



THE EFFECTIVENESS OF ENGLISH LEARNING THROUGH THE SOCIAL NETWORK SITES IN ENHANCING THE STUDENTS' SPEAKING COMPETENCE

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Abstrak

Penelitian ini menguji penggunaan tindak tutur lewat komunikasi komputer, terutama pesan status jejaring sosial Facebook, untuk berkomunikasi baik dalam jumlah besar maupun antar pribadi. Jumlah pesan status ada 352 yang dihasilkan oleh 20 responden yang diambil dalam 3 kali sehari selama kurang lebih 30 hari. Analisa data menunjukkan bahwa pesan status yang sering digunakan adalah 'assertives' (menegaskan) dan diikuti oleh 'directives' (menyuruh). Pesan status yang muncul sebagai tambahan yaitu 'jokes' (gurauan) sebesar 3.13%. Uji sample t-tes berpasangan menunjukkan adanya perbedaan pencapaian prestasi yang bermakna antara siswa dengan akses internet yang tinggi dan rendah. Sedangkan analisis faktorial varian menunjukkan bahwa ada perbedaan kemampuan berbicara yang bermakna antara siswa yang belajar dengan Facebook dengan siswa yang belajar secara konvensional.

Abstract

This research examines the use of speech acts in computer-mediated communication, specifically in the status messages of the social network site Facebook, to communicate in both a mass and an interpersonal medium. A total of 352 status messages created by 20 participants were captured 3 times daily over 30 successive days. Content analysis of these data revealed that status messages were most frequently constructed with assertives speech acts, followed by directives. Additionally, jokes were integrated into almost 3.13% of these status messages. The paired sample t-test revealed there was a significant difference in achievement between the high internet access students and the low internet access ones. While Factorial Analysis of Variance showed that there was a significant difference between the students' speaking competence by using social network sites and those who are taught by using a conventional approach.

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INTRODUCTION

Most of Indonesian students, especially, Javanese, feel embarrassed or unconfident when they are forced to communicate in English. They tend to avoid using English in their communication because of some reasons above. Javanese people develop their own basic faith in their community, and experience between inner personality (faith, warmth, friendliness, and safety) and outer personality (respectfulness, shyness, awe, distance, danger) (Suseno, 2001: 197). These faiths influence the attitude and behavior of Javanese people in learning and mastering something, particularly in a second language acquisition.

As a social mankind, people need communicate to exchange their feelings, ideas and thoughts. Communication will be effective and significant if the aim of the communication is achieved properly; both speaker and hearer have the same interpretation and perception of the topic they are talking about. In endeavoring to express themselves, people do not only produce utterances containing grammatical structures and words, but also perform actions via those utterances (Yule, 1996: 47) and he called performed actions via utterances as speech acts.

As the technology develops, people communicate one another in any different ways. Nowadays, there are many people, especially students using Computer-Mediated Communication (CMC). Facebook is considered as an educational apparatus because of its beneficial qualities such as enabling peer feedback, goodness of fit with social context, and interaction tools (Mason, 2006). Through Facebook, students can express their thoughts, feelings and ideas more freely and relax. It will become the good preparation for them to deliver their ideas when they communicate one another.

Austin in Levinson (1983: 236) states that there are three levels of action beyond the act of the utterance itself. Firstly, the act of saying something; which is called as the "locutionary act". Locutionary act is defined as the actual of uttering of a sentence with a particular meaning. Second, the acts done in speaking; which is called "illocutionary acts". The third, perlocutionary act which is defined as a consequence or acts performed by speaking.

Yule (1996: 49) claims that three of the types of speech acts, the most distinctive one is illocutionary force: "Indeed, the term speech act is generally interpreted quite narrowly to mean only the illocutionary force of an utterance". Searle (1976) quoted in Levinson (1983: 240) and Mey

(1993;131-132) propose a five-way classification of illocutionary acts, that is, representatives or assertive, directives, commissives, expressive, and declarative.

The verbal response modes (VRM) taxonomy (Stiles, 1992) is a general purpose classification of speech acts. Stiles (1992: 15) further defined each utterance as a simple sentence; independent clause; nonrestrictive dependent clause; multiple predicate; or term of acknowledgment, evaluation, or address) in dyadic conversation is coded as reflection (R), acknowledgment (K), interpretation (I), question (Q), confirmation (C), edification (E), advisement (A), or disclosure (D).

