take or lose opportunities in life (Namaziandost, Abdi Saray, & Rahimi Esfahani, 2018). It is the vehicle of social solidarity, of social ranking, of professional advancement and of business. Perhaps then, the teaching of speaking merits more thought.

In mastering speaking, it can be done by many ways, and one of them is by practice speaking uses media online. In this era, media online can be done through voice, video call, or video chat. So, it will make the learners easier in learning English, because many applications that can be used by the learners to practice speaking English, so the learners will speak English fluently and confidence.

The impact of the Internet on education is an important issue that has caught both educators' and practitioners' attention in recent years [1-4]. According to Harasim [5], three new modes of education delivery make online education distinctive. They are (1) adjunct mode: using networking to enhance traditional face-to-face education or distance education; (2) mixed mode: employing networking as a significant portion of a traditional classroom or distance course; (3) pure online mode: relying on networking as the primary teaching medium for the entire course or program. Among these three education delivery modes, the pure online mode has caught the most attention. Several successful cases or critical factors of pure online education have been reported [see especially 6, 7]. One major concern of online education is whether the learning is effective. Many studies have been conducted to explore the effectiveness of Web-based distance learning or asynchronous learning [8, 9]. Although most studies showed that the learning outcomes of distance learning or asynchronous learning are as effective as or more effective than those of traditional face-to-face teaching [10-13], the results were not conclusive since the learning materials and goals might exert significant influence on outcomes. For example, conceptual learning might be different from technique learning [4]. Negative effects such as decrease in group effectiveness, increase in time required to complete tasks, and decrease in member satisfaction were confirmed [14]. Students' feeling of isolation may also become an obstacle in pure online education [15]. The adjunct mode and the mixed mode of online education should be explored in more detail because these two modes of online

education could possess the advantages of both pure online and traditional face-to-face teaching. Yet, few studies have been conducted to explore the adjunct mode of online education [4, 16, 17]. Little is known regarding the learning effectiveness of these forms of online learning. Several recent studies demonstrated that asynchronous online interaction might provide learners flexibility, stimulate more innovative ideas, and facilitate learning. For example, Dietz-Uhler and BishipClark [18] found that face-to-face discussions preceded by Computer-mediated Communications (CMC) were perceived to be more enjoyable and could include a greater diversity of perspectives than the faceto-face discussions not preceded by CMC. Hammond [19] also argued that there is a particular educational value in a communicative approach to online discussions. Benbunan-Fich and Hiltz [20] found that groups working in an asynchronous network environment produced better and longer solutions to case studies, but were less satisfied with the interaction process. Picciano [21] found that students' online interactions were related to written assignments but not students' final grades. Thus, it would be interesting to investigate students' learning outcomes when online discussion forums are integrated into traditional classroom pedagogy, as in the adjunct mode of online education. The importance of interpersonal interaction in learning is undoubted. Several learning theories put special emphasis on the effects of interpersonal interaction on learning outcomes [22]. For example, collaborative learning theory assumes that learning emerges through interactions of an individual with others. Online collaborative learning has also been explored and substantial interaction differences were found when compared with face-to-

face collaborative behaviors [23]. Constructivism regards learning as a social process that takes place through communication with others. The learner actively constructs knowledge by formulating ideas into words, and these ideas are built upon reactions and responses of others. In other words, learning is not only active but also interactive [24]. From the perspectives of collaborative learning and constructivism, interpersonal interaction is one of the most important elements or processes of learning. As one of the most popular approaches for investigating human interactions, social network analysis is utilized in this study to contrast the social network effects on learner's performance between online and offline learning. The measurement of student performance is certainly open to many definitions. Depending upon the content of the course and the nature of the students, successful completion of a course, course withdrawals, grades, added knowledge, and skill building are some of the ways by which performance is measured, [21]. It is not the intention of this study to measure the students' perception of learning experiences, but rather to measure their credit achievements on the forum and in the class. To address the issue of learning effectiveness of this adjunct mode of online education, it is better to design a field experiment comparing student performance among three modes of online education.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher explains the research methodology. This chapter consists of a research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

This study applied descriptive qualitative research design because this study concerns with a process. The data of this research are not statistics. The data analyzed finding with form description. It needed to collect data related to the object of the study. Qualitative Descriptive is a widely cited research tradition and has been identified as important and appropriate for research questions focused on discovering the who, what, and where of events or experiences and gaining insights from informants regarding a poorly understood phenomenon. It is also the label of choice when a straight description of a phenomenon is desired or information is sought to develop and refine questionnaires or interventions (Neergaard et al., 2009; Sullivan-Bolyai et al., 2005).

According to Donal Ary (2010) stated that "Qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting, without predetermined hypothesis". The descriptive research asked questions about the nature, incidence, or

distribution of a variable, it involved describing but not manipulating variables."

