

EXPLORING THE USE OF SOCIAL MEDIA FOR LEARNING SPEAKING BY THE ELEVENTH GRADE STUDENTS OF SMAN 3 KEDIRI

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ABSTRACT

The purpose of this study is to investigate the use of social media for learning to speak, as well as the challenges and motivations for doing so. The subject of this study is the eleventh grade students of SMAN 3 Kediri, which is located on Mauni Street, No. 88 Bangsal, Pesantren, Kediri City. Data collection methods include questionnaires, observation, and interviews. Data analysis processes included data reduction, data organization, and data conclusion. The obtained data is displayed descriptively as a percentage and qualitatively interpreted. The data showed that all participants use social media as a source of knowledge and as an example of practicing speaking. 59% of the 80 participants agreed and 24% strongly agreed that social media can help them improve their speaking fluency. The students also claim that learning to speak through social media presents challenges. Understanding difficult material without the assistance of teachers is one of the most difficult aspects for students. The findings also show that the motivation for using social media to learn to speak comes from both internal and external sources. Furthermore, students can use social media to learn to speak in a variety of ways, and it also provides challenges and motivation for each student.

Keywords: speaking skill, learning speaking, social media

INTRODUCTION

One of English skills that must be learned by the students is speaking. Speaking skill is related to communicative competence. There are many the researchers that have their own definitions of speaking in language learning. Nunan (1991) stated that speaking as the capacity to say words verbally, to have a discussion by speaking, to request something, or to introduce a discourse. It means that speaking is a verbal activity that uses mouth to speak and creates words in speech. Speaking, according to Chaney (1998) in Leong & Ahmadi (2017), is the process of creating and sharing meaning through the use of verbal and nonverbal symbols in various contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of meaning creation that includes information production, reception, and processing.

In English language learning, speaking is one of English skills that must be learnt by students. In learning English process, speaking skill mastery also becomes a students' competence and always will be tested by teachers in class. Mastering speaking skill will make the students having speech more confidently in front of many people. The new era gives new challenges and new assignments for an English teacher to make way for new and better methods for the students benefit (G., 2016)

With the rapid technological advance, the traditions of English teaching changed dramatically as well (Dirjal & Ghabanchi, 2020; Erzad & Suciati, 2018). In this globalization era, the development of technology is growing rapidly all over the world. Technology provides many options to make the learning process more

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interesting and productive in terms of improvements. One of technology development in this millennial era is social media. Social media is a result of the advance of technology nowadays (Al Arif, 2019; Ariantini, et al., 2021; Liu, 2010; Monica & Anamaria, 2014). There are some kinds of social media application such as WhatsApp, YouTube, Facebook, Instagram, etc.

Social media offers various benefits and it can be an alternative media to support students' learning opportunities (Akkara et al., 2020; Anggraeni, 2018; Boholano, 2017; Lau, 2018; Listiani, 2021; Song & Bonk, 2016). There are many reasons why students are able to get many benefits from using social media when they are learning speaking because it can help them overcome their problem in practicing speaking. According to Tuan & Mai (2015), EFL students are sometimes inhibited in the classroom when they want to say something. They are concerned about making mistakes and are afraid of being criticized. They are less motivated to try speaking English because they are embarrassed by the other students' focus on them. They are afraid of making mistakes when speaking. When dealing with many people, they feel ashamed and afraid if they have errors in speaking practice. Moreover, Leong & Ahmadi (2017) stated that limited opportunities and different situations in practicing English language make the students feel difficult in developing their speaking skills. Hence, it is really needed to enhance alternative ways for the students in learning English, especially in improving their capability in speaking skill.

Social media can make the ease of learning activities because it can be used as a means by students to practice learning English (Akayoğlu et al., 2020; Al-Arif, 2019; Ramdani & Widodo, 2019). The learning does not have to be done in the classroom, because with social media students can learn anywhere and anytime. Social media provided rich resource to learn English (Ansari & Khan, 2020; Baruah, 2012; Beemt et al., 2019; Eyo, 2016; Handayani et al., 2021). There are many English-speaking exercises on social media sites such as videos, explanations, questions, etc. so that students can practice freely without feeling ashamed and afraid of making mistakes in front of people. Students will be more active in learning speaking by their own ways with their social media accounts. They can express anything what they want into through their handphone and speak up confidently. They do not need to practice it in front of people during their learning process.

