

THE EFFECT OF SMARTPHONE ON STUDENTS' SPEAKING SKILLS

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ABSTRACT

The aim of this research is to find out the Effect of Smartphone on Students' Speaking Skill. The research design was used pre-experimental research with one group pre-test and post-test. This research was conducted at SMP Negeri 3 Bissappu. The researcher was used total sampling technique. The researcher uses this technique because all the members of the selected had similar characteristic and the same relatively baseline knowledge based on their test examination average scores. The total number of samples was 30 students from class VII. The Speaking tests were administered in the pretest and posttest. The instrument was intended to measure the students' enrichment of speaking. The test Speaking aspects in this research are: fluency, vocabulary, pronunciation, accuracy and comprehensibility. Based on the research findings and discussion in the previous chapter, the researcher concludes that the use of Smartphone enriches the students' speaking skill; it is proved by the mean score of the students' posttest. The t-test of the students' speaking achievement in posttest was smaller than α ($0.000 < 0.05$). It meant that the H1 of the hypothesis was accepted

Key Words : Smartphone, Speaking Skill

INTRODUCTION

The era of globalization is a term for the current world situation where day by day changes continue to occur both in the field of knowledge and in the field of technology. Even though we as Indonesian citizens are not too touched by technological advances where we are only capable as good consumers, this does not show a setback for the Indonesian State. The progress that continues to occur is accompanied by our world education efforts in improving the quality of Indonesian students, one of which is by making English a compulsory subject for junior levels. As we can see that English has become an international language where almost all countries have made English their daily language of communication. So, most countries in the world make English their second language from their mother tongue, but learning English in Indonesia is still a foreign language learning where the students' ability to use English is still low. The use of English is only used when they learn the English subject itself, without being directly practiced in daily communication like other countries. Various ways have been attempted to improve students' English skills, but the results are not too significant, because the courage to speak in English is very low. They are more likely to be afraid of being laughed at if they mispronounce or use words. Most students who have good English language skills are students who have attended high quality schools where the school or family environment is very supportive of their development and most of them are in urban areas. Meanwhile, students who only go to schools in remote areas with minimal facilities and

infrastructure and a lack of support from the surrounding environment which causes learning tend to have low proficiency in English, even though English has occurred since junior high school. They only dare to use English when in class, the rest they prefer to communicate in English in silence.

In language there are language skills. According to Tarigan (1993: 257) there are four aspects of language skills that are included in language learning, namely: 1) listening skills; 2) speaking skills; 3) reading skills; 4) writing skills; and these four skills are related to each other.

Speaking ability becomes crucial for students during the English Foreign language learning process, as it is one indicator that they have mastered the target language. Speaking is an interactive process of meaning construction that produces, receives, and processes information. Nevertheless, Brown (2007) stated that speaking is not just what people say that counts but how they say it and what people deliver with body language, gesture, eye contact, and other non-verbal messages when social contact in interactive language function. Various approaches have been applied to increase students speaking skill performance in the English Foreign Language. To teach speaking, students should be facilitated. It is expected to stimulate them and help their confidence and others. It is a two-way process involving the productive and receptive skills of understanding.

As well, the 2013 curriculum defines the goal of learning English as to develop the student's potential to have communicative competence in interpersonal, transactional, and functional written and spoken forms. Based on this concept, it is understood that speaking allows people to communicate or express what they want to understand one another. As a result, teachers must provide as many opportunities as possible for students to improve their speaking skills. On the other hand, students had to learn pronunciation, grammar rules, and vocabulary to speak fluently. Grammar is required for students to construct correct sentences and conversations, whereas pronunciation produces easily understandable articulation (Monika, Winarti, & Yundayani, 2019). As Derakhsan, Khalili, & Behesti (2016) stated, speaking skill comprises accuracy and fluency. Accuracy is also gained through vocabulary mastery, where appropriate words are used in appropriate contexts. Sometimes students use words or expressions in different contexts that do not mean the same thing. As a result, students should be able to use words or expressions correctly. While fluency is a primary goal in many communicative language courses, accuracy is achieved by allowing students to concentrate on phonology, grammar, and discourse in their spoken output. The statement implies that speaking fluency and accuracy are both critical.