According to Creswell (2014) Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

This research used the method of phenomenology. Phenomenology is part of a qualitative method. Basic This research method is the philosophy of phenomenology. Phenomenology means' understand the problem being realized it manifests itself '(to show itself). Something will look as if there is appear (Creswell in Raco 2010:40)

The main problem to be explored and understood this method is the meaning or understanding, structure, and nature of the life experience of a person or group over a symptoms experienced.

B. Subject of the Study

The subjects were taken based on a purposive sampling technique. Based on Ary, et al. (2012, p. 426) the subjects were taken based on a purposive sampling technique because everything about the group or site that might be relevant to the research problem cannot be observed by qualitative researchers. In addition, it is believed that purposive sampling is sufficient in providing the greatest depth data and knowledge of what the researcher is trying to study. Therefore, the subjects were taken based on some criteria, namely the students who were taking the EFL Speaking class. In brief, there was one subject in this study such as students from semester 5 who were taking a Public Speaking class in English Education study program at IAIN Palangka Raya.

C. Source of Data

This source of data In this research, the participants were fifth semester students. They are involved in the teaching-learning process at IAIN Palangka Raya. In this study, the researcher used purposive sampling to select the participant. Griffee (2012) opines that "purposive sampling is a technique where the researcher decides who would most likely help us to provide information about our construct". In other words, purposive sampling is a technique based on certain consideration or criterion.

In addition, as the researcher wants to gain in-depth information about the students' speaking performance to apply implementation the use

of social media on the students' speaking performance. The researcher chosed 5 students.

D. Research Instrument

1. Interview

Sugiyono (2008:231) stated that an interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic.

According statement above, the interview is so important in research. It has the aims to get information and collect the data for research needs with question-answer. In interviewing, Creswell (2012, p. 220), he mentioned there are some techniques that used:

a. Identifying the interviewees.

b. Determining the type of interview, you will be used.

c. During the interview, audiotaping the questions and responses.

d. Taking brief notes during the interview.

e. Locating a quiet, suitable place for conducting the interview.

f. Obtaining consent from the interviewee to participate in the study.

g. Having a plan but be flexible.

h. Using probes to obtain additional information.

i. Being courteous and professional when the interview is over.

There are kinds of interviews, namely (a) unstructured interview. In this type, the interviewer interviews with no systematic

plan of question, (b) structured interview. The interview by using a set questions arranged in advance, (c) semi structured interview (Edwards and Holland, 2013 ; Jamshed, 2014 ; Stuckey, 2013 ; Gill et al, 2008). The interviewer used a set of questions which is developed to gain the specific information. The interview was conducted to get the addition of information in response to interesting or important answer that arises unexpectedly from the planned questions. The functions of interview in this research was used to get the information for answer the research problems.

In this case, the researcher use unstructured interview. The interview was done with the English students. The interview was done after finishing the teaching and learning process. The functions of interview in this research was used to cross check the data and to make sure that the data from the interview were really valid.

For additional, Syamsuddin (2011: 95) stated that in qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography. Then, Creswell (2008: 226) also classify the interview into four types, those types are (1) personal interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

Based on the types of interview above, the researcher used telephone interview via WhatsApp Messenger. According to him, one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time.

E. Data Collection Procedure

In terms of the way or data collection techniques, In order to answer the research questions of the study, the researcher used one techniques of data collection is interview. Such described before that each of the instruments will select for specific purposes based on their strengths.

1. Interview.

Interview is a meeting at which somebody applies a job, a place on a course. Interview here was done by doing the dialogue (asking-answering) between the writer and teachers (informant) directly.

Before conducted the interview, the researcher prepared some instrument as guideline of interview. Collecting the data by interview used some facilities, such as smart phone, a number of sheet papers and items of question. The purposed of this interview found out the social media applied on the students' speaking performance. And also to collecting data of interview, the researcher made some procedures. Those were (1) preparing the concept of questions that

want to be asked to subject and (2) the researcher transcripts the result of interview.

The aimed of this study was found out the social media applied by the students in speaking performance and to know the implementation of social media. In this study researcher took 5 subjects to be interviewed especially English Students.

The researcher will distributed in one way which the interview spreads to the students' speaking performance to the use of social media. For the simple detail,it can be seen from the steps below:

1. The researcher decide the subject of the study

2. The researcher provided the adapted-interview

3. The researcher called the student participant one by one

4. The researcher distributed the interview to each subject

5. The researcher collected the responses

6. The researcher used sound recording interview

7. The researcher analysed the result of interview verbally

8. The researcher analysed the result of interview recording

9. The researcher conclude the result of analysis

F. **Data Analysis Procedure**

1. Coding

The first stage in analyzing qualitative data here involved coding. Coding is analogous to getting ready for data provided. The

first step in coding was referred to as open coding, preliminary coding, or provisional coding. The most common approach was to read and reread all the data and sort them by looking for units of meaning-words, phrases, and sentence to make it easy to be learned. In this stage, after get the data the researcher collected the data. After all data are collected the researcher places all units having the same coding together. It was easier to read the data. In short, by coding the all data we gathered, we can underline the significant data that are appropriate with our topic of research. So, it will be easier read the data.

