

Social Media Influences for the English Students' Speaking Ability at SMP Negeri 1 Kuala Batee

Pipit Herawati, Zuhri Efendi

STKIP Muhammadiyah Aceh Barat Daya, Aceh, Indonesia

* Email untuk Korespondensi: pipit.herawati2002@gmail.com, zuhrisps@gmail.com

ABSTRACT

Speaking is one of the most important skills when learning English. Speaking is also a way to convey ideas and thoughts clearly and intelligently through sentences addressed to the listener or interlocutor. The purpose of this study is to determine whether there is an effect on students' English speaking ability using social media at SMP Negeri 1 Kuala Batee. This research used quantitative approach with pre-experimental method with One-Group Pretest-Posttest design. The sample of this research is the class of VIII students. MIA.1 which amounted to 23 students. Data collection was carried out using a test instrument. This study was analyzed using the data normality test to test the distribution of data and paired sample t-test to analyze the data. Based on the results of the Kolmogorov-Smirnov Test calculation is 0.200, this result is more than 0.05 which is the general significance level, which indicates that the Pretest data is considered normal, on the post test using the Kolmogorov-Smirnov test, the p-value obtained is 0.119, more than 0.05, this indicates that the post test data is considered normal. The increase in mean scores observed in the paired-samples t-test table shows the positive impact of using YouTube social media as a learning medium in improving students' English language skills. The results obtained in this study are the influences of social media for the English students' speaking ability in class VIII.MIA.1 SMP Negeri 1 Kuala Batee.

Keywords:

Sosial media, YouTube, Speaking skill

*Ini adalah artikel akses terbuka di bawah lisensi [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/).
This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.*

INTRODUCTION

Speaking is one of the most important skills when learning English. Speaking is also a way to convey ideas and thoughts clearly and intelligently through sentences addressed to the listener or interlocutor. Mastery of language is the most important element of learning. Language is also part of simple oral communication (Maulana et al., 2019), a competent communicator is one who acquires knowledge about goals. This means that speaking can be said to be a method of interaction associated with the way of producing, receiving and the methods of creating meaning in order to obtain records.

Speaking English is not always easy. Because the structure of English is different from that of Indonesian. The lack of opportunities to practice language in different situations can hinder the development of students' oral skills. Therefore, students need interesting opportunities to learn English, especially to improve their speaking skills. Oral skills are so important in communication because oral skills are an effective process. With oral skills we can convey different types of information (facts, events, answers, etc.). Students' speaking ability can be affected by various circumstances such as time pressure, performance and various supports, as well as other factors such as motivation, listening ability and reaction when speaking (Tuan & Mai, 2015). Students' English language skills should be at an intermediate level, but in reality, as we have observed, most of them are still at a basic level. This makes learning English less effective and more passive.

Speaking skill is defined as a skill that allows to communicate effectively, (Zuhriyah, 2017) argues that speaking is a way for people to describe something and to communicate with others orally. In addition, speaking skills are speaking fluently with accuracy of pronunciation, language structure, and context. Based on this statement, that speaking skill is a person's ability to convey information orally to others. And speaking is the active use of language to express meaning. The peculiarity of this study compared to other studies is that it used two social media that, interestingly enough, students use very often, without having to ask students to open up so that they can learn new ways after learning this language speaking English. The difference from research.

On the other hand, researcher usually often use social media without understanding what students often open, and learning and improving English is simple and easy. This study used the same methodology as previous research and utilized descriptive qualitative research. In conducting the research, the researcher used observations, interviews and documentation to collect data. Use social media as an educational tool to develop students' speaking skills.

The development of technology in the education system in the modern and digital era cannot only be done through one school or one course. However, the learning process can be done through online services such as online platforms or social networks connected to learning platforms, as there are many content providers on social networks that can be used as learning materials. When we talk about digital technology and education, it means that the penetration of digital media in education has increased nowadays. This penetration has led to constant contact with students and various forums dedicated to different types of missions or support. Along with the increasing power of digital technology, there are and will be more and more applications to help students develop and learn. According to a recent study on the technology preferences of current students, educational technology will have a greater impact as brands adopt modern devices and the level of student learning and interactivity increases. Thanks to advanced technology, the teaching and learning process will be much more interactive and full of interesting information for students (Manan, 2023).