Unfortunately, some issues exist in the teaching-learning process. There are still many students who have poor communication skills. The students remained silent because they did not know what to say. They have difficulty expressing their ideas and opinions verbally because they are afraid of making mistakes and lack confidence in speaking English Yundayani & Kardijan (2018). They also speak slowly and take an excessive amount of time composing utterances. They still had trouble pronouncing some English words. Following that, they made numerous grammatical and vocabulary errors while speaking English. Then there

was a lack of motivation in the learning activity because the teacher only asked and answered questions, so the students were uninterested and bored.

Today's students were born into the digital age. Smart devices have been available to teenagers in the modern era for as long as they can remember. Many of them regularly bring these gadgets to school. Even today's teachers rely on technology to deliver lectures, interact with students, and do a lot of other things.

If we imagine a world without smartphones and other forms of technological innovation, survival would appear to be impossible. We are closer to technological development and its means than anything else. Humans have been aided in bringing inventions that support their comfort.

Tech is alone responsible for the advancements in our daily lives that bring authenticity and reduce the need for human work. Today, it is impossible for us to fathom working with inefficient machinery and living without modern technology.

Any country's students are crucial in determining how it will develop in the future. Students can now learn more easily thanks to smart devices. Students only need to use their skills in the process, regardless of whether it involves using prior information or conducting research and experiments.

Students can access any kind of knowledge or expert from anywhere in the world for the information they need through a variety of devices and the internet. The educational system now has authenticity and detail thanks to technological innovation. Students can now contribute innovation in a variety of sectors thanks to the upgraded experimental gear. We can schedule seminars with distant experts at even the school level.

To help students improve their speaking skills, the teacher should employ any available strategies, including media use. A smartphone with the internet can do many things and has some features to help students with their tasks in and out of the classroom, such as sending an email, browsing the internet, video chatting, Etc. It has both advantages and disadvantages. Smartphones can be used to learn in various ways, including learning through sound, short text messages, a graphical display, data, an internet search, and the camera and video clips (Sevari, 2012). It could be due to time constraints, classroom facilities, or a lack of language application in daily life. As a result, many people try to find specific methods or tools that can be used to encourage students to speak up. A smartphone is one of them.

Smartphones and mobile technology have a significant role in education. They have many functions as learning tools, such as YouTube, video, electric dictionary, etc. They can motivate and stimulate students to improve student's English ability (Mahmud, 2018; Wheng & Chen, 2015). That is why it is expected that students can understand and enhance technology mastery of smartphone usage in the teaching and learning activities. Smartphones bring both benefits and challenges. Smartphones with internet connectivity can search thousands of web pages and provide a high degree of accuracy to the reader. They almost replace reference books and avoid the physical labor of visiting the university library. Despite their effectiveness in gathering information for classroom assignments,

some teachers and parents may not encourage their children or students to use mobile phones in the classroom.

The focus of this generation is on technological development. Additionally, technological development aids in the upkeep of all documents by the institution administrations. On the Apple Store, Google Play Store, and other app stores, hundreds of new apps are released each month, many of them with an educational focus.

METHOD OF THE RESEARCH

The research design was used pre-experimental research with one group pre-test and post-test. This research was conducted at SMP Negeri 3 Bissappu sub-district of gowa. The researcher was used total sampling technique. The researcher uses this technique because all the members of the selected had similar characteristic and the same relatively baseline knowledge based on their test examination average scores. The total number of samples was 30 students from class VII. The Speaking tests were administered in the pretest and posttest. The instrument was intended to measure the students' enrichment of speaking. The test Speaking aspects in this research are: fluency, vocabulary, pronunciation, accuracy and comprehensibility. The researcher uses the items for speaking test and to find out the students' speaking skill and calculates the mean score, standard deviation, frequency table, and the value of t-test in recognizing the distinction between pre-test and post-test by using inferential analysis in SPSS version 24 program.

FINDINGS AND DISCUSSIONS

Findings

The Effect of Smartphone on Students' Speaking Skill.

This section deals with the presentation and the elaboration of data about pretest and posttest, and the students' improvement in learning speaking before and after employing treatments. In addition, mean score of pretest, posttest, and questionnaire and standard deviation of pretest and posttest as consideration in this research is also explored further. The detailed results are provided in the further presentation of the data.

The presentation of the data in this part is obtained through the speaking test interpretations. The interpretations are taken from mean score, standard deviation, frequency, and any other supporting source of statistical elements.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into six levels based on Puskur (2006:35). The following table is the students' pretest score.