2. Data Reduction

   The second step of data analysis was data reduction. It is the process of reducing the data occurring repeatedly. "Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form''. In this stage, the researcher get the data from interview with the students. The result interview showed how the students implement to use social media on their speaking performance . In this step, the irrelevant data was reduced and the needed data was included.

3. Data Display

   After data reduction the next step in analyzing data was Data Display. It was process of displaying data in the form of table or essay so what it gets more understandable. Miles and Huberman

(1984) points out "looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding'' (Sugiono, 2009). In this research, the researcher used essay in displaying the data, because it was most common data display used in qualitative research.

4. Conclusion

In this last step data analysis that was conclusion. Here, the researcher begin to see what was the data. The researcher examined all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can got the result and conclusion of the research.

G. Data Endorsment

In this research, the researcher used triangulation technique. Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour. The use of multiple methods, or the multi-method approach as it is sometimes called, contrasts with the ubiquitous but generally more vulnerable singlemethod approach that characterizes so much of research in the social sciences. In its original and literal sense, triangulation is a technique of physical measurement: maritime navigators, military strategists and surveyors, for example, use (or used to use) several locational markers in their endeavours

to pinpoint a single spot or objective. By analogy, triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research (Campbell and Fiske 1959).

Thus, triangulation technique means the researcher used two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there are four techniques in triangulation. Those are: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

1. Source triangulation

    In source triangulation, the researcher used many sources or participants to get the accuracy of data. According to Sugiyono (2013 : 330) sources triangulation is to get the data from different sources with same techniques. In this study, the researcher to get the data from observation, interview and documentation.

2. Investigator triangulation

    Investigator triangulation means technique that use more than one researcher in collecting and analyzing data. From some

researcher's view in interpreting information and collecting the data, the validity of data can be increased Silverman in (1993 : 142). In this study, the researcher used some research (previous studies) to compare the result of the data.

3. Methodological triangulation

   Methodological triangulation refers to researcher use more than one method in the research. Cohen (2000: 113) explained "Methodological triangulation is using the same method on different occasions or different methods on the same object of study". Thus, methodological triangulation is making different method to get validity of data. In this study, the researcher used observation method, interview method, and documentation.

4. Theoretical triangulation

   Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In order to obtain the answer for the two research questions of this study, qualitative research was applied as the reseacher has the opportunity to explore the use of social media on the students' speaking performance at IAIN Palangka Raya. This chapter focuses on the data analysis including the findings and the result of the study. The result of data analysis denotes the answer of the research questions and draws out some points and issues for discussion

A. **Data Presentation**

1) YouTube

According to Jalaluddin (2006) said that YouTube is a website that shares various kinds of video like video clips, tv clips, music videos, movie trailers, and other content namely video blogging, short original videos, and educational videos. YouTube is a form of entertainment that enacts a story by sound and asequence of images giving the illusion of continuous movement. YouTube is one of media in teaching language. It is very useful because it can make students more interested in studying. Sometimes, the students feel bored of the situation in English class so, the students need an entertainment and YouTube is one of the suitable media in modern era. A teacher makes efforts to gain an understanding of students' prerequisite knowledge, including any misconceptions that the learner starts with in their construction of new knowledge (Anderson, 2008, p. 47). According to Harwood & Blackstone (2012) instructors can show they are engaged in students' Facebook learning by simply liking a

link shared by a student, writing an encouraging comment to a post or referring in class to an interesting discussion that has occurred on the page. They further say SNS demonstrate to the students that the class tutor is present and interested in what is happening online, and that he/she values their contributions. According to Harwood & Blackstone (2012), this kind of support is very important to motivate the less confident learners to feel interested to participate in the discussion. And as the teacher is involved in the discussion the student are aware of their writing. They do not want to do any mistakes in their writing. Moreover the students want to be more creative in their writing because they know teacher is observing them and if their comment is resourceful, teacher will like his/her comment or will response to that (ibid). According to Vygotsky's (1978) social development theory advocates learning contexts in which students are active in their own learning. To achieve this, Vygotsky (1978) advises that the traditional roles of the instructor and student are altered to enable the instructor to collaborate with students in order to facilitate the construction of meaning. According to Greenfield (1972) online chat is a new communicative environment and we may expect it to elicit adaptations in participants' language use.

Albahlal (2019) states that YouTube videos helps students guess the meaning of unfamiliar words and improve their speaking skill and also lower the students axiety, help students learner faster, and retain the students' attention during the calss. In addition, Almurashi (2016) also

states that youtube can be a good material to incorporate english lesson, improve their performance, play a vital role in helping pupils understand their english lesson and can also advance their understanding of english. It is believed, then that the use of Youtube video activity in the students' speaking class will give a positive contribution to their speaking skill. That is why the researcher chooses Youtube video as an effective media to help students improve their speaking skill.

