



# CIREBON INTERNATIONAL CONFERENCE ON EDUCATION AND ECONOMICS (CICEE)

## THE USE OF SOCIAL MEDIA IN IMPROVING THE SPEAKING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS

Jimat Susilo<sup>1</sup> and Ari Septiano<sup>2</sup>  
<sup>1-2</sup>Gunung Jati University, Cirebon, Indonesia

\*Corresponding author: [jimat\\_cirebon@yahoo.com](mailto:jimat_cirebon@yahoo.com)

### Abstract

*This research is motivated by the use of social media which is used only as a vehicle for entertainment. The speaking ability of junior high school students is still low. Students are still embarrassed when expressing opinions or during presentations. Students take turns pointing and it isn't easy to appear in front. Advanced students' speaking skills are still low, judging from the slow and hurried voices. So the effort made by the author is to assign a project to make a description video. The video is uploaded to social media whose purpose is to increase students' confidence. This study uses a literature study method and data collection techniques using a documentation study. The results of the study show that the use of social media in improving speaking skills in Indonesian lessons at the junior high school level is effectively used. The social media used are YouTube, TikTok, and Instagram.*

**Keywords:** *Social media, speaking skills, learning to speak.*

### INTRODUCTION

Law No. 20 of 2003 (Darmadi, 2019: 6) states that education is a conscious effort made by a person to optimize his entire mind and body for the better. A person carries out education with a great desire so that there is a development of a change in good behavior in him. As the times develop, education has many challenges. Education is one of the things needed to produce competitive human resources (HR). Through education, it is hoped that school residents can collaborate to produce quality human resources who can adapt as members of society in their time. Dewantara (2009) said that education and teaching are efforts to prepare and prepare for all interests of human life, both in social life and cultural life in the broadest sense.

Dewantara (2009: 21) said that in carrying out an integrated renewal, everything related to the interests of students, both regarding their personal lives and community life, should not leave out all interests related to the nature of the situation, both in nature and the times. This opinion emphasizes that education should be carried out to guide the strength of students by the nature of nature and the nature of their times. Thus, teachers must carry out contextual learning. Learning, of course, must adjust to the needs of students to live in society. Today's education, emphasizes 21st-century skills. One of the 21st-century abilities that students are expected to have is communication skills. In communicating, we use speaking skills. Subhayni et al. (2017: 22) explained that speaking is the ability to pronounce articulated sounds or words to express, express, or convey thoughts, ideas, and feelings. Ilham (2020: 5) said that speaking in general can be interpreted as conveying one's intentions (ideas, thoughts, and hearts) to others using spoken language. Speaking is an important ability for

everyone to have to convey an idea or feeling to others. As social creatures, of course, we cannot avoid communication with others. So everyone must of course have this ability.

In the 21st century, technological development is very massive. The existence of this development has a positive and negative impact on life. The impact that will have from technological developments depends on how we use them. One of the positive impacts of technological developments that we can feel is in the field of education. The development of technology makes teachers must be able to participate. The mastery of technology owned by a teacher will help him in carrying out interesting teaching while developing students' creativity. Teachers must always be innovative in designing learning by using strategies and media that are suitable for their students. By utilizing technology in Indonesian language learning, students are expected to have learning and innovation skills, and skills in using technology and information media. The 21st century is also characterized by a lot of (1) information that is available anywhere and can be accessed at any time; (2) faster computing; (3) automation that replaces routine jobs; and (4) communication that can be done from anywhere and to anywhere (R&D of the Ministry of Education and Culture, 2013).

One of the technologies that is being massively used in society and can be used as a medium for developing students' speaking skills is social media. Thaib (2021: 8) explained that social media is a process of interaction between individuals by creating, sharing, exchanging, and modifying ideas or ideas in the form of virtual or network communication. Social media itself is an inseparable part of the learning and teaching process as well as communication to realize educational goals in general (Anshori 2020). Social media can be used as a place to express students' ideas or ideas. Here are social media that can be used by students to practice speaking skills, namely YouTube, TikTok, and Instagram.

Mille (Syahrudin, et al. 2023: 145) explained that Youtube is a video-sharing community which means that users can upload and view all kinds of video clips online using any browser. YouTube is a social media that can be used to access various videos. There is so much content that we can see and hear through social media. One of them is content that contains education.