Table 4.1 The Percentage of Students' Pretest Score

Classification	Score	Frequency	Percentage
Very Good	81-100	0	0
Good	61-80	9	30
Fair	41-60	15	50

Poor	21-40	5	20
Very Poor	1-20	0	0
Total		30	100

Based on the data in Table 4.1, pre-test showed that out of 30 students, there was no student of them categorized as very good. There were 9 (30%) students yielded good. In the next level categorized as fair which was by 15 (50%) students. There was 5 (20%) students positioned in category of poor and there was no students in category very poor. The diagram percentage of students pre-test can be seen as follows:

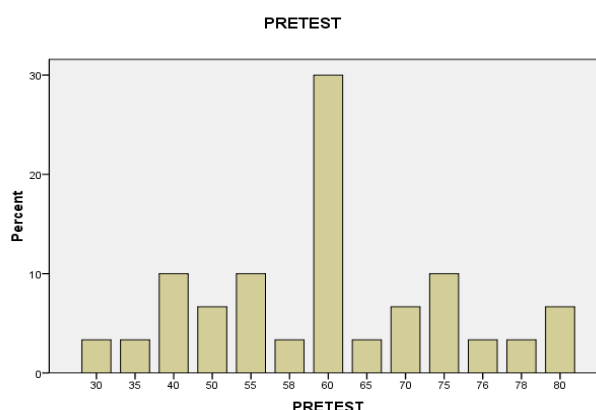


Figure 1 Diagram percentage of students pre-test

Before the treatments were performed, the researcher was given pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students at the same level or not.

After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

Table 2 The Mean Score and Standard Deviation of Students' Pretest

Mean Score	Standard Deviation
59.73	13.496

Based on the classification of speaking test, the mean score of the pre-test (59.73) was considered fair with the standard deviation 13.496. It indicates that the points of the classification reached by the students are still low.

The scores of students' speaking achievement were classified into five levels. Those scores then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' posttest.

Table 4.3 The Percentage of Students' Post-test Score

Classification	Score	Frequency	Percentage
Very Good	81-100	11	37

Good	61-80	19	63
Fair	41-60	0	0
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		30	100

From the classification, the scores, and the rate percentage of the posttest illustrated in the table above that out of 30 students, three of the bottom categories, fair, poor and very poor were not employed by anyone of them. There were 19 (63%) students leveled as fair. In this group, there were 11 (37%) students can gain the very good level. The diagram percentage of student's post-test can be seen as follows:

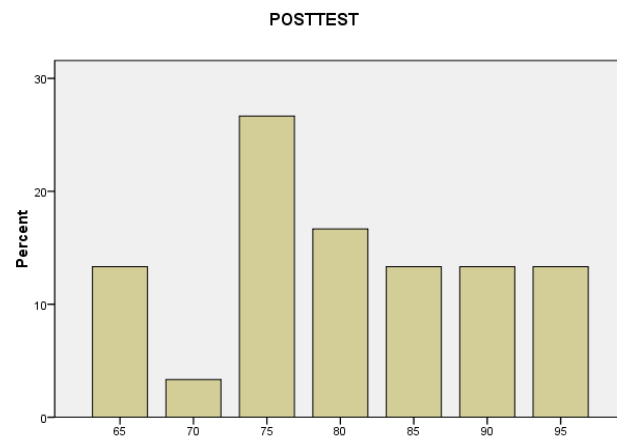


Figure 3 Diagram percentage of student's post-test

Based on the description above, it is clear that there is a much more significant improvement of speaking reached out by the students in post-test through treating those students' using smartphone during the research.

The result of the posttest was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of post-test.

Table 3 The Mean Score and Standard Deviation of Students' Posttest

Mean Score	Standard Deviation
80.33	9.463

It can be observed in the table above that post-test was valued 80.33 for its mean score with the standard deviation obtained 9.463. It can be referred from the description about the mean score and the standard deviation for posttest. Post-test produces a better improvement or a higher achievement that turns from 59.73 in pretest to 80.33 in posttest or fair classification to good classification.

T-test is a test to measure whether or not there is a significant difference between the results of the students' mean scores in the pretest and the posttest. By

using inferential analysis of t-test or test of significance run by SPSS Version 23, the significant differences can be easier to analyze. The level of significance is (α) = 0.05 and the degree of freedom (df) = 29, $N1 - 1$, the number of students (each 30) minus 1. The following table illustrates the t-test value result:

Table 4 The Paired t-test Value of Students' Achievement

Variables	Probability Value	α	Remarks
Pre-test and Post-test	0.00	0.05	Significantly different

Based on the result of data analysis as summarized in table 4.5 pretest and post-test, the researcher found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 29. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of smartphone significantly enrich students' speaking skill. It is more effective, more productive and faster to enrich the students' speaking.