There are some studies who had taken on the use of social media in learning speaking such as using a YouTube channel (Balbay & Kilis, 2017; Ilyas and Putri, 2020; Meinawati et al., 2020; Wang & Chen, 2019), using a facebook (Annamalai, 2017; Ozdemir, 2017; Ramdani & Widodo, 2019; and Vanek et al., 2018), using Instagram (Al-Arif, 2019; Ihsan & Aulia, 2022), using video blogs (Lingga et al., 2021), using a WhatsApp (Albogami & Algethami, 2022; Damanik, 2019; Hamad, 2017; Marleni & Asilestari, 2018; Minalla, 2018). However, there is a little research that focused on the use of social media in learning speaking in general, not specific in one of social media site. Hence, this study attempts to investigate the use the social media for learning speaking and challenges they may face while practicing it, and the logic behind choosing those social media in learning speaking.

METHODS

This research is descriptive study in nature. This study is to describe and analyze phenomena, events, social activities, and perception of the subjects of the study. The goal of this research is to look into the use of social media for learning speaking, as well as the challenges and motivations for doing so. To this end, 80 students

of the eleventh grader of SMAN 3 Kediri in the academic year 2021/2022 is randomly selected to be a participant of this study.

Data collection methods include questionnaires, interviews, and observation. The questionnaire is closed-ended, with five response options: strongly disagree, disagree, neutral, agree, and strongly agree. Interviews were conducted to confirm the students' answers given in the questionnaire, as well as to obtain clearer and more detailed data in exploring the use of social media for learning speaking in terms of the process, challenges, and motivation in using social media for learning speaking. Observations were made after observing students using social media to learn speaking in and out of the classroom. The field note was used to record any data gathered from direct observation in schools.

Data analysis consists of three steps: reducing data, organizing data, and drawing conclusions. The researcher reduced the data after obtaining it in order to select the necessary data. Thus, the selected data was organized in order to obtain the classified data, which was then arranged in several criteria -- the use of social media, its challenging, and the motivation behind the use of social media, so that the researchers could draw a conclusion as a result of the research. The information gathered is presented descriptively as a percentage and is qualitatively interpreted.

FINDINGS

The Data of Questionnaire

Data questionnaire is the important part of data collection to get the personal answers for each questions of students so that the data will be clear and valid by numeric data of the result. The form of the questionnaire is in the form of a Google Form link to make it easier to fill out and collect the data. The result of the questionnaire is in Table 1.

Table 1. The result of Questionnaire

Indicators	Questionnaire Items	Result	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The use of social media in learning speaking	Using social media makes me acquire and practice new vocabularies in speaking English skill	Frequency	1	0	11	39	29	80
		Percentage	1%	0%	14%	49%	36%	100%
	Learning the English language using social media is entertaining and exciting	Frequency	0	1	11	32	36	80
		Percentage	0%	1%	14%	40%	45%	100%
The benefits for learning speaking	Using social media makes me develop and decrease my spelling errors	Frequency	0	4	10	45	21	80
		Percentage	0%	5%	13%	56%	26%	100%
	Social media helps me improve my	Frequency	1	3	10	47	19	80
		Percentage	1%	4%	13%	59%	24%	100%

	English fluency							
	Using social media helps me improve my skills in speaking English skill	Frequency	1	9	15	30	25	80
		Percentage	1%	11%	19%	38%	31%	100%
Challenges	I need much quota and have a signal network problem	Frequency	1	11	28	20	20	80
		Percentage	1%	14%	35%	25%	25%	100%
	I waste my time when use social media	Frequency	4	18	27	17	14	80
		Percentage	5%	23%	34%	21%	18%	100%
Motivation	Using social media develops my interaction with my classmates and teachers, accordingly, it helps me to improve my academic performance	Frequency	2	6	16	41	15	80
		Percentage	3%	8%	20%	51%	19%	100%

From the first indicator, there are 49% of students from 80 participants as the most answered agree that the use of social media can be used as a medium for learning speaking because it can add a lot of new vocabulary in social media accounts. Even most of the others, there are 36% of students who answered strongly agree regarding the use of social media for mastering English speaking skills. Then, on the statement that using social media for learning English is entertaining and interesting, the majority of students answered strongly agree with the acquisition of 45% and 40% answered agree on the whole. In other words, almost all students have the same answers.