Social media can also help students to share ideas, complete tasks they don't understand, and improve speaking. In addition, social media also has negative effects: in formal writing, students often use short words, incorrect grammar and sentence structure, and speak unconsciously, which is caused by the influence of social media, as students are now more familiar with this type of language. When talking about social media, the term "Social Media", according to Dollarhide, refers to computer technology that enables the exchange of concepts, ideas and knowledge through online groups and networks. Social networks allow users to quickly share anything, including videos, photos, documents, and personal information, and users interact with social networks through software or web applications on their computers, tablets, or smartphones. Although widely used in the Americas and Europe, Asia, particularly Indonesia, is a world leader in social media (Zazin & Zaim, 2019).

There are several social media that can be accessed and used by students to support language learning, one of which is YouTube. YouTube is a website that allows users to watch, upload or share videos online. In general, a lot of content can be found on YouTube, such as people talking about their interests, news, education, life, procedures in creating something, and others. When it comes to education, especially in language, YouTube has an important role in providing information because YouTube can be accessed by students from all countries in the world where everyone has different languages. This means that YouTube is considered an online resource that can be used in the process of language learning activities as it can improve students' speaking skills.

According to Michael Cross (2013), social media is a term that describes various technologies used to build collaboration, exchange information, and interact through information content available on the Internet. As the Internet evolves, the technologies and features available to users are constantly changing. This makes social media more of a hypernym than a specific reference to different users or projects. Social media or often also called social media is a digital platform that makes it easy for users to interact with each other or share content in the form of text, photos, videos and is a digital platform that provides opportunities for each user to get involved. Social media is also a means of mutual communication on the Internet, which allows people to interact with each other without space and time restrictions. Especially for those who are still studying in college, social media has now become very important for the school environment because through social media, students can immediately know what is happening, where, how, why, thanks to social media, students can be helped more easily through social media.

Therefore, the rapid development of media encourages researcher to explore the use of social media in language learning. With the development of social media today, especially YouTube, it is necessary to utilize it in the development of language learning along with the application of other teaching methods to create more fun and challenging language learning activities. In this study, the researcher would like to show and present various ideas related to the use of social media, especially YouTube, where the students are expected to not only get information and exposure to English from YouTube but also get the opportunity to improve and produce a learning product so that the implementation of YouTube can be linked to other content according to students' interests (Rozie & Pratikno, 2023).

YouTube is one of the social media that can help students in school. With YouTube, students have better access to what they want to know, and with YouTube, students can learn and speak English well, expand vocabulary, improve pronunciation, improve English, and much more through YouTube. YouTube is also one of the most accessible applications today, especially in the era of increasingly sophisticated technology, and YouTube is one of the applications that allows everyone to know what is happening at home and abroad, whatever the event, now we can follow it on all YouTube media. In the field of education, YouTube can be used as an educational medium to distribute materials in the form of videos. The video sharing platform allows

students to independently search and share information in the form of more interesting knowledge and practices. At the secondary school level, YouTube is very important because it can be used as one of the educational media, especially for learning English. In addition, everything we want is contained in one of these media, for example, learning English or listening to music in English and many others that we want to learn through YouTube. Therefore, I will use one of the social media, YouTube, as my final project to conduct research entitled "Social Media Influences For The English Students' Speaking Ability at SMP Negeri 1 Kuala Batee".

Some previous study that related to these studies are: (Dea, 2023) with the title "students' perceptions of the use of YouTube in learning English for students' speaking skills" in this study explains that the purpose of this study is to find out how students' perceptions of the use of YouTube in learning English for students' speaking skills. Those researcher used a descriptive qualitative method with a phenomenological approach to analyze and interpret students' perceptions in depth. Eight participants from class VIII students of SMPN 24 Jambi City participated in this study. In collecting data, researcher used semi-structured in-depth interviews. Then the data analysis used data analysis in qualitative descriptive research. The results showed that the use of YouTube in English learning can improve students' speaking ability, including improving the components of speaking ability; vocabulary, grammar, pronunciation, and fluency. And YouTube can be used as an effective learning media in learning English for speaking skill. The results of this study can be useful for teachers in gaining knowledge to improve students' speaking ability in English learning by using YouTube.

Ariyanto, et al, (2012) sought to find out how YouTube videos were applied to improve students' speaking skills. This study used collaborative classroom action research, the subjects of this study were seventh grade students of SMPN 1 Surakarta in the academic year 2012/2013. The data collected in this study used interviews, questionnaires, and post-test. The results of this study show that when YouTube videos are used effectively, they can improve students' speaking ability and classroom atmosphere. So that YouTube videos can be used as an alternative media in the language teaching process, including speaking teachers. Meanwhile, according to (Riswandi, 2016) looks at how YouTube can help students improve their speaking skills. This study was conducted on seventh grade students in one of the junior high schools in Indonesia. The study used classroom action research with data collection through speaking assessments and interviews. The findings revealed that students' speaking skills improved significantly as a result of using YouTube, especially in terms of vocabulary, grammar, pronunciation, and fluency.