Atkinson et al. in Lia Selfia (2007) states access to computers and the Internet is no longer a major issue of concerns even so for those from lower income group. The use of videos has become so rampant that they are even available through mobile devices. In fact the use of film and videos to complement teachings has been widely promoted back in the 1950s (Marchionini, 2003). The availability of educational technologies and self-produced videos placed on YouTube also had made teaching more exciting. Furthermore, these videos could be accessed at any time of the day and from a place to suit the students. Apart from that, YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods (Agazio &Buckley, 2009).

Youtube video as media is the teaching aids which consist of sounds for the students to listen to and visuals for them to see. It shows the dialogues of native speaker of English in various situations. It also allows listeners to see the facial expression and body language at the same time as they hear the stress, intonation, and rhythm of the language. By watching

the material in the youtube video, the students can be more motivated.

2) Instagram

Instagram is a free online photo-sharing and social network application that allows users to share pictures and videos from a personal account, either publicly or privately. It also allows sharing the content through a variety of other social networking platforms, such as Facebook, Twitter and Tumblr. The application enables the users to apply filters to their pictures and videos. The main characteristics of this famous app is that it allows the people to see many pictures or videos at a fast speed by scrolling down with their fingers in their touchpad smartphones. Therefore, the picture showed has to capture the person's attention in order to make him or her to stop in it. This implies that the picture has to be good, and of good quality. The application allows the users to like and comment the posts of other users. This opens another way to communicate among users. The social network allows the uses of hashtags, which are tags that make easier for users to find messages from a particular theme or content. The use of this tags allows posts to have a wider spread and reach more people, a post with hashtag can be seen by anyone, not only by own followers.

3) WhatsApp

Whatsapp is a messaging app for smartphones with basic similar to BlackBerry Messenger. WhatsApp Messenger is a messaging app cross

platform that allows us to exchange messages without the cost of SMS, because WhatsApp Messenger uses the same internet data plan for email, web browsing, and more. WhatsApp Messenger app uses 3G or WiFi connection for data communication. By using WhatsApp, we can chat online, share files, exchange photos and more.

4) Facebook

Facebook is a social media that is widely used by everyone people all over the world, from teenagers to adults many use the media in their daily activities. Facebook connect users so they can interact and communicate with each other. Every Facebook user can create a personal profile, add other users as friends, exchange information and can send messages to other users. Other than that, Facebook users can join user groups with any interest the same way to interact and discuss. In one network, Nidya (2013: 2) mentions Facebook as a website social networks, provide services where users can join in communities such as cities, work, schools, and regions to do connections and interact with others.

Facebook as a social media is in great demand and used by all person. Sasmito (2015: 2) argues that Facebook is social media which is growing very rapidly among teenagers nowadays so occupied the first rank of the best-selling social media among social media other.

Based on the explanation above, it can be concluded that Facebook as social media is widely used by everyone because it is very help their

activities in everyday life including helping people get certain information as well as make it easier each individual to be able to connect and communicate with one another with others with similar personal or professional interests, places live, education in certain schools and others.

B. Research Findings

Students now especially student of millenial era in learning English, they use an internet. When they use internet, it means that they are in online condition. Teaching by online or by using internet is very interesting and very grateful ways because the students can look for the suitable material which can be used for them in teaching and learning process. Online learning not only can be used in the classroom, but also it can be used at home, in everywhere and whenever. They can open YouTube or many more by using internet. In improving speaking English, the students can use many application to practice speaking and they can connect with other person, like friends, teacher, someone else, and even native speakers. When the students can meet in social media by native speakers, of course they will try to communicate with them by using English, like to chatting, messaging, video calling, even sending a message or picture. So, it is as the ways to practicing English because social media not only used for them just for entertain, but also as the ways to practicing their ability in English, especially speaking.

1) **Social media applied by students in speaking performance**

- What social media do you usually use for developing in speaking performance? Why?

  "PA:untuk medianya biasanya saya pake youtube dan instagram kak. Karena youtube lebih mudah untuk kek mengeksplore apapun yg kita cari materi bahasa Inggrisnya dan kalo instagram itu biasanya lebih enak kayak langsung ada pengucapannya jadi kita tau gimana cara pengucapan kata-katanya gitu kak"

  "AH: biasanya sih kalo saya pake media social kek WhatsApp gitu kak. Karena menurut saya dgn media social yg saya gunakan itu lebih mudah untuk berkomunikasi gitu"

  "J: biasanya saya pake media social salah satunya youtube kak. Karena disini pembelajarannya lebih mudah dan simpel, banyak pilihan narasumber yg membuat konten speaking performance"

  "RA: biasanya sih kalo saya pake media social kek youtube, instagram atau facebook gitu kak. Karena menurut saya dgn media social yg saya gunakan itu lebih mudah aja gitu buat mengembangkan kemampuan berbicara gitu"

  "SS: media sosial yang biasa ku gunakan untuk speaking ku itu youtube atau Instagram biasanya kak. Karena menurutku lebih mudah digunakan untuk mempraktekkan dengan banyak video-video berbicara yang berbagai varian konten"

  From the results of the interview data above, most students a use for developing in their speaking performance that average using social media in the form of YouTube, Instagram, Facebook and WhatsApp because it is easier to practice in their speaking performance.

