

The Effectiveness of Media Instagram Toward the Students' Speaking Skills of Tenth Grade In SMAN 4 Malang

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Abstract

This study was conducted to investigate whether media Instagram in teaching speaking is effective. The problem of this study is "Do the tenth grade students of SMAN 4 Malang who are taught using media Instagram have a better speaking skill than those who are taught using conventional method?". Refers to the research problem, the hypothesis of this study is "the students who are taught using media Instagram have a better speaking skill than those who are taught using conventional method".

This research is experimental research. There are two groups of students participating in this study the control group and the experimental one. The data collection technique is speaking performance and the data analyze technique uses t-test calculated by SPSS 21 program to find out students' pre-test and post-test score of experimental and control group.

The finding of the research shows that the experimental group which is taught using media Instagram gets higher score than the control group which is taught by conventional method. Based on the findings, from the distributors of t-test with the level of significance is 0.05, the score of significant (2-tailed) of post-test experimental group and control group which is lower than 0.05. The research concludes that media Instagram is significant. Media Instagram contributes in improving the students' understanding in learning historical recount text, especially in speaking skill. Then, media Instagram is effective in teaching speaking of historical recount text at the tenth grade SMAN 4 Malang.

Key words: Effectiveness, Media Instagram, Teaching Speaking

INTRODUCTION

Background

Speaking skill is one of four skills in English. Speaking skills is how to convey ideas, ideas, opinions verbally. In teaching English, especially speaking skills, teachers must take the best approaches, methods, and strategies to make students have a strong motivate in the learning English process. To make the students interest in this research, the researcher using media Instagram.

In this research, Instagram which is popular and enthusiast by most social media users was used to support their speaking skill performance. X-IPS 1 and X-IPS 2 students of SMAN 4 who was learning English Speaking did not have improvement on their performance. They did not feel the challenge being in the situation, condition, and atmosphere that are common for them.

Media Instagram facilitate video in good quality and also Instagram can be watched by many people, and also being commented, the research used viewers' comments or like to get students' motivation (Apriyanti, 2018). Therefore, the researcher wants to know the effectiveness of Media Instagram toward students' speaking skill.

In research at SMAN 4 Malang, the purpose of using Instagram media was to provide different teaching for students. SMAN 4 Malang also provide internet facilitation such as free Wi-Fi used by students in working on assignments and looking for learning materials at school.

Based on the background, this research is to know effectiveness of media Instagram in teaching and learning speaking. Therefore, the researcher would like to formulate the problem in this research as follow:

“Do the tenth grade students of SMAN 4 Malang who are taught using media Instagram have a better speaking skill than those who are taught using conventional method?”

METHOD

Design

The design used in this study is quasi experimental non-randomized design to testify hypothesis; the design used because it is impossible to stipulate the exiting randomly subject to group and disturbing the class is only for research purposes.

Population and Sample

This research was held in SMAN 4 Malang. The school was located in Malang, East Java. The subject chosen for this study is 66 students of SMAN 4 Malang, from two classes; class X-IPS 1 and class X-IPS 2. They are the 2nd semester students of the X grade students Senior High School at 4 Malang academic year 2019-2020. Class XIPS 1 which taught firstly considers as experimental group and class X-IPS 2 became the control group.

Instrument

The researcher needed some instruments, the instrument used as the media to gather the data in this thesis was speaking test. The researcher used two kinds of speaking test in collect the accurate data of the students' practice in speaking. Those two kinds of test were as the follow:

1. Pre Test

Pretest was a kind of speaking test that the researcher used before the activity. The function of the speaking test was to know and measure the students' ability of speaking.

2. Post Test

Posttest was a speaking test which the researcher used after gave material for certain times. The purpose of the speaking test was to know whether the independent variable being applied effected the students' speaking improvement or not.

Data Collection

To get the original data the researcher used some steps in gathering the data as follows; Before held the pretest, the researcher gathering the data from the students score in examination and daily task to know the students level of achievement. After that, the researcher choosing the sample based on the teachers advise and determined the experiment and control group. The next, the researcher held the pretest to both experiment and control group. Then, the researcher held the treatment to experiment group by using media Instagram. After that, the researcher held the posttest to both experiment and control group. At the last, the researcher analyzing the data of both group from the pretest and posttest

Data Analysis

Data analysis that used in this research was directed to determine whether the experimental group achieved better performance than the control group. Scoring rubric was to get the score from pretest and posttest. The score of the both experimental and control group from pretest and posttest were computed using t-test.

In this research the researcher used SPSS (*Statistic Product and Statistic Solution*) 21 for Windows computer program to analyzed data to make sure that calculation of the data is valid. The researcher will instruct SPSS to compare the mean of the two groups. Then the SPSS will look for the level of significance.

RESULT

Finding

After collecting the data needed by using a test instrument, the researcher described whether the scores obtained by students in two group both experimental and control groups have significant difference or not.