There are several reasons that cause speaking difficulties, including students' lack of confidence in using English, pronunciation of words, use of grammatical structures, and lack of vocabulary. This means that learning English requires certain types of conversational activities in order to speak well. Because indirectly, Speaking teaching activities can affect students' speaking ability and cause students to practice English more often than before. Students therefore become more interested in and understand English through the use of technology rather than through learning. Current teachers also state that students prefer to use smartphones that can be used anywhere and are more willing to use cell phones under any circumstances. This way we can interest them in what they often do and what they like to learn (I. Sari, 2018; Wahyuni, 2015).

Therefore, YouTube can be a means of learning English, especially to improve students' speaking skills. YouTube is very popular among students and is considered an online resource that can play a role in the teaching and learning process. YouTube is used as an educational medium because it provides many reference videos and audiovisual shows that can stimulate students' interest in the learning process. In addition, YouTube is one of the media that can be easily used anywhere and anytime, thus making YouTube a very popular media among foreign language learners. This is supported by several researcher who argue that YouTube as an English learning material can improve students' speaking skills in terms of fluency, vocabulary, pronunciation, grammar, and content. As, (Meinawati et al., 2020) research on improving English language skills through YouTube also concluded that the use of YouTube is very effective because it allows students to express themselves more confidently and expressively. YouTube is one of the applications that can be used for learning media, Alwehaibi (2015) argues that YouTube is a video sharing website that users can use to upload, share and view videos. So YouTube can be used as a medium and source of learning English.

Based on the explanation above, the researcher is interest in researching about "Social Media Influences For The English Students Speaking Ability at SMP Negeri 1 Kuala Batee". This study aims to investigate the impact of social media, especially YouTube, in improving English speaking skills among students at SMP Negeri 1 Kuala Batee, emphasizing its role as an accessible and effective educational tool amid the increasing influence of digital technology in education

METHOD

This study use a quantitative approach with a pre-experimental method with a one-group pre-test post-test design. This research is classified as pre-experimental research because it does not have a control group. According to Fraenkel, Wallen, and Hyun (2012), in a one group pretest- posttest design, one group is measured or observed not only after exposure to a treatment, but also before. This design involves only one group as a subject consisting of three steps: pretest, treatment, and posttest.

This research was conducted at SMP Negeri 1 Kuala Batee, precisely in Lamainong village, Kuala Batee, Aceh Barat Daya. The population and the sample is class VIII.MIA1 students totaling 23 students. Sampling for this research used non probability sampling, namely saturated sampling, the reason of choosing this sampling because the samples that researcher used are less than 30 students. It is called saturated sampling because all members of the population are used as samples, because the population is too small Nur Afifah and Sri Hartatik (Rasyida Yani, 2024).

The data collection technique done using a testing instrument; There are two types of tests in this study: pretest and posttest. A pretest is a test use to obtain information about students' understanding. The posttest is a test to see the student's final level of understanding after learning. While the pre-test questions are ask before the learning process using social media; YouTube. The post-test questions are given after learning with YouTube as the learning media. This research analysed using SPSS Version 29.0.2.0 (20); first step the researcher conducted the normality test to the data to test the data distribution, then the researcher used the paired sample t-test test to analyse the data.

RESULTS AND DISCUSSION

Normality of Data

The normality test aims to test whether in the regression model, confounding or residual variables have a normal distribution or not (Mardiatmoko, 2020; A. Q. Sari et al., 2017). The data normality test should be done before it is processed based on research models (Mishra et al., 2019). If the significance value is more than 0.05, the data is considered as normal distributed (Pratama et al., 2023).

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.123	23	.200*	.949	23	.281
Posttest	.162	23	.119	.932	23	.123

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The table above shows that the Pretest p-value obtained in the Kolmogorov-Smirnov Test is 0.200, this result is more than 0.05 which is the general significance level, indicating that the *Pretest* data is considered normal. In the Shapiro-Wilk test, the p-value obtained was also more than 0.05, namely 0.281, this also shows that the *pretest* data in this test is considered normal. In the *post test* using the Kolmogorov-Smirnov test, the p-value obtained was 0.119, more than 0.05, indicating that the *post test* data was considered normal. The Shapiro-Wilk test p-value is 0.123, where this value is also more than 0.05. Both data from the *pretest* and *post-test* results are considered normal.