- How much time do you spend to use social media?

  "PA: saya tergantung apabila ada waktu luang saya membuka media social sekitar 1-2 jam"

  "AH: biasanya sekitar 2 jam an gitu sih kak"

"J: sekitar 6 jam dalam sehari kak"

"RA: biasanya sekitar 1-2 jam an gitu sih kak"

"SS: biasanya sekitar 2 jam an kak"

- How often do you use social media for English learning?

  "PA: tidak terlalu sering kak"

  "AH: kadang kadang juga sih kak"

  "J: di waktu luang kak. Jadi ketika santai kita bisa belajar bahasa Inggris sesempat mungkin"

  "RA: sebenarnya gak terlalu sering juga sih kak"

  "SS : Gak sering juga sih kak"

- How often do you use social media with your classmates for learning?

  "PA: kalo bersama teman teman itu biasanya gak pernah belajar menggunakan media social untuk belajar"

  "AH: kalo seberapa sering dengan teman teman sih gak sering-sering sih kak"

  "J: setiap hari"

  "RA : kalo seberapa sering dengan teman teman sih agak jarang ya kak kalo belajar lewat media sosial"

  "SS : gak sering-sering juga sih kak"

2) **Implementation of social media in learning English speaking**

- How to use social media in your speaking performance?

  "PA: apabila saya tidak membuka instagram biasanya ada kayak iklan gitu jadi kayak akun Inggris jadi saya memanfaatkannya untuk mengikuti akun tersebut lalu selanjutnya saya aktifkan notifikasinya agar saya dapatkan pemberitahuannya apabila mereka ada update an tentang pelajaran bahasa Inggris jadi saya lebih mudah dapat

notifikasinya jadi biasanya langsung dibuka seperti itu karena materinya juga lebih simple gitu di akun-akun tersebut"

"AH: caranya dengan kek chat menggunakan bahasa Inggris atau lewat voice note gitu"

"J: caranya dengan subscribe channel tentang konten speaking performance gitu untuk muncul notif pembelajaran. Dari situlah kita bisa memanfaatkannya"

"RA: caranya dengan kek membuka akun youtube atau instagram terus cari-cari akun yang berkaitan dgn pembelajaran berbicara bahasa Inggris gitu . Dari situ saya memanfaatkannya bagaimana cara berbicara di depan publik apalagi di dalam media social tersebut"

"SS: caranya dengan menonton video tutorial terus di praktekkan"

- Do you implement on your speaking performance in social media? How to implement it?

PA: iya soalnya saya jarang untuk mempraktekkan cara performa berbicara saya di media social tapi jaranglah tapi saya rasa untuk mengimplementasikannya itu dengan kayak membuat instastory itu di instagram jadi kita kayak berbicara bahasa Inggris gitu kan. Jadi biasanya kan teman-teman bisa mengoreksi bila kita ada salah-salah kata atau pengucapannya jadi dari situ kita bisa tau ohh ini katanya kurang tepat yg pengucapan tadi untuk selanjutnya bisa lebih bagus lagi seperti itu

AH: iya dengan menggunakan bahasa Inggris untuk berkomunikasi melalui chat atau voice note (VN)

J: iya dengan membuat konten berbahasa Inggris juga di youtube atau media sosial lainnya

RA: iya saya rasa dengan cara pengucapan yang ada video speaking didalam media sosialnya jika ada kesalahan dari situ bisa diperbaiki

SS: iya, dengan cara menyimak isi contennya untuk mempraktekkan cara performa saya di dalam media sosialnya

- Does social media help to improve your speaking performance? Give an example of what it looks like!

"PA: sangat bisa dibilang sangat membantu untuk memperbaiki pelajaran speaking. Seperti yg saya ucapkan tadi dari teman-teman maupun dari akun-akun instagram bahasa Inggris. Jadi dari situ kita bisa melihat untuk tau kata atau yg belum kita ketahui gitu atau cara pengucapannya yg belum kita ketahui jadi seperti itu sih. Contohnya seperti cara pengucapannya misalnya cara penyebutan "Wifi" biasanya orang menyebutnya "wai-fai" bukan "wi-fi". Kan biasanya ada sama pengucapannya dgn kata "wife" jadi artinya bukan itu"

"AH: sangat membantu kak. Dari cara pengucapannya yang benar bisa kita perbaiki melalui media sosial tersebut. Contohnya seperti buka youtube atau instagram terus kita cari tau tentang "through" terus cara pengucapannya harusnya "thruf" bukan "thrugh" gitu mungkin seperti itu kak"

