# The Analysis Of Students' Speaking Ability To Describe New Vocabularies With Difference Social Media Exposure At SMA Negeri 2 Perbaungan In The Academic Year Of 2021-2022

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| | ABSTRACT |
|---|---|
| | Most students of SMA Negeri 2 Perbaungan face many difficulties to communicate in English. Their lack of vocabulary, lack of grammar and fear of making mistakes and this affect speaking performance of students. The objective of this research was to investigate the students' speaking ability to describe new vocabulary with difference social media exposure. This observation was taken two days which started from Thursday, 12th May and 19 May 2022. The qualitative research method was used in this research. The subjects of this research chosen based on the result of observation sheet and interviewed eight student as the representative of students in the first grade of SMA Negeri 2 Perbaungan, academic year 2021-2022. The population from this research were the whole students in the 1st grade SMA Negeri 2 Perbaungan. The data collection technique used was observation and test using observation sheets designed with Madsen's theory (1983) to determine the abilities achieved by students, from all research data found 8 research subjects with 4 indicators/elements namely pronunciation, vocabulary, fluency and grammar. After doing the research, it was found that there were 4 students who were active on social media, they had about 8-10 hours per day to use social media. They have 3 levels of speaking ability, namely high, medium and less, 2 students who have a high level of ability are not perfect in describing new vocabulary, 1 student who is moderate still not precise in pronouncing the sentence to be spoken. And 1 student who has a poor level has difficulty in describing new vocabulary. On the other hand, the researcher also found 4 students who were not active on social media, they only used social media 5 hours per day. They have 3 levels of speaking ability, 1 student with a high level cannot describe well, 1 student with a moderate level also has a deficiency in describing vocabulary and 2 students with a bad level are very difficult to describe new vocabulary. In addition, the researcher also found 3 levels of student motivation with different social media exposure, high student motivation there is no parental control over the use of social media as well as moderate student motivation. And students who have low motivation because of parental control over the use of social media. The results of this research, students' speaking ability is not significant to social media and parental control is needed in the use of social media. |
| **Kata Kunci** | *Speaking Skill, Describe New Vocabulary, Social Media Exposure, Qualitative Research* |

## PENDAHULUAN

Language is primary source of communication. It is the method through which we share our ideas and thoughts with others. There are thousands of language in the world. Every country has their own national language in addition to a variety of local languages spoken and understand by their people in different regions some languages are spoken by millions of people and others by only a few thousand. In global world the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. English is one of the most use language in the world. Even outside of countries like the USE and the UK, many people can speak and understand English. On top of this, 67 countries have English as their official language and there are 27 countries that have English as their secondary official language.

Even though English may not be the most widely spoken language in the world, nevertheless, English is the official language of 53 countries and is spoken by around 400 million people worldwide. In this case, English is the primary language of not only countries that are actively touched by British imperialism, but also of many business and cultural fields dominated by these countries. Thus, English is a useful and even necessary language to know. Learning English is important and people all over the world decide to learn it as a second language. Many countries include English as a second language in their school syllabus and children start learning English at a young age. In addition, English is also use in the fields of science, aviation, computers, diplomacy, and tourism. If we can know English then it increases our chances of getting a good job in a multinational company.

It can be concluded that English is very important both in the world of education and the world of work which is used as a communication tool as well as speaking skills to facilitate good communication and mutual understanding.

If grouped by level of English proficiency (very low, low, medium, high, very high), Indonesia is included in the low category. In fact, Indonesia had carved a pretty good achievement. In 2016, Indonesia was ranked 32 out of 72 countries and was in the medium category. Various possibilities can be drawn regarding the causes of the low English proficiency of the Indonesian people. One of them is a learning system that is not balanced in all aspects. Basically, people  have to master four main aspects when learning a foreign language, namely listening, speaking, reading, and writing. These four things must be implemented in harmony. If people look at the system in the field (we take the example in formal education institutions), the majority of existing learning tends to revolve around two aspects, namely reading and writing, but ignores listening and speaking aspects.

In most case, English teaching methods in Indonesia only emphasize theoretical rather than practical mastery. So that the learning that occurs is only limited to "understanding reading English texts" such as answering questions, grammar tests, and making essays with small portions of conversational aspects.