Social network sites as web-based services that 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. The nature and nomenclature of these connections may vary from site to site (Boyd & Ellison, 2007; also see Boyd, 2003).

While the term "social network site" is used to describe this phenomenon, the term "social networking sites" also appears in public discourse, and the two terms are often used interchangeably. The term of "networking" is not chosen for two reasons: emphasis and scope. "Networking" emphasizes relationship initiation, often between strangers. While networking is possible on these sites, it is not the primary practice on many of them, nor is it what differentiates them from other forms of computer-mediated communication (CMC) (Warchauer, 2000: 3-4; also see Bumgamer, 2007; Cassidy, 2006)

Schools and teachers have always been expected to promote social skills among students, modeling how to collaborate, negotiate conflict, exchange information, and evaluate truth. When used properly and developed with smart pedagogy, the principles of today's social networking can be used to enhance and build on traditional classroom learning and develop 21st century skills that future employers and the world economy now consistently demand, such as technological proficiency, civic duty, communication, teamwork, cultural awareness, and financial literacy.

Facebook (<http://facebook.com>) is a social networking site where people form connections, both personal and professional. It was originally developed for college and university use but has expanded to include people from all walks of life. People can post status messages on their wall about what they are doing or thinking, share pho-

tos and videos, and comment on status messages or media of others in their network. Developers can use hooks into the Facebook system to build small games and applications that people can subscribe to; these allow users to engage socially with their connections, and they integrate with Facebook in a way that allows the applications to post information to the user's walls as well.

Searle (1969) applies three primary dimensions. These are the illocutionary point, the direction of fit, and the sincerity condition. On the basis of the three dimensions, Searle then proposes the next classes of speech acts (as usual the speaker is denoted by S, the hearer by H, and the propositional content by p).

The illocutionary point of the members of *assertives* or *representatives* is to commit the speaker to the truth of the expressed proposition. The illocutionary point of *directives* acts consists in the fact that they are attempts by the speaker to get the hearer to do something, expressed by the propositional content. *Commissives* are those speech acts whose illocutionary point is to commit the speaker to some future course of action. Speech acts of this kind create an obligation on the part of the speaker; that is, they commit the speaker to do something and to expressing an intention. The illocutionary point of *expressives* is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. The illocutionary point of *declaratives* is that its successful performance guarantees the correspondence between the proposition p and the world (Leech, 1983).

Verbal Response Modes (VRM) is a principled taxonomy of speech acts that can be used to classify literal and pragmatic meaning within utterances (Stiles, 1992: 16). Each utterance is coded twice: once for its *literal meaning*, and once for its communicative intent or *pragmatic meaning*. The same VRM categories are used in each case. Under the VRM system, every utterance from a speaker can be considered to concern either the *speaker's* or the *other's* experience.

First language acquisition starts with listening. A child uses the ears as a medium to receive lot of linguistic input, namely, sounds, vocabulary and grammar. It learns to make distinctions between different sounds used in language. As it grows, it starts to use the input to change it into speech (output). Therefore, it can be said that listening and speaking are closely related. If the child is deaf, it can not acquire language. Reading and writing can be said to be closely related. For the child to be able to write, it needs to learn the relationship between the sounds and letters.

People read and listen to language because they have desire to do so and a purpose to achieve. They will usually have expectation about the content of text before they start as well. Readers or listeners employ a number of specialist skills when reading or listening and their success at understanding the content of what they see or hear depends on a large extent on their expertise in these specialist skills.

Reading is central to the learning process. One of the most difficult tasks of a language teacher, both in first and second language contexts is to foster a positive attitude toward reading. Unfortunately, due to time limits and other constraints, teachers are often unable to actively encourage students to seek entertainment and information in reading materials.

A simple definition of reading is that it is a process whereby one looks at and understands what has been written. Grabe & Fredericka (2003: 9) defines that reading is the ability to draw meaning from the printed page and interpret this information appropriately.

Listening is an important skill for person who is learning English because in verbal communication we cannot communicate with each other without listening to the speaker's utterances and understanding them. However, listening is very demanding and challenging skill for the learners to master. Many students often encounter trouble in listening to foreign people even though they are doing well in the English classroom.