The Table Below Shows the Result of Independent t-test Analysis for Pre-test Score from Two Groups

Table 1: Independent t-test of Pre-test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experiment	33	57.9091	8.39034	1.46057
	Control	33	58.4242	6.96882	1.21312

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Score									Lower	Upper
	Equal variances assumed	1.380	.244	-.271	64	.787	-.51515	1.89866	-4.30816	3.27786
	Equal variances not assumed			-.271	61.914	.787	-.51515	1.89866	-4.31062	3.28032

From the table above, we can see the analysis of the pre-test for the experimental group and control group. Before the data were calculated with independent t-test, the data of experimental group at the pre-test showed that the mean was 57.90 and the data at pre-test control group showed that the mean was 58.42. the score of significant (2-tailed) was 0.787. The score of significant (2-tailed) was higher than 0,5 (2-tailed). The data were homogeneous. From that analysis, then the comparison of pre-test result showed that there was no significant difference.

The Table Below Shows the Result of Independent t-test Analysis for Pre-test Score from Two Groups

Table 2: Independent t-test of Post-test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Experiment	33	84.7879	9.29636	1.61829
	Control	33	70.4848	11.95335	2.08081

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.009	.924	5.426	64	.000	14.30303	2.63603	9.03696	19.56910
	Equal variances not assumed			5.426	60.342	.000	14.30303	2.63603	9.03081	19.57525

From the table above, we can see the analysis of the post-test for the experimental group and the control group. Before the data were calculated with independent t-test the data of experimental group is 84.78 and the mean score post-test of the control group was 70.48. In the data of mean score, there was significant difference between the post-test of experimental group and post-test of control group.

The score of significant (2-tailed) is 0.000, the score of significant (2-tailed) was lower than 0.05 (2-tailed). The result of the computing of the total scores of the students indicated that the p-value was 0.000, which was lower than 0.05 (2-tailed) It indicated that the post-test result of experimental and control group was different. Those tables show that the total score obtained by students in the experimental group was significant difference from the control group. It means that Instagram media is effective in students' speaking skills.

DISCUSSION

The main purpose of this study was to measure the effectiveness of media Instagram toward the students' speaking skill in historical recount text. In this research the researcher used media Instagram as a teaching method in order to know whether it can affect the students' speaking skill or not.

The hypothesis of this study stated the students who are taught using media Instagram have a better speaking skill than those who are taught using conventional method. The researcher believes that media Instagram is effective to enhance the students speaking skills. The students learn from the error or their mistake in learning English in speaking skills that the researcher correct by providing the correct by

The result showed that the students' who are taught using media Instagram have a better speaking skill than those who are taught using conventional method. This result can be seen from the pre-test and post-test score of experimental group. The students' score improves after using media Instagram, it seen from the result of the data analysis. Then, after conducting this research, the researcher revealed that Media Instagram was effective in enhancing students' speaking performance which was proven by the statistically significant improvement from the students' mean score from pre-test and post-test. It means that this research confirms the previous studies conducted by many researchers that Media Instagram was effective in improving students' speaking skill.

CONCLUSION AND SUGGESTION

Based on the findings of this research, the researcher could take the conclusion of the research under the title "The Effectiveness of Media Instagram toward the Students' Speaking Skills of Tenth Grade in SMAN 4 Malang." The findings of this research were the form of scores. The findings have been explained in the chapter IV that was computed by using *SPSS (Statistic Product and Statistic Solution) 21 for Windows* computer program.

There is no significant difference shown in the students' pretest score. It can be stated that the experiment and control group was needed to be analyzed. After conducting the posttest, the computation result showed that the score between posttest

and pretest was different. The *t-test* identifying there were an increase 26.88 of the mean value on the experiment group. So, there were an increase 12.06 of the mean value on the control group. In addition, the result of hypothesis testing showed that the mean different of the mean value for both group after conducting the pretest and posttest was 14.82. It means, “There is a significant effectiveness of media Instagram toward the students’ speaking skill at the tenth grade SMAN 4 Malang.”

Based on the result, the discussion and the conclusion of the research, it is suggested that the finding of this study can support the students in learning speaking especially in recount text historical. They can easily understand the topic about historical recount text given by media Instagram. The students should be brave and practice more to speak with their teacher or other student, especially the students who are the beginner in learning English.

For the English teacher at the tenth grade in SMAN 4 Malang may apply Media Instagram as an alternative to encourage students in the classroom activity. The use of media Instagram as variation can vary the learning situation to be more interesting and enjoyable, so the students will not get bored and they will be more motivated to learn English.

For the further researcher, this research is not perfect yet, it is suggested for the further researcher who wants to conduct further researcher on similar area to improve the other variation of media Instagram as media in teaching and learning process. The writer believes that this study is far from being perfect, there are still many mistakes found in this research. It really needs development through further researchers.

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