Based on Sawir's research on the foreign language skills of Indonesian students currently studying in Australia. When asked about his experience learning English in Indonesia, the student admitted that the opportunity to communicate using English in Indonesia is very minimal. Even when learning English, Indonesian is still used as an introduction. While they are in Australia, speaking English is a must so that their English skills can improve drastically. This proves that English education in Indonesia is still running purely on the cognitive and psychomotor aspects.

This is because the theoretical learning style slowly forms a passive learning atmosphere. So that knowledge is only centered on the teacher without any feedback from teacher to student. Students seem to be recipients of knowledge without the opportunity to practice their English skills intensively. Indirectly, this can be the root cause of the low ability to speak English.

On the other hand, people's motivation to learn English is still relatively low. The majority of people have the mindset that English is a difficult language to conquer. Grammar or grammar is often a scourge for someone who wants to learn a foreign language. This is because the structure of English is very different from Indonesian. English has more complicated grammar rules. For example, the "-ed" suffix at the end of a word that refers to a pronoun in the third or past tense often confuses someone who is just starting to learn English.

For example, giving the ending "-ed" in the past sentence "I *walked"* (saya berjalan) atau *"She cooked dinner"* (dia memasak makan malam). . Due to a lack of understanding of tenses, this rule is often generalized to entire sentences. For example, adding "-ed" to the sentence "I *finded the ball*" would be ""*I found the ball* ". Difficulty understanding grammar is one of the biggest obstacles for people to learn English.

As said by Bensor and Lor (1999), success in a foreign language depends on our perspective in learning. If people believe that the best way to learn a foreign language is by memorizing vocabulary and grammar, then our skills will be honed in terms of theory, analysis, and memory. However, if we believe that the best way to learn a foreign language is to implement it directly in everyday contexts, then we will excel in terms of socializing and communicating strategies.

So it can be concluded that in learning English, it is not only knowing about grammar, but vocabulary is also very important, because without vocabulary a communication will have irregularities and misunderstandings between the interlocutors, and this is due to the lack of vocabulary when communicating so that it makes someone who is communicate will misunderstand what is meant by the other person. And without vocabulary, a sentence that will be conveyed will not be a clear and meaningful sentence.

It is widely claimed that vocabulary learning is one of the most crucial aspects of learning a language (Nation, 2001; Schmitt, 2000; White & Kim, 2009). Vocabulary plays a decisive role in developing reading and other language skills among non-native learners (Carlisle, Beeman, Davis, & Spharim, 1999). It is one of the fundamental components which connects reading, writing, listening, and speaking; therefore, vocabulary learning helps learners master their additional language and use it effectively in different contexts and scenarios (Grosseck & Holotescu, 2008).

This premise is supported by Wilkins (1972): "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Within second-language learning, the success or failure of second-language acquisition (SLA) can be determined to some extent by the processes of vocabulary learning (Gu, 2005; Nation & Newton, 2008). It is also imperative to know that vocabulary learning is determined by the frequency of use and exposure to various situations, scenarios, forms, and contexts (Nation, 1990; Schmitt, 2000).

It can be concluded that in language learning, there are four aspects that support the four language skills above, such as: grammar, vocabulary, spelling and pronunciation which are also taught in the process of learning English. However, the most supportive elements to learn it are vocabulary and grammar. Because vocabulary is so important to learn it is a major asset for learning sentence structure and other language skills. Mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English. Because learning vocabulary is the first step to make it easier for us to understand and apply English in the world of education and communication.

Based on preliminary data at SMA Negeri 2 Perbaungan, all students find it difficult to speak English because of the lack of vocabulary and knowledge of vocabulary in English, making it difficult for them to communicate with teachers and friends in the school environment, so with this students must learn more about the vocabulary in English so that they can communicate well and there will be no misunderstanding of the interlocutor. Based on the problems above, the researcher will analyze the students at SMA Negeri 2 Perbaungan

whether active students have good speaking skills or not compared to students who are not active on social media.

**METODE PENELITIAN**

In this research, the researcher used a descriptive qualitative with case study as a design of the research. Hatch (2002) states that qualitative study is intended to explore reality about human behaviors within naturally present setting and contexts. Qualitative research is related to the idea, perception, opinion, or belief of the research subject. Qualitative research cannot write or present using number. It describes as an effective model that occurs in a natural setting and enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2009). Therefore, the result of research is in the form of description and interpretation of some phenomena that exist during the research. Creswell (2009) defines case study as researcher explores in-depth a program, an event, an activity, a process, or one or more individuals. It used to describe an phenomenon and the real life context.