"J: membantu sekali, di timeline media sosial saya selalu muncul konten bahasa Inggris. Dengan itu bisa menambah kosa kata bahasa Inggris saya. Contohnya,ada di timeline nya membahas konten bahasa Inggris yang sederhana isinya seperti membedakan see, sea, she dari cara pengucapannya"

"RA: bisa dibilang cukup membantu sih untuk memperbaiki pelajaran speaking saya. Contohnya seperti pengucapannya see dan sea padahal sama pengucapan tapi beda arti disitu saya cari tau perbedaannya dari kedua kosa kata itu"

"SS: cukup membantu sih. Contohnya kek cara orang Indonesia berbicara bahasa Inggris kalo cara pengucapan intonasi bertanyanya agak biasa berbeda dengan orang native speaker yg pengucapannya punya ciri khas gitu"

- Do you feel comfortable to practice English in social media with your friends in learning English speaking? Why?

  "PA: bisa dibilang sangat nyaman sih kak dan mengaksesnya juga mudah. Dan apabila kita gak paham, khususnya saya yg gak paham tuh jadi videonya bisa ngulang-ulang gitu sampai kita dapat jadi videonya di ulang-ulang gitu tapi kalo tanya-tanya sama teman kan biasanya ada yg kurang paham"

  "AH: iya merasa nyaman aja kak. Karena kita bisa dengan mudah tanpa ada rasa canggung dan malu"

  "J: merasa nyaman, karena saya suka belajar melalui video dan gambar di media sosialnya"

  "RA: bisa dibilang sangat nyaman sih kak dan mengaksesnya cukup mudah"

  "SS: menurutku sangat membantu kak apalagi kek di youtube. Karena di youtube banyak banget konten-konten yg berbasis bahasa Inggris yang sangat bermanfaat untuk meningkatkan speaking performance"

- Do you think social media can improving your overall speaking positively and negatively on your speaking performance? How?

  "PA: saya rasa apabila kita bisa memanfaatkan media social untuk belajar kita mendapatkan hal-hal yang positif dan bagi saya negatifnya itu kita kurang meningkatkan rasa keingintahuan kita atau mau menenangkan rasa malas pada diri kita gitu"

  "AH: saya rasa positifnya dengan menggunakan media sosial kita bisa manfaatkan apabila disaat punya waktu luang untuk belajar walau cuma sebentar saja dan negatifnya malasnya berkonsentrasi untuk membuka isi media sosialnya jika berkaitan dengan pelajaran"

"J: bisa meningkatkan, karena banyak narasumber yg bagus dan hebat di media sosial. Bahkan saya langsung bisa belajar dengan native speaker"

"RA: saya rasa apabila kita bisa memanfaatkan media social untuk belajar kita mendapatkan hal-hal yang positif dan bagi saya negatifnya itu pada rasa malas aja"

"SS: saya rasa apabila kita bisa memanfaatkan media social untuk belajar kita mendapatkan hal-hal yang positif dan bagi saya negatifnya itu kita kurang meningkatkan rasa keingintahuan kita atau mau menenangkan rasa malas pada diri kita gitu"

- What challenges do you face when using social media to improve your speaking performance?

"PA: bagi saya tantangannya itu biasanya saya melihat terlebih dahulu durasi videonya gitu bila durasinya terlalu lama saya rasa tidak efektif dalam pembelajaran karena fokus orang tuh berbeda beda gitu kak biasanya melihat videonya yg berdurasi singkat tapi penjelasannya itu jelas kak"

"AH: tantangannya itu ya mengusahakan untuk fokus memperhatikan maksud si content creator apa yang disampaikannya dari caranya berbicara di dalam media sosial agar kita bisa paham"

"J: menumbuhkan niat untuk belajar dalam bermain media sosial. Karena tantangannya banyak konten hiburan di media sosial"

"SS: bagi saya tantangannya itu biasanya saya melihat terlebih dahulu durasi videonya gitu bila durasinya terlalu lama saya rasa tidak efektif dalam pembelajaran karena fokus orang tuh berbeda beda gitu kak biasanya melihat videonya yg berdurasi singkat tapi penjelasannya itu jelas kak"

"RA: bagi saya tantangannya itu lebih banyak cari tau tentang cara speaking yang benar apalagi di dalam media sosialnya"

From the explanation above, actually social media also has many application which can be used to practice speaking, so the learners can try to improve their speaking skills by always practice to use it. Hopefully social media can be used in correct way for the learners, so the learning process of English will be effective and bring a big improvement for students.

C. **Discussion**

This section presents a discussion based on research findings. The discussion relates to what are the social media applied on the students' speaking performance and how are the implementation of social media on the students' speaking performance.

Based on research finding, the most usable social media for their speaking and the most influential are YouTube and Instagram, because they are easier to access to improve their speaking performance.