In the benefits of using social media for learning speaking, there are several statements put forward in the questionnaire. The first statement which shows that using social media makes students develop their speaking skills and decrease the spelling errors gets 56% of the answers agree and 26% strongly agree from the students. The second statement that social media can help students in increasing English fluency, students gave 59% answers agree and 24% strongly agree. The third statement that social media can help students in mastering speaking English skill gets 38% agree and 31% strongly agree from the students. Therefore, all items received answers to more than half of the total sample from the research related to the benefits of social media for learning speaking.

The next indicator is the challenges in using social media for learning speaking. In this indicator, there are statements related to student challenges. First, from the statement that students need much quota and have internet signal problems, 35% of students answered neutrally. It means that it's just a common problem that doesn't really matter. After further investigation in the interview section, it turned out that they had private Wi-Fi so that their quota was sufficient to access the internet. Other majority answers 25% answered agree and 25% answered strongly agree. However, it is the most answered and the percentage gets a half of all participants. The students

feel that when they are outside the Wi-Fi area they use their own internet quota, which is sometimes in a place that does not support signals and networks to access social media, especially for learning speaking.

In the second question with the statement that students waste their time in using social media the majority gets 34% neutral answers and 23% disagree. Moreover, it means that students do not waste time in using social media, do not waste time in operating social media, and do not become a problem or challenge for them. Because at the time of observation, students used the time and opportunity in using social media for doing some beneficial activities as well as possible, such as chatting, learning, or looking for important information.

The next indicator is related to students' motivation in using social media for learning speaking. Accordingly, it helps them to improve their academic performance and it turns out that there are 51% of students agree and 19% of students strongly agree with this statement. In other words, that most students who feel the benefits both in terms of academics and social relations are motivated to use social media for learning speaking. While the reason of the motivations of the students in using social media for learning, it is explained in the interview and proved by the observation of this research.

The data of interview

In the process of this research, interviews were conducted in order to obtain clearer and detailed data in exploring the use of social media for learning speaking. The selection of interview items was based on a questionnaire to clarify their answers or the information obtained regarding the process, challenges, and motivation in using social media for learning speaking, especially in the answers which show that they have many explanations of using social media for learning speaking.

For the first indicator, the researcher asked questions about the process of using social media for learning speaking. From all the participants, there were several answers that were sufficient to explain the process in quite detail. They said that in using social media they also used it as a means to learn speaking. They reasoned that they use social media for learning speaking because it was very interesting and helped them improve their speaking skills. As in some of the following sample answers:

"I think it is very effective, because we can repeat the material presented until we understand it".

"Learning using social media makes me understand the knowledge easily."

"I can learn speaking by myself with Instagram, YouTube, and it helps me."

"I got knowledge about grammar, pronunciation, vocabulary on social media".

These answers confirm the results of the previous questionnaire which stated that most of them agreed that using social media for learning English was very useful and helpful. Students get a lot of new knowledge from social media such as grammar, tenses, pronunciation, etc. Moreover, almost all students answered that the sources they got were from video content of Instagram, Tiktok, and YouTube. WhatsApp is used as he plaom o shae hose conens link.

The time or duration they usually use when using social media for learning speaking was also the concern of the interview. This duration really needs to be known to measure how much interest they have in using social media for learning speaking. There were some students who answered that their length of time using social media was an average of 30 minutes to 1 hour from the length of time they used social media. Meanwhile, the time they use social media for learning English is almost every day. As the sample answers below:

"Approximately half of an hour to learn."

"I usually use 30 minutes".

From these answers, it can be said that students often learn English, especially speaking skills almost every day because it is so easy for them to find sources of knowledge in English on social media applications.