Paired Sample T-Test

In this study the researcher used paired sample *t-test*, because the researcher wanted to compare the average pretest and post-test scores of the same groups where the data came from the same individuals before and after the treatment. Paired sample *t-test* was used to analyze the changes in students' English-speaking ability after intervention using social media specifically YouTube as the learning media to increase their speaking skill. The finding data was shown on the table below:

Table 2. Paired Samples Statistics

Pair 1		Mean	N	Std. Deviation	Std. Error Mean
		Pretest	72.6087	23	16.50548
	Posttest	75.2174	23	20.42048	4.25796

In the table above, the average result for the *Pretest* score is 72.60. Meanwhile, the average score for the *Post-test* is 75.21. There was an increase in the average score of 2.61 points from Pretest to Post-test, which shows an increase in English speaking skills after the researcher used YouTube as the media for learning

speaking. The Standard Deviation (Std. Deviation) obtained for the Pretest was 16.50, which shows quite large variations in scores between students. For the Post-test, the standard deviation is 20.42, indicating that the Post-test scores have slightly greater variation compared to the Pretest scores. The increase in the standard deviation from the Pretest to the Post-test indicate that there are some students who have improved their abilities significantly after being given treatment. However, the increase in standard deviation from Pretest to Post-test indicates greater variation among students after the intervention, which could mean that the influence of social media varies by student.

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
Pair 1	Pretest - Posttest				Lower	Upper				
		-2.60870	18.20774	3.79658	-10.48231	5.26492	-.687	22	.250	.499

Figure 1. Paired Samples Test

The table above is the result of a Paired Sample t-Test to compare the Pretest and Post-test scores of students. This table provides information about the average differences between the Pretest and Post-test as well as the statistical significance of these differences. The Mean Difference between Pretest and Post-test is -2.61. This shows that on average, the Post-test score is slightly higher than the Pretest. The Standard Deviation of the difference between the two data is 18.21, which shows that there is quite a large variation in the change in scores from Pretest to Post-test between students. The standard error mean of the data obtained is 3.79. It shows how much the calculated mean of a sample differs from the true mean in the entire student population. The 95% confidence interval for the mean difference ranged from -10.48 to 5.26. Because this interval includes zero, we cannot conclude that there is a real or significant difference between the pre- and post-social media use scores. The t value obtained was -0.687 with 22 degrees of freedom, indicating that the observed changes were not large enough to be considered statistically significant. The importance of the significance value (p-value) in this analysis also needs to be considered. With a p-value of 0.499, which is much greater than the general significance level of 0.05, we cannot state that the changes that occurred are significant. In other words, these results suggest that the difference in scores before and after social media use may be just a coincidence or not statistically significant enough to be considered a real improvement.

The findings from this study suggest a significant role of social media, especially YouTube, in enhancing students' English-speaking skill at SMP Negeri 1 Kuala Batee. Based on the data above, table 1 shows the results of the data normality test which supports the reliability of statistical analysis and increases the generalizability of the results. This make the results can be applied to a broader context and are not affected by abnormalities or inconsistencies. A balanced sample of the student population is represented by the normal distribution, which shows that the differences in the speaking abilities of the students before and after the intervention are consistent.

The increase in average score observed in table 2 shows the positive impact of using YouTube as a learning medium on improving students' English-speaking skills. However, the higher variability in Posttest scores in table 2 and the non-significant findings from the paired samples t-test in table 3 indicate that the effects varied between each student in the entire sample. Students' speaking skills do not show significant changes when implementing YouTube as a learning medium in teaching speaking. This is shown in the differences in student learning outcomes shown by high standard deviation values which indicate the possibility of each student giving a different response to the use of YouTube in learning speaking.

Speaking skills require practice and exposure to the language, which YouTube offers in a lot of videos. These aspects are critical to the introduction's discussion of the platform (Ellis, 2008). Because YouTube is so practical, students may watch and imitate native speakers, which improves their vocabulary, pronunciation, and general communication skills (Dea & Nur Putri, 2022). Nevertheless, the absence of a statistically significant improvement raises the possibility that other elements such as students' confidence, motivation, and learning environment are more important in determining how effective social media is as a teaching and learning tool. However, the use of social media can really improve students' abilities, although it is not significant.