According to Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

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Tarigan (1990:12) stated writes that when teaching speaking or producing skill, we can apply three major stages, those are: (a) Introducing new language, (b) Practice, (c) Communicative activity. Speaking has been regarded as merely implementation and variation, outside the domain 11 12 of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

Speaking performance or oral production is a popular research target and has been assessed in many fields. For example, with the advent of task-based learning and teaching, a substantial amount of research has

been conducted into task effects on speaking performance in second language acquisition (SLA) field (Skehan & Foster, 2001; Robinson, 2001). Speaking performance has been the focus not only in SLA research, but also in language testing (O'Loughlin, 2001; Wigglesworth, 1998) and in other research areas dealing with language use (Ortega, 2003). Regardless of the area of study, two methods are often used in assessing speaking performance: the use of rating scales and of speaking performance measure, the latter of which is dealt with in the current study.

Friendship between two people can emerge only if and when their paths cross.They will have to 'meet' before they can 'mate.' They would be more likely to meet if they share, for example, the same living, school, or work environment, or if their social networks overlap. Once two people meet, whether or not they decide to pursue a friendship depends on many additional factors. The structural context not only determines whether individuals meet, but also influences other important factors such as visibility and propinquity. Increased visibility and exposure increase the likelihood of becoming friends. Therefore, a student who is central in a friendship network has more opportunities to access resources that may be important to successful academic performance. Perhaps most importantly, the existence of a positive social relationship is in itself a resource for a student in coping with academic related stresses. Friendship networks often entail access to information and knowledge

directly and indirectly, and the friendship network effect on student academic performance has been confirmed. A student who is central in a friendship network has a greater chance of helping others and being helped; thus, he is likely to perform better in the traditional instructional setting. Likewise, those who are central in their friendship networks are likely to be popular in the Web-based forum, and the possibility of performing an excellent job in the forum is also higher. If a student performs a job in the forum well, he or she has a better chance to develop friendships with other students. Thus, the following hypotheses were formed.

A speaking performance measure or a "discourse analytic" measure (Ellis 2003, p. 296) is defined, adapted from Ellis as a measure derived from quantifying target aspects in utterances and computing values that reflect a certain dimension of language use (the number of error-free clauses divided by the number of clauses" for accuracy). According to Ellis and Barkhuizen (2005), while this method needs laborious work to transcribe utterances and these measures may represent something distant from "how we judge communicative behaviour in the real world" (Ellis, 2003, p. 298), it has the advantage that the measures are obtained more objectively than by rating scales.

There are three types of computation method for speaking performance measures, as there are for writing ones (Wolfe-Quintero, Inagaki, & Kim, 1998): a frequency measure, a ratio measure, and "an index based on a formula that yields a numerical score" (p. 10). A frequency measure is "a simple frequency count of a particular feature, structure, or unit" (Wolfe-Quintero et al., 1998, p. 9; e.g., "the number of repetitions" in Foster, 1996). A ratio measure is one in which "the presence of one type of unit is expressed as a percentage of another type of unit, or one type of unit is divided by the total number of comparable units" (Wolfe-Quintero et al., 1998, p. 10; e.g., "the number of repetitions divided by total amount of speech" in Iwashita, McNamara, & Elder, 2001). An index measure is computed by counting the number of target features and putting them into a special formula (e.g., lexical variation index, or "the number of lexical word types minus number of lexical errors divided by the number of lexical words [i.e., open-class words, such as nouns and adjectives],

Social media is a phenomenon that has transformed the interaction and communication throughout the world. According to Kaplan & Haenlein (2010:61) social media is "the various forms of media content that are publicly available and created by end-users". Moreover, social media has become daily practice in some users" lives including major social networking sites like; Facebook, Instagram, Twitter, Youtube etc.

The activity that the participants can use social media in learning English is a discussion group. In addition, as found in this study that social media can help the students in learning English for communication, discussion, interaction, and doing or submitting the assignment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions of the study. In this section, the analysis of the data and the discussion of the result would be reiterated and summarized accordingly. Some suggestion are presented regarding the purposed study and recommended future works related to the study that could be conducted by other researchers.

A. Conclusion

From all the data collected from the results of the interviews developed, the researcher concluded that there are several types of social media that students commonly use for learning speaking performance.

Based on the results of the study showed the types of social media they usually use are as follows:

a. YouTube

YouTube is a form of entertainment that enacts a story by sound and asequence of images giving the illusion of continuous movement. YouTube is one of media in teaching language. It is very useful because it can make students more interested in studying. Sometimes, the students feel bored of the situation in English class so, the students need an entertainment and YouTube is one of the suitable media in modern era.