Furthermore, the researcher also conducted interviews on the next indicator related to the challenges of using social media for learning speaking. After conducting the interview, it was discovered that there were several challenges according to the previous questionnaire. First, students have special problems related to the lack of understanding of the material if it is not accompanied by learning in class. As in the following sample answer:

“Sometimes it is difficult to understand the materials without the explanation from the teacher.”

In this answer, students explain that understanding new knowledge in social media, especially learning speaking is indeed effective and fun, but sometimes it still requires guidance from the teacher as a theoretical footing, especially if there is a difficult material. Meanwhile, if it is easy speaking material, students are able to understand quickly and efficiently through social media because they can follow examples when practiced more clearly.

Then, the researcher also tried to ask questions related to internet quota. However, from the interviews, some students answered that it was not a challenge or a problem.

“No problem. I use Wi-Fi at home”.

This is because almost all students have private wi-fi at home. So, they only need a quota when they are at school or outside the home. then, there are only a few children who answer also have signal and internet network problems because they don't have private wi-fi at home. As in the following sample answers:

“I sometimes go to other places and each region has a different network”.

“Yes, the signal is sometimes difficult in my area”.

Those who answer answers like this are the majority of students who do not have wi-fi so they always use internet quota. They are usually in areas that do not support internet signals and networks, so they cannot always use social media for learning speaking.

Having obtained the data, in the indicator of motivation it was divide into 2 factors, namely internal factors and external factors. Internal factors are factors that arise from within oneself while external factors are factors that arise from outside influences. On internal factors, one of the sample answers in this study is as follows:

“Because studying speaking skill is very important to me, and social media can help to increase my knowledge”.

From the answers of the majority of students, it can be seen that students have internal motivation, namely because of their awareness that English is important and useful in this day and age so that it must be mastered well in various ways. One of their choices is to understand English using social media because it can be effectively and efficiently learned anytime and anywhere. On external factors, the following are samples of student answers:

“Because on social media we don't only learn from one person, through social media we can learn various materials and concepts from many people”.

“Well, practicing alone at home with social media as the teacher is more confidence because no one judge me when I make mistake”.

The majority of students argue that because of the increasing number of content or social media accounts that use English both in writing and sound. Such as English course accounts, trendy entertainment accounts, as

well as online games or applications accompanied by conversation, etc. Usually, they will also practice it either directly in class or when chatting with their friends on WhatsApp. Moreover, they feel more confidence in practicing English speaking because learning social media can be anywhere and anytime so no one sees their practicing speaking process.

The data of observation

In this research, the observation was also conducted to get the objective data in the field. Observations were made during at school time by seeing students using social media for learning speaking. Observations take place when students do learning in class and outside the classroom.

After conducting the research, a conclusion was found that most of the observations in the field showed the same data as in the previous questionnaires and interviews. That way, every data obtained has a coherent or related relationship and matches each other.

The sample of observations shows that almost students operate their social media accounts during break time. Some students chat on Whatsapp, some others were watching videos on Youtube, Tiktok, and instastory on Instagram, some others also played games with features for chatting with friends, and so on. Most of the content they watch uses English language, both written and voice (speaking on video contents). They try to understand it curiosity and then practice it by themselves or with their friends. This is done repeatedly so that they get used to it and become experts in every new material related to learning speaking English skills. In observations while learning English, it is found that they also searched for English speaking skill learning resources on social media such as YouTube more often than other applications.

Then, based on the observation the challenges in using social media for learning speaking in the classroom is related to internet quotas and signals or networks that almost all students use school wi-fi when accessing the internet in class. The problem arises when they are far from the location of the wi-fi area, such as outside the school, canteen, or mosque. Some areas are not supported makes the signal less stable so they can't use social media, especially for learning speaking skills.