CONCLUSION

In conclusion, this study shows an improvement to the student speaking skill ability after the researcher using YouTube as the learning media to teach speaking in the class. However, the improvement of the students' speaking skill is not significantly increase, because of some other factors such as the impact of their mother tongue, lacking mastery of pronunciation and vocabulary, and the students psychological feeling. They feel embarrassed when they want to speak English in front of the class. Another factor could be caused by the learning tools that the researcher used when teaching, it may not functioning properly and not being able to reach all corners of the class, thus make students at the back row of the class cannot hear the lesson properly. Nevertheless, social media, especially YouTube, has the potential as a tool for language learning particularly for improving students' speaking skills. However, to achieve its full potential, difference approaches is needed to improve student's speaking skills that easily adapted to their differences style of learning, for example the used of YouTube in project based learning. This study contributes to the expanding document of research on the use of digital media in educational area that affect learning results especially in speaking skill.

REFERENCE

- dea, n. p. (2023). *students' perceptions on the use of youtube in english learning for students' speaking skills*.
- Manan, A. (2023). Pendidikan Islam dan Perkembangan Teknologi: Menggagas Harmoni dalam Era Digital. *SCHOLASTICA: Jurnal Pendidikan Dan Kebudayaan*, 5(1), 56–73.
- Mardiatmoko, G. (2020). The Importance of the Classical Assumption Test in Multiple Linear Regression Analysis (A Case Study of the Preparation of the Allometric Equation of Young Walnuts). *BAREKENG: Jurnal Ilmu Matematika Dan Terapan*, 14(3), 333–342. <https://doi.org/10.30598/barekengvol14iss3pp333-342>
- Maulana, D., Wahyuni, W. S., & Siregar, D. (2019). the Correlation Between Motivation Behaviour and Speaking Ability. *PROJECT (Professional Journal of English Education)*, 1(2), 115. <https://doi.org/10.22460/project.v1i2.p115-124>
- meinawati, e., harmoko, d. d., rahmah, n. a., & dewi, n.-. (2020). increasing english speaking skills using youtube. *polyglot: jurnal ilmiah*, 16(1), 1. <https://doi.org/10.19166/pji.v16i1.1954>
- Mishra, P., Pandey, C. M., Singh, U., Gupta, A., Sahu, C., & Keshri, A. (2019). Descriptive statistics and normality tests for statistical data. *Annals of Cardiac Anaesthesia*, 22(1), 67–72. https://doi.org/10.4103/aca.ACA_157_18
- Pratama, R. S., Santosa, T., Lengkana, A. S., Imron, F., Mahardika, W., & Hidayah, T. (2023). The impact of hexagon drill on the agility of junior men's tennis players. *Jurnal Keolahragaan*, 11(1), 33–40. <https://doi.org/10.21831/jk.v11i1.52532>
- Riswandi, D. (2016). Use of YouTube-Based Videos to Improve Students' Speaking Skill. *ICTTE FKIP UNS 2016*, 2(1).
- Rozie, F., & Pratikno, A. S. (2023). *Media Pembelajaran Digital dalam Pembelajaran di Sekolah Dasar*. Rena Cipta Mandiri.
- Sari, A. Q., Sukestiyarno, Y., & Agoestanto, A. (2017). Batasan Prasyarat Uji Normalitas dan Uji Homogenitas pada Model Regresi Linear. *Unnes Journal of Mathematics*, 6(2), 168–177. <http://journal.unnes.ac.id/sju/index.php/ujm>
- Sari, I. (2018). Motivasi belajar mahasiswa program studi manajemen dalam penguasaan keterampilan berbicara (speaking) bahasa Inggris. *Jumant*, 9(1), 41–52.
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance At Le. *Asian Journal of Educational Research*, 3(2), 8–23.
- Wahyuni, S. (2015). Pengaruh bahasa pertama terhadap bahasa kedua dalam kemampuan berbicara untuk siswa kelas IX Pesantren Modern Al-Falah Abu Lam-U Kabupaten Aceh Besar. *Visipena*, 6(2), 52–67.
- Zazin, N., & Zaim, M. (2019). Media Pembelajaran Agama Islam Berbasis Media Sosial Pada Generasi-Z. *Proceeding Antasari International Conference*, 1(1).
- Zuhriyah, M. (2017). Storytelling to improve students' speaking skill. *Jurnal Tadris Bahasa Inggris*, 10(1), 119–134.