YouTube video as media is the teaching aids which consist of sounds for the students to listen to and visuals for them to see. It

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shows the dialogues of native speaker of English in various situations. It also allows listeners to see the facial expression and body language at the same time as they hear the stress, intonation, and rhythm of the language. By watching the material in the youtube video, the students can be more motivated.

b. **Instagram**

Instagram is a free online photo-sharing and social network application that allows users to share pictures and videos from a personal account, either publicly or privately. It also allows sharing the content through a variety of other social networking platforms, such as Facebook, Twitter and Tumblr. The application enables the users to apply filters to their pictures and videos. The main characteristics of this famous app is that it allows the people to see many pictures or videos at a fast speed by scrolling down with their fingers in their touchpad smartphones. Therefore, the picture showed has to capture the person's attention in order to make him or her to stop in it. This implies that the picture has to be good, and of good quality. The application allows the users to like and comment the posts of other users. This opens another way to communicate among users. The social network allows the uses of hashtags, which are tags that make easier for users to find messages from a particular theme or content. The use of this tags allows posts to have a wider spread and

reach more people, a post with hashtag can be seen by anyone, not only by own followers.

c. **WhatsApp**

Whatsapp is a messaging app for smartphones with basic similar to BlackBerry Messenger. WhatsApp Messenger is a messaging app cross platform that allows us to exchange messages without the cost of SMS, because WhatsApp Messenger uses the same internet data plan for email, web browsing, and more. WhatsApp Messenger app uses 3G or WiFi connection for data communication. By using WhatsApp, we can chat online, share files, exchange photos and more.

d. **Facebook**

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B. Suggestion

Based on the findings, it is necessary to give valuable suggestions for the learner, teacher and also for the other researchers.

1) The Learner

The learner should be more active and not afraid of making mistakes during teaching learning process, especially in the speaking class.

2) The Teacher

The teacher can use YouTube and Instagram or other social media for teaching speaking and to create variety of teaching learning English process.

3) The Other Researcher

For the other researcher, this thesis can be a reference for other researcher to conduct the next research.
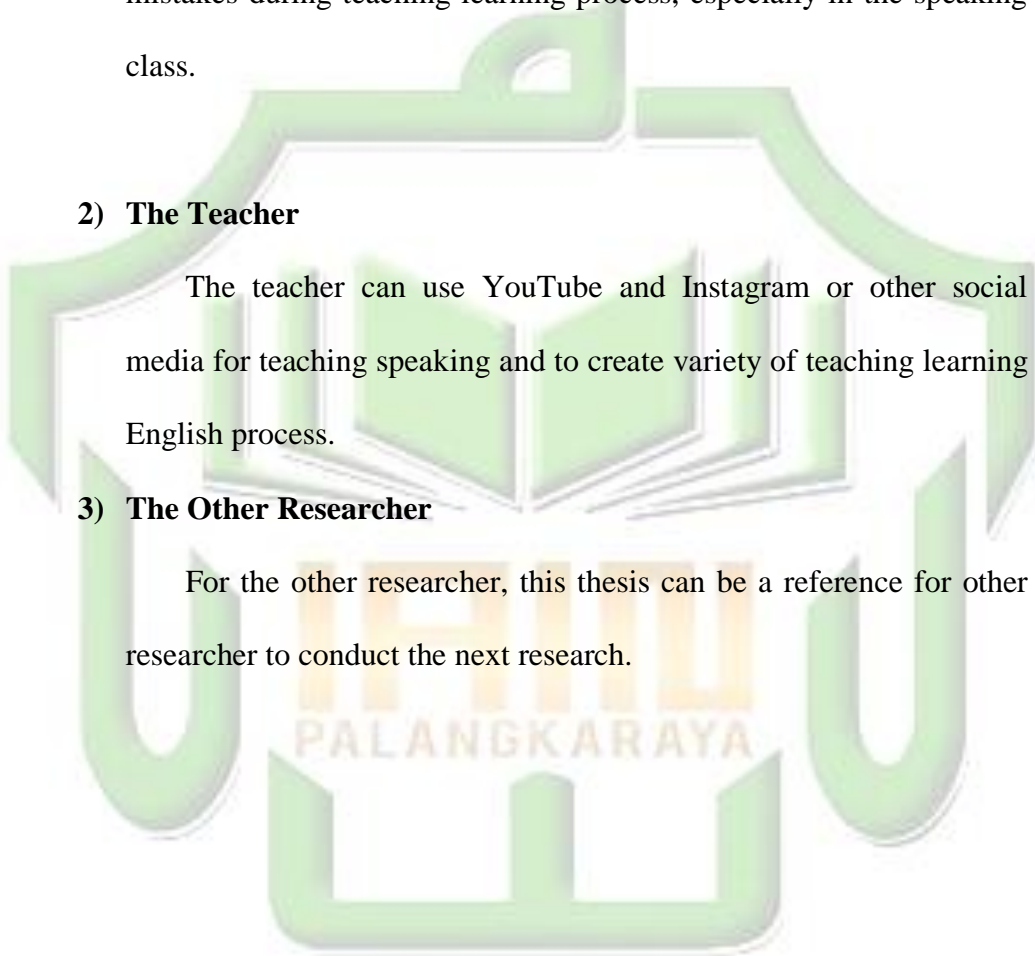
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