Next, regarding the student motivation in using social media for learning speaking, based on the observation, it is found that on internal factors students felt happy and interested in participating in entertaining content and learning English. They feel curious and interested to learn it and then practice it. From the side of external factors, it was found that they wanted to follow everything that was viral or trendy on social media. This is evident every time they open social media, they are more likely to see, read, and follow something that is booming on social media, such as terms, words, unique habits, etc around the world. Almost all of it uses English which makes them also learn it and practice it. For example, after being interested in seeing edited videos with western songs on the TikTok application, they will usually make almost the same videos and upload them on TikTok and other applications such as WhatsApp or Instagram. The more the same things they see often, the more curious they are about the meaning of the video or the meaning of the song. From this observation, it proves that the influence of social media for learning speaking English skills is proven and can be used as a learning resource that supports students' speaking mastery.

DISCUSSION

The Use of social media for learning speaking

From the analyzed data of the research, it explains that the majority or almost all of the participants answered agree on the use of social media that can be used for learning speaking. So, it can be concluded that social media can be a very supportive medium for learning English especially speaking skills. The effectiveness in the use of social media for learning English is also proven to be strong with samples of answers and opinions of students or participants during interviews and observations.

Many students explained the benefits of using social media for learning speaking because it provides many features to share information and knowledge more effectively and efficiently. Along the same line, Alghamdi and Sabir's (2019) study reveals that the students had a positive attitude toward the use of social media platforms as convenient learning tools to improve their English language proficiency. In this regard, John & Yunus (2021) point out further that the feature of social media applications to bring lessons outside the classroom, allowing for more opportunities for learners to practice and improve their speaking. Social media is also recognized as a medium that helps facilitate learning in a more engaging and motivating way (Mikum et al., 2017; Khan et al., 2016).

In additional, the participants of this study also mentioned another benefit of social media in speaking skills, such as reducing their nervousness and increasing their confident to speak. Obviously, examining how social media can be used as a medium for interaction can provide more speaking opportunities for students in an environment where they are not shy and feel comfortable speaking, as well as less anxious about making mistakes (John & Yunus, 2021). Moreover, a study conducted by Shariff et al. (2018) yielded that the approach of creating videos and uploading them to social media as a fun and engaging way to improve learners' self-confidence as well as increasing the motivation level of the learners.

From the data analysis, a variety of social media application used by students mostly are WhatsApp, followed by Instagram and Youtube in the second place, and Tik Tok in the third place. Interestingly, Twitter and Facebook are not so commonly used among the participant of this present study. In contrast, some studies did reveal that those two applications have been the most commonly used by the learners. In a study conducted by Ariantini (2021), Facebook is the most commonly used for learning, followed by WhatsApp, YouTube, Instagram, and Twitter. Meanwhile, a study conducted by John & Yunus (2021) discovered that Facebook is the sixth highest social media application used, after YouTube, WhatsApp, Instagram, Telegram, TED-Talks. It is interesting to note that this study identifies Tik Tok as one of the most popular social media applications. It is possible, given that Tik Tok as a social media platform is gaining popularity among young students who enjoy creating and posting videos online. According to a study by Zaitun et al. (2021), the application of Tik Tok can increase students' confidence in speaking English.

The next indicator is duration in using social media for learning speaking skills. From the sample answers, we know that students only use half an hour in a day to access social media for learning speaking. In fact, previous research stated that at least students spend four hours every day surfing in cyberspace, both to obtain information and to interact (Altam, 2020). In terms of addiction and time spent using social media applications, it is indisputable that social media use has gotten some unfavorable feedback (John & Yunus, 2021). Hence, learners must be guided in the use of social media applications in order to avoid negative effects while using social media (Ogugou et al., 2020), and be taught to use social media correctly and efficiently (Gedik & Cosar, 2020).

Challenges in Using Social Media for Learning Speaking

Students as learners face their own challenges when it comes to using social media to learn to speak. The first challenge is that if the material on social media is quite complicated, students may struggle to understand it. This is due to the fact that the delivery is only done in one direction and has a limited time duration. As a result, teacher guidance is still required, particularly for difficult and complicated materials. As a result, educators must be prepared to adapt in order to prepare more flexible learning that meets the needs of students (G, 2016; John & Yunus, 2021). The teacher should also continue to explain the knowledge that students gain from social media, especially for difficult material, so that students understand and master it.