Listening is the ability to identify and understand spoken language. Listening is a receptive skill. The receptive skills used in language acquisition: listening and reading enable the productive skills: speaking and writing. Listening is the communication skill used most often in the assimilation of information and the most neglected in foreign language teaching (Hedge, 2002: 228-229).

Harmer (1991: 49; 1994) points out students should have some kind of communicative purpose; in other words they should be using language in some way to achieve an objective, and this objective should be the most important part of communication. The students, however, will have to deal with a variety of language (either receptively or productively) rather than just one grammatical construction.

Writing is one of the productive skills that a learner is expected to achieve in order to ensure his communicative competence. Writing is a visual representation of speech in writing and speaking the language learner is engaged in communicating his ideas and feelings. In the case of

speaking, a kind of give and take situation between listener and speaker exists. In the case of writing, however, the message communicated has a higher degree of finiteness and this skill requires real proficiency if communication has to be effective.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998: 13; also see Brown & Yule, 1983; Byrne, 1986; Huges, 2002; Kayi, 2006; Richards, 2008; Thornbury, 2005). Speaking is a crucial part of second language learning and teaching.

Speaking is considered by learners as one of the most difficult skills as it involves real-time processing which means that learners do not have much time to formulate what they want to say and how to say that students often avoid speaking and therefore never get the opportunity to build up confidence through practice. A further reason that students avoid speaking is that they are afraid of it. They are afraid of making mistakes, of not being understood because of poor pronunciation. This poor pronunciation often stems from previous learning experiences where there has been an emphasis on written accuracy with little chance to develop oral skills. Students may also, in many cases, have little opportunity to practice their English speaking outside of the classroom environment.

However, mastering speaking skills is not easy matter, the students need a medium that can help them to create a conversation with the others inside and outside of the classroom. It can mediate them by utilizing Facebook as the tool or media where they can converse one another freely and confidently.

People use different methods to communicate with each other. Effective communication involves reading, writing and speaking altogether. Verbal and written communication plays a key role in information exchanging process. Any form of communication works in the same manner and has similar importance. Speaking falls under verbal communication. Written communication falls under nonverbal communication. People can communicate effectively through written communication as same as through speaking.

This study intends to confirm the following hypotheses. (1) There is no a significant difference in achievement between the high internet access students and the low internet access ones, (2) There is a significant difference in achievement between the high internet access students and the low internet access ones.

METHODS

This study is an *Experimental Research* which uses *factorial design* as it used use more than one independent variable. Experimental Research is an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. In doing this, the researcher attempts to determine or predict what may occur.

The population of this research is the twelfth grade students of Social Science Program of State Senior High School 1 Purbalingga in the academic year 2011/2012. Subjects for the study were selected from four classes of twelfth grade. In total 40 students were surveyed and were randomly assigned. Twenty students comprised the experimental group and received social network sites to practice their speech acts. Twenty students served as a control group. These students represented the high and low access internet based on the preliminary research and questionnaire.

The main source of data obtained for analysis in this study is through students' performance scores in the first semester, pretest, post-test, observable data (Facebook activity), questionnaire and interview. To gather the data, firstly, the researcher made an observation to determine the subjects of the experiment and getting student's prior scores to determine the Experimental Group and Control Group. Then the researcher asked the students to chat through Facebook as the preliminary research to know the high and low internet access and design the questionnaire for the length of internet access for the Experimental and Control Group. Pre-test was done after the high and low internet access for the Experimental and Control Group had been determined. After that, the researcher prepared some instruments such as Facebook account, questionnaires, speaking test for post-test. Finally, the researcher planned to do the experiment to take the data.

Data which are used to recognize the effectiveness of Facebook to enhance the students' speaking competence by utilizing speech acts are based on students' English score, high and internet access questionnaires, pretest and post-test, Facebook activity, and students' interview result.

Comparisons were drawn between the high and low internet access experimental groups and control ones based on pretest and post-test and depending on the aim of the analysis. Student's t-test is a test which can indicate whether the null hypothesis is correct or not. In research it is often used to test differences between two groups (e.g. between a control group and an experimental group). The t-test assumes that the data are more

or less normally distributed and that the variance is equal (this can be tested by the *F-test*).

Data which was analyzed originated from the subjects' scores, the level of internet access, the implementation of the use of social network sites for the experimental groups and learning speech acts conventionally for the control groups.