This research focus on the students' speaking skills by looking at students who are active and inactive on social media, data would be collected naturally by observing and conducting interviews with students in learning to speak for the first grade of SMA Negeri 2 Perbaungan. Then, the data will present in the form of a description.

**HASIL DAN PEMBAHASAN**

The objective of this research was to analyze the students' speaking ability through describe new vocabulary with difference social media exposure of first grade students Class at SMA Negeri 2 Perbaungan. There were 8 students chosen as the subject of the research, namely: NM, ZR, NSF, QAR this is inisial name students their active in social media and NA, MJ, YA, RDS this is inisial their inactive in social media. All the data found was completely discussed in this chapter. In order to undertake the observation, three stages were completely conducted, namely:

1) The researcher asked students to to filling the observation sheet.
2) The researcher held the interview by asking 10 questions towards the subjects about the factors affecting students' speaking ability that had provided by the researcher in the question's sheet. This interview was conducted in two days and one day was consist of 7 subjects that been interviewed.

3) The researcher conducted a test of students' speaking ability by giving new vocabulary along with its meaning and describing it with their speaking ability.

The next step was the researcher met their teacher in English before asked students to filling the observation sheet and conduct interviews when the lesson began. The process is described as follows:

1) The researcher met a teacher who teaches English, she is Ms. Nur Cantika BR Purba, S.Pd. then explained to her about the research that would been held out on the students. The researcher asked the teacher to give 45 minutes of observation and interviews. After that, the teacher told the students the purpose of the researcher's arrival.

2) The reseacher attended the class and asked students to filling the observation sheet and did the interview to the subject.

3) The researcher make a test to describe new vocabulary with difference social media exposure then the researcher divided 2 groups active and inactive in social media and then give the score to the students from their speaking ability based on the scoring rubric of speaking.

In addition, observations were made by observing 14 students in the English class. The research subjects were selected based on the class entry wave and the researcher asked the teacher to help 14 students fill out the observation sheet, then the researcher interviewed them and analyzed the results of the interviews along with the student observation sheets. Then, the researcher selected 8 students as research subjects in the English class. Research subjects were selected based on data filtering that had been analyzed after conducting interviews and filling out observation sheets. Based on the research 8 students divided into 2 groups to distinguish between active and inactive students in social media. Then the researcher asked each group to take the vocabulary that had been provided by the researcher, then they discussed it to describe the vocabulary they got. After finishing, each group presented the results of their discussion, and the other group guessed what vocabulary the presenting group meant. Then the researcher analyzed the 2 groups by looking at the students' speaking ability based on the observation sheet using the theory from Madsen (1983).

## KESIMPULAN

In relation to the findings of this research on the Analysis of Students' Speaking Ability to Describe New Vocabularies With Difference Social Media Exposure of First Grade Students Class at SMA Negeri 2 Perbaungan, the conclusion might be drawn as follows :

1. The difficulties of students to learn speak English through describe new vocabulary with difference social media exposure is because of the lack of the vocabulary when speak. Some students believe that they have limited on their vocabulary so they confuse and can not spoke fluent because they do not know what they want to speak. But they realize that the difficulties above are come from themselves. So they need practice to make them perfect, especially to speak English.

2. This data is got from eight student as the subject of the research with different level in speaking skill there are good, moderate and the poor. Student with good speaking skill got the higher score is fifteen because they were able to delivering their opinion well, speak naturally and the student give a specific describe without mixing with Indonesia language. They also be able to communicate well and response the others.

3. Student in the moderate speaking skill there are two students and their ability to arrange the statement in English is still not clear. Sometimes, their pronunciation still have the mistake, It means that, student need to pressure themselves to practice English ,example to be more active in the english class or the students should have the motivation to joining English club to improve their speaking skill.

4. Student in the poor speaking skill got the lower score that is five. It is showed from their speak which language is still not good and still less of pronounciation. It means that he still confuse to using English when they speak up . So that, he need to pressure themselves to practice English better and active in class or joining English club routine.

5. On the other hand, the researcher found that there were 3 levels of motivation in social media exposure, namely high, medium, and low. High motivation in exposure to social media because there is no prohibition from parents from using mobile phone, so this makes them more time to play social media, and they always use to improve their speaking skills. Moderate motivation on social media is almost the same as high motivation on social media, they use social media for their knowledge of English. And their motivation is low on social media because of restrictions from parents for cell phone use because their parents want them to focus on their studies.

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