Another issue is the availability and sustainability of internet connections. Based on the findings, the school has installed a free Wi-Fi network. However, students reported that the issues were due to poor network connectivity, broadband issues, and being disconnected because the internet connection was unstable. As a result, some students use their own quota when accessing social media applications, causing them to run out of internet data quickly. Poor internet connection appears to be the most common issue confronting Indonesian students today (Agung et al., 2020; Yuzula, 2021). Meanwhile, many students reported no problems using social media at home because they have personal Wi-Fi, while others who do not have personal Wi-Fi at home continue to use their own internet quota. They claimed that this condition costs them a lot of money. Access to social media requires an Internet connection and networks. Learning to speak using social media is hampered by a lack of internet access and other support systems. It will cause the videos being watched to be choppy and frequently paused.

Motivation in using social media for learning speaking

After understanding the use and challenges of learning speaking using social media by eleventh graders, the researcher also took data to determine the students' motivation in using social media for learning speaking. The goal is to get a broader and more detailed the students' reason in using social media in learning speaking.

Motivation in this research points to reason why students are using the social media application. There are two kinds of motivational factors reveals in this study, namely internal factors and external factors. Internal factors are factors that arise within students or come from students themselves. Hayikaleng et al. (2016) state that intrinsic motivation will make students actively involved in an activity because the activity is enjoyable and interesting to take part. They are motivated by enjoyment of the learning activity or desire to make themselves feel better. From the data obtained and analyzed in this study, it reveals that students' motivation from internal factors came from students' interest to engage in using social media application because the ubiquitous features provided which can be so easily accessed using mobile gadgets (John & Yunus, 2021). Moreover, the social media creates atmosphere where the students will fell not shy and comfortable to speak, as well as feeling less anxious about making mistakes. The analyzed data showed that their biggest motivation is their freedom to practice speaking skills alone when using social media whenever and wherever they want to learn. This has been analyzed in previous studies (Leong & Ahmadi, 2017) that deprivation of language content causes the learners to be anxious as they are unable to speak. Even if they have something to say, they are unable to do so because they are afraid of making grammatical mistakes and being laughed at by their peers.

Meanwhile, external factors are the kinds of factor that come from outside the students themselves or can be from something or someone. Extrinsic motivation refers to a performance which an individual performs in

order to get reward such as good grades or to increase salary, or alternatively to avoid from punishment (Hayikaleng et al., 2016). Based on the findings, the students like to use social media because they are aware and willing to improve their English-speaking skills. Their awareness of the importance of learning speaking makes them use social media in the process of developing their speaking skills. The importance of speaking skills for them is due to the many benefits of mastering speaking skills in the future, such as for next study, a job, business, etc. In addition, some studies revealed that there was a vast difference in the students' speaking skills after learning speaking using social media applications (Meinawati et al., 2020; Marleni & Asilestari, 2018; Hamad, 2017; Ilyas & Putri, 2020; Ramadoni, 2019).

CONCLUSION

According to the findings of the study, it can be drawn that social media has grown and expanded with pedagogical affordances that help teachers and educators use this platform for teaching and learning rather than just for entertainment and socializing. It is clear that social media is regarded as a viable tool for incorporating into teaching and learning activities to improve speaking abilities. It is critical and timely for educators and learners to incorporate social media usage into their language practices in order to extend learning beyond the classroom and provide learners with an authentic and engaging new environment. Learners are also given opportunities to speak in a conducive and relaxing environment, which greatly reduces inhibition and speaking anxiety.

Social media application is not only simple to use but also has challenges in learning speaking English skills. The findings of this study discover several challenges in using social media to learn English speaking skills, one of which was that students found it difficult to understand the material without the assistance of a teacher.

It is obvious that the use of social media in language teaching and learning provides numerous benefits, particularly for speaking skills. There are still some areas that future researchers could look into when it comes to using social media to teach speaking. One important aspect to consider is how learners acquire speaking skills through social media use based on their gender. Knowing how boys and girls use social media for learning could help teachers prepare better lessons, as it is critical for teachers to better understand their students. Furthermore, research could be conducted to determine how certain activities, such as task-based learning or collaborative learning, could be carried out using social media applications.

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