Warini et al al., (2020) stated that TikTok is a social network with audio-visual media that can express users' creativity through many different unique videos. This application has a very important role in society, therefore this application provides features for people based on their age. More complex is that this social media is not only used to access and share videos but can also be used as a buying and selling space. So that we can take advantage of this social media with several uses.

Atmoko (2012: 28) said that Instagram is an application that has features to make a photo or video more beautiful, better, and more artistic. This social media is almost as useful as the previous social media. Instagram has a feature to share and access various photos and videos. Based on the results of the observations that the author has made on the use of social media among students, many use social media only for entertainment media. In addition, speaking skills, especially presentation activities for grade VII students at SMPN 9 Cirebon City, are still many who do not dare to express their opinions in front of the class. Students are still hesitant to speak straightforwardly and loudly. In this regard, the author will conduct research related to teachers' efforts to improve students' speaking skills through videos made and uploaded to social media.

## **METHOD**

The research method used by the author is a literature study. This method is included in qualitative research. Sari & Asmendri (2020:43) said that library research is research conducted by studying and studying various literature (books, journals, laws and regulations,

and others). Which is used as a reference based on the subject matter being researched". This opinion explains that the literature study method is carried out by collecting, recording, reading, and processing various types of references that are relevant to the title being researched. The type of research used is descriptive. Zulganef (2018: 10) stated that descriptive research is intended to provide an overview of a certain phenomenon or condition that is the focus of attention to be explained.

The data sources in this study consist of primary data sources and secondary data. The primary data source comes from description videos posted on YouTube and TikTok applications as a result of Indonesian subject assignments for grade VII students of SMPN Negeri 9 Cirebon City. Meanwhile, secondary data sources come from scientific books and articles about speaking skills and the use of social media.

The data collection technique in this study is a documentation study. Miles & Huberman (Sugiyono, 2018: 337) state that analyzing data has three stages, namely as follows. 1) Data reduction, the author sorts the data that has been collected. The data is in the form of video links describing students collected on google drive. The author will access the video through the link. 2) Data presentation, the author will present data in the form of brief descriptions, charts, relationships between categories, and so on 3) Verification, the author will make conclusions from the data that has been obtained from the beginning to the end. This conclusion is related to the use of social media in improving students' speaking skills, such as YouTube and TikTok.

## **RESULTS AND DISCUSSIONS**

### **Social Media as a Learning Media**

The use of social media in education has become a hot topic in recent years. Social media is not only a communication tool, but also a learning tool. Teachers and students can leverage social media platforms to share articles, videos, presentations, and other learning materials. Teachers can assign assignments or projects that involve using social media as a platform to share work, provide feedback, and collaborate with classmates. Teachers can use social media to monitor student progress and provide feedback. The social media platforms that can be used to improve students' speaking skills are YouTube and TikTok. Each platform has different features that can be used according to learning needs. The use of social media can improve various aspects of learners' speaking skills, including pronunciation, intonation, vocabulary, and context comprehension. Through interactions that occur on social media, students can gain a broader and more in-depth speaking experience. So teachers play the role of facilitators who provide adequate facilities in the learning process to develop students' self-capacity (Zazin & Zaim, 2020).

### **Results of Assessment of Students' Speaking Skills**

Brooks (Tarigan, 2008: 28) stated that in evaluating a person's speaking skills, in this case, teachers must pay attention to five aspects, namely 1) accuracy of pronunciation, 2) intonation, 3) accuracy of the form and order of words spoken, 4) fluency, 5) body movements.

To improve students' speaking skills, teachers make efforts to create projects for students to describe objects or places around them. Students make videos and upload them to their social media. The social media used are YouTube, TikTok, and Instagram. After the video is uploaded, the teacher assesses the video based on the five aspects above. This is to find out the extent to which students can use social media to improve their speaking skills.