Discussion

The discussion section deals with the interpretation of test result both pretest and posttest.

The Effect of Smartphone on Students' Speaking Skill.

This research results expressed students feeling of motivation using the smartphone. Buchegger (2010) and Yassei (2012) stated that video is helpful in the teaching and learning activity through designing exciting visuals and an exceptional interactive environment in English Foreign Language or English Second language classroom, seeing language –in-use, raising cross-culture awareness, developing the power of creation, or increasing learners' motivation. Watching videos through smartphones and students are expected to decrease their anxiety about practicing the target language and enhance their proficiency and knowledge.

Teachers found that teachers significantly affected students' achievement when they provided strategies for improving their speech. Smartphones can be one of the learning resources and increase students' competency to their capacity (Kuswandi, Surahman, Thaariq, & Muthmainah, 2018; Surahman, Kuswandi, Wedi, & Thaariq, 2019). They may enhance their oratory skills by making a smartphone part of the teaching process. Students were responsible for making meaningful contributions during the entire learning process. They were the majority of the ready and eager students to give a presentation in front of the entire class. Although they may have appeared otherwise, some of them needed to be added. After they got to know each other better, they gradually gained confidence in communicating in English effectively. In addition to that, their

vocabulary increased, and their sentence expression became more complex than prior.

The result of posttest indicates that the use of smartphone gives progress significantly toward students' achievement. It means all the students could enrich their speaking; it is proved by the students' mean score before and after the treatment gets increase as stated before. The speaking achievement showed better post-test.

The statistical data based on the t-test through SPSS Version 23 to test the hypothesis indicated that the probability value of the class is lower than alpha (α) in which ($0.000 < 0.05$). It meant that the H_1 of the hypothesis was accepted.

Based on the findings of the research above, the researcher may point out that before giving the treatment (pretest), almost all the students got fair and poor classification in mastering speaking.

According to the first excerpt, most of the students were enthusiastic. The use of a smartphone piques the students' interest in the teaching-learning process. They were motivated and stimulated to speak due to videos on their smartphone. The role of smartphones and mobile technologies in education must not be ignored (Tikoria and Agaria, 2017). Academic learning is now innovative due to smartphone and other media in promoting and advancing 21st century needed skills and knowledge (Tulenko & Bailey, 2013; Emerson & Berge, 2018).

Additionally, Mokoena (2012) states that smartphones improve learners' collaborative learning through their connection to the internet. The students participated in the instruction process.

Furthermore, the students were not shy and could express their ideas freely.

Moreover, the students made significant contributions during the instructional process. Most of them were confident in their ability to deliver their speaking performance in front of the class. Even though some of them still appeared depending on the text. They gradually gained the confidence to speak English more fluently. They improved their pronunciation, vocabulary, and grammatically deepened expression. Overall, smartphones were a form of media that allowed students to develop their abilities and expand their knowledge to achieve tremendous success, particularly in English speaking. According to Zahid Zufar at Taariq (2020), social media can facilitate access anywhere, anytime, and with anyone connected. It enables use for needs such as learning activity both teacher and learners.

In the age of rapid information development, smartphone technology offers learning resources that are very abundant and easily accessed. Smartphones with the internet are one of the learning resources inseparables from the search for knowledge (Lau et al., 2018). The invention of the mobile phone or smartphone technology thrives and brings in attitudinal changes in students, and most of them are affected, predominantly undergraduate students (Ezemeneka, 2013). It was also applied to an ever-expanding range of human activities and the environment in which we live. It brought both advantages and disadvantages. Smartphones with internet access can search thousands of web pages and provide the reader with highly accurate results. They almost wholly replaced reference books while avoiding the physical labor of going to the university library. Despite the

effectiveness of mobile phones in gathering information for classroom assignments, some teachers and parents may not encourage their children or students to use them in the classroom.

The procedure of the treatment has an important role for the students' speaking mastery. It is proved by the enhancement of students' speaking achievement after giving the treatment by using matching games for four times.

CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher concludes that the use of Smartphone enriches the students' speaking skill; it is proved by the mean score of the students' post-test. The t-test of the students' speaking achievement in post-test was smaller than α ($0.000 < 0.05$). It meant that the H1 of the hypothesis was accepted.

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