Students' scores were obtained from pretest and post-test. Scoring rubric designed by Brown (2004: 172) was used to assess the students' speaking competenc

RESULTS AND DISCUSSIONS

The differences among the each group are shown from the result of the paired sample t-test to test the hypothesis. From the t-test result revealed that hypothesis that says "There is no a significant difference in achievement between the high internet access students and the low internet access ones" by using social network sites and conventional approach is refused since the difference is significant.

Based on the output of *F value* shows the effectiveness of the use of social network sites in enhancing students' speaking competence by utilizing speech acts. Furthermore, the result of the different variance of each group shows that the students given treatment by using social network sites have better improvement in their speaking competence compared with those by using conventional approach.

From the answers of students' questionnaires and interviews, most students from two groups of the high and the low experimental ones reported that conversing through Facebook is effective and creative.

The present study was designed to determine the effectiveness of social network sites in enhancing the students' speaking competence by utilizing speech acts. Recent investigations have pointed out that Facebook can have a positive effect on the student-to-student and student-to-teacher relationship. The results of the same study suggested that students appeared to develop positive attitudes towards the teacher and the course. These findings pointed out that a Social Network Community (SNC) can be an asset in building a community of learners.

This study presented the way the researcher uses social network sites in enhancing the students' spaking competence by utilizing speech acts. Facebook activity was performed as the main part of learning process to communicate one another. Through Facebook, the experimen-

tal groups practice some speech acts by responding what the teacher writes on the status. The students join this program at least four weeks.

Facebook allows its users to carry out meaningful interaction synchronously or asynchronously with speakers of different languages and also to access an incredible amount of valuable and authentic information on a variety of topics. In other words, this SNC can be seen as an innovative tool to facilitate the development of socio-pragmatic awareness and competence in second language learners through meaningful intervention, and can promote cross-cultural understanding.

Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feelings, and thoughts. He or she also shares information to other through communication. In the classroom, the teacher must create the situation that can encourage real communication, many activities can be designed to make majors' element lively.

From results, it is clear that the use of Facebook proved that the student's speaking competence was enhanced. It was shown that mean scores of experimental groups were higher than those of control groups. The outcome of the mean scores also revealed difference between the high internet access groups and low internet access ones. Most conversations of high internet access experimental group could talk each other variously and sustainably. They talked one another more fluent and more various topics they express. The low internet access experimental group did the same way, but their conversations were still simple and undeveloped.

From the data description provided the researcher can say that the level of internet access gives influence in learning English, especially in learning speaking. It can be seen from the data result between the experimental group of high and low internet access are different.

Further studies, which take these variables into account, will need to be undertaken.

CONCLUSION

Some expressions were produced by the students as long as they practiced their speech acts through Facebook. They are assertives, directives, commisives, expressives and declarations, however during the activity there is the expressi-

on which appears as the part of communication, that is, joke. Assertives account for 36.36% (128), directives 26.70% (94), commissives 18.75% (66), expressives 15.06 (53), declarations 0.00% (0), and jokes 3.13% (11).

A series of steps are designed to carry out the experiment. Written communication can be a good preparation and prerequisite knowledge for the students to converse one another. They will be more confident and easier to communicate in English when they have enough preparation. Written communication is in line with improving speaking skills, the more the students practice their English in written communication, the easier the students will express their ideas and thoughts in spoken communication.

Further, the result of this study revealed that the students in experimental group got better achievement in the mean scores than the control group in speaking test. The mean scores of experimental group (87.75) is greater than those of control groups (85.30).

As the result of *Factorial ANOVA* analysis indicated the significant difference, *F value* is greater than *F table* ($14.213 > 4.098$). It can be inferred that both high and low internet access from the experimental group could enhance their speaking competence by utilizing speech acts after they had treatment by taking part in the Facebook activity.

Teachers, as a facilitator and motivator, they should always encourage their students in digging up their prior knowledge to improve their speaking proficiency through social network sites, Facebook.

Teachers, the senior high school teachers, should improve their teaching students not only to answer questions but also to design the questions in communication. The students will be get used to expressing ideas and thoughts in English, if they are provided with the meaningful activity they feel that they need it.

English teachers must be able to use some alternative strategies in teaching and learning process in the classroom to improve the students' speaking competence, like the use of social network sites, so the students will be interested in learning English.

The teachers should often involve the students in speaking activities not only in class but also out of class. The teacher should provide the vocabulary beforehand that students need in speaking activities and diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

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