## Video Assessment Results Description

Table 1. Video Assessment Results Description

No	Video	Assessed Aspects					Score	Final Score
		1	2	3	4	5		
1	Video 1	4	4	4	5	3	20	80
2	Video 2	4	4	4	3	4	19	76
3	Video 3	5	4	5	5	5	24	96
4	Video 4	5	4	5	5	4	23	92
5	Video 5	4	4	4	5	4	21	84
6	Video 6	5	4	4	4	5	22	88
7	Video 7	5	4	4	4	3	20	80
8	Video 8	5	4	4	4	3	20	80
9	Video 9	4	5	4	5	5	23	92
10	Video 10	4	5	4	4	5	22	88
11	Video 11	4	4	4	4	4	20	80
12	Video 12	4	5	4	5	4	22	88
13	Video 13	4	4	4	4	3	19	76
14	Video 14	4	4	4	4	5	21	84
15	Video 15	4	4	4	4	4	20	80
16	Video 16	5	4	4	5	5	23	92
17	Video 17	4	4	4	4	4	20	80
18	Video 18	4	3	4	4	4	19	76
19	Video 19	4	4	4	4	4	20	80
20	Video 20	4	4	4	4	3	19	76
21	Video 21	4	4	4	4	3	19	76
22	Video 22	4	3	4	4	4	19	76
23	Video 23	4	4	4	4	5	21	84

Based on the data on the side, the results of the percentage of scores for student description videos were obtained, namely the score range of 90 to 100 amounting to 4 people or 17%, the score range of 80 to 89 amounting to 13 people or 57%, and the score range of 70 to 79 amounting to 6 people or 26%. These results can be declared effective because the students' scores are above 75. Students have tried to appear confident by recording and uploading the video to social media. Students have experienced an increase in their speaking skills compared to the results of previous observations. Although there are still some things that must be improved. Thus, the project of making videos through social media is effectively used to improve students' speaking skills.

## CONCLUSION

Based on the literature studies that have been carried out, it can be concluded that the effective use of social media can improve the speaking skills of junior high school students. Through speaking habits, such as presentations and making videos, students can gain a broader and more in-depth speaking experience. Social media such as YouTube, TikTok,

and Instagram can be used as learning media that can improve speaking skills. Students who are initially shy, afraid, or lack confidence can slowly dare to speak in public.

## REFERENCES

- Anshori, Sodiq. (2020). Pemanfaatan Teknologi Informasi Dan Komunikasi Sebagai Media Pembelajaran. *Civic-Culture: Jurnal Ilmu Pendidikan PKN Dan Sosial Budaya* 2 (1): 88–100.
- Atmoko, Bambang Dwi. (2012). *Instagram Handbook*, Jakarta: Mediakita.
- Darmadi. H. (2019). *Pengantar Pendidikan Era Globalisasi*. Banten: AnImage.
- Ilham, Muhammad & Wijati, Iva Ani. (2020). *Keterampilan Berbicara: Pengantar Keterampilan Berbahasa*. Pasuruan: Lembaga Academic & Research Institute.
- Kemendikbud. 2013. *Penyelenggaraan Pendidikan Sistem Ganda pada Sekolah Menengah Kejuruan*. Jakarta: Direktorat Pendidikan Menengah Kejuruan.
- Ki Hadjar Dewantara. (2009). *Menuju Manusia Merdeka*. Yogyakarta: Leutika.
- Sari, Milya dan Asmendri. (2020). *Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA*. *Jurnal Penelitian Bidang IPA dan Pendidikan IPA* 6.
- Syahrudin, dkk. (2023). *Fenomena Komunikasi di Era Virtualitas*. CV. Green Publisher.
- Subhayni, Sa'adiyah, & Armia. (2017). *Keterampilan Berbicara*. Banda Aceh: Syiah Kuala.
- Sugiyono. (2015). *Metode Penelitian Pendidikan (Pendekatan, Kuantitatif, Kualitatif, dan R & D)* Bandung: Alfabeta.
- Tobing, Sari Mellina. (2019). *Pemanfaatan Internet Sebagai Media Informasi Dalam Kegiatan Belajar Mengajar Pada Mata Kuliah Pendidikan Pancasila*. *JURNAL PEKAN: Jurnal Pendidikan Kewarganegaraan* 4 (1): 64–73.
- Warini, N. L., Dewi, N. P. E. S., Susanto, P. C., & Dewi, P. C. (2020). *Daya Tarik TikTok Sebagai Media Pembelajaran Bahasa Inggris Online*. *Seminar Ilmiah Nasional Teknologi, Sains, Dan Sosial Humaniora (SINTESA)*.
- Zazin, N., & Zaim, M. (2020). *Media Pembelajaran Agama Islam Berbasis Media Sosial Pada Generasi-Z*. *Proceeding Antasari International Conference*, 1(1).
- Zulganef. (2018). *Metode Penelitian Sosial dan Bisnis Edisi 2*. Yogyakarta: Expert.