

21. Utilizing smartphone-based Pinterest applications in developing EFL students speaking skills in Indonesia

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Utilizing smartphone-based Pinterest applications in developing EFL students speaking skills in Indonesia

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This study raises the issue of how to improve speaking skills using the smartphone-based Pinterest application for second-semester students. The purpose of this study was to determine the improvement of speaking skills using the smartphone-based Pinterest application for second-semester students. The type of research used in this research is Classroom Action Research (CAR), which is carried out in 2 cycles. The research subjects are second-semester students. The research instruments are an observation sheet and a performance test sheet. Data collection techniques are used in the form of tests and non-tests. The data analysis technique used is the descriptive statistical technique. The results of the study on second-semester students showed a good increase from the learning outcomes of the first cycle to the second cycle, with a standard value of student learning mastery of 85 classical standards. The average value in the first cycle is 48.00, with the level of completeness of learning outcomes in the first cycle of 10% and 90% incomplete. While the learning outcomes in the second cycle have an average value of 85.46 with a completion level of 96%, this figure indicates that the average value of the first cycle and the second cycle has increased, so that the smartphone-based Pinterest application in improving speaking skills can improve student learning outcomes.

Keywords: EFL Students, Pinterest application, Smartphone application, Speaking

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INTRODUCTION

The industrial revolution in the scope of education is a target that is a tool of endeavor to foster human civilization in the virtual era. Changes in the field of education are a response to students where technology is aligned to create new opportunities creatively and innovatively. Learning at different times and places is characteristic of education in the Revolutionary Era. Students will have more to learn at different times and places.

Language learning with new literacy perspectives in universities in the Industrial Revolution Era requires universities to implement new literacy (data literacy, technological literacy, and human literacy) (Aoun, 2017; Hobbs, 2018; Jalinus, 2021; Khan et al., 2021). In addition to increasing student understanding of linguistic material, new literacy improves writing and speaking skills based on data and technology. This literacy has become the spirit of students in writing journalistic works, scientific works, and literary works.

The implementation of literacy is determined by Indonesian language lecturers who have digital competence, create creative learning and think critically, and are based online (Fatimah & Santiana, 2017; Sun et al., 2017; Zou et al., 2018; Marzuki, 2019; Saleh, 2019; Alek et al., 2020; Santiana et al., 2021).

Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and that's when the ability to speak is learned. Learning speaking skills is a very important skill to be studied for students because, through learning to speak, students are expected to be able to convey or express thoughts, opinions, ideas, and feelings well. However, learning to speak would be better if it was done through practice, not through speaking theories. If teaching speaking exercises can be done through the speech method, which includes asking questions, exploring questions, describing pictures, and telling stories (Hwang et al., 2016; McMillan & Saffran, 2016; Terrell & Watson, 2018; Andujar & Salaberri-Ramiro, 2021).

During the COVID-19 pandemic, smartphone technology played an important role in the student learning process, so the use of smartphones grew very rapidly in Indonesia and was able to provide great benefits for students in online learning activities. The benefits felt by students when using smartphones in the learning process are that it is easy to get information or learning materials that are not contained in text books. In addition, smartphones can be used as a learning medium, for example, by lecturers who give group assignments to students. The lecturer instructs students to do assignments via the WhatsApp application (Ahn & Lee, 2016; Abugohar et al., 2019; Alsied, 2019; Chaya & Inpin, 2020; Metruk, 2020).

In connection with the current problem, namely the low speaking ability of students, in this study, the researchers applied smartphone-based online learning with the Pinterest application. Pinterest media can help in an effective and interesting learning process (Chang, 2016; McClaren, 2019). The use of Pinterest media can help the interaction process between students and lecturers obtain the desired goals in the learning process (Hu et al., 2018; Schroeder et al., 2019; Kumar & Nanda, 2020).

Freedom to learn is something given by the Minister of Education and Culture as a policy to students so that learning is carried out according to their interests and character. Some teachers apply conservative teaching methods. They give instructions to students like being spoonfed. Everyone has a different way of learning. During this COVID-19 pandemic, it has paralyzed various sectors, one of which is the education sector (Kassem, 2018; Klimova & Polakova, 2020). The COVID-19 pandemic has caused the world of education to be closed. Schools are closed, and campuses are closed too. Instead, educational activities are carried out at home. Working from Home (WFH) is the best solution so that educational activities and the teaching and learning process can continue. Based on some of these explanations, this article talks about how students can improve their speaking skills after using the Pinterest app on their phones.

METHODS

The type of research used in this research is classroom action research. This research consists of four stages, namely planning, implementing actions, observing (observing), and reflecting (Marzuki, 2017; Kuliahaman & Marzuki, 2020), which are carried out in two cycles. The research subjects are the second-semester students at Al Asyariah Mandar University, Polewali Mandar, totaling 30 students. The instruments used to collect data are the performance test sheet and the observation sheet. Data collection techniques are tests and non-tests. The data analysis technique used descriptive statistical analysis by analyzing the average value and the percentage of learning outcomes in each cycle. The following are the steps of the research:

1. Preliminary activities, determining learning topics, and compiling evaluation tools.
2. Researchers convey learning objectives, ask students' readiness to learn, researchers explain outlines about learning, researchers ask students to upload applications that will be used as learning media, explain the use of the application, and explain how to enter an account on the Pinterest application. At the next meeting, the researcher took the value of speaking practice on the students.
3. Observing: Since the purpose of observing is to collect data dealing with both researchers and students during the process of teaching and learning, the researchers try to collect it as much as possible by using field notes while collaborators fill in observation sheets which have been prepared for observing students' progress and classroom atmosphere. Indeed, at the end of each cycle, the researchers give a speaking test.
4. Reflection results based on the results of the research, it can be seen that at the time of carrying out speaking scores using the Pinterest application media with speech material, it can be seen that in the first cycle the success indicators have not been achieved, so that further research is carried out in cycle II.

RESULTS AND DISCUSSION

In the initial observations, it was stated that speaking skills in second-semester students were very low and no students or lecturers had used the Pinterest application as a learning medium, so that speaking skills to students in front were still many who experienced fear, nervousness, and stage fright. Because students' speaking skills are still low, they use the Pinterest application to improve them.

The following are the results of the speaking skill test in the first cycle.

The results of the speaking skills test assessment in the table 1 using the Pinterest application in the first cycle showed that some students had low speaking skills which had obtained a very poor category, namely 18 or equal to 60% of students scored less than 50, and the lowest category was 9 or equal to 30% of students who got a score of 50-64, and 3 of the students had reached the good category, which

scores 81-90 or equal to 10%. There are no students who get a score of 90–100 in the very good category, and there are no students who get a good enough category and a not enough category. With this, the speaking skills of second-semester students still need to be improved.

TABLE 1 | Table of speaking skills test results in the early stages. (cycle I)

No	Category	Range Value	F	%
1	Very good	91-100	0	0
2	Good	81-90	3	10
3	Fairly good	75-80	0	0
4	Enough	65-74	0	0
5	Less	50-64	9	30
6	Very poor	<50	18	60
	Total		30	100

TABLE 2 | Percentage table in early stage

Percentage Score	Category	F	%
Score 80 and above	Complete	3	10
Score below 80	Incomplete	27	90

Based on the completeness percentage [table 2](#) above, it shows that as many as 3 students scored above 80 and were declared complete individually; as many as 27 students scored below 80 and were declared incomplete individually.

TABLE 3 | Frequency distribution table in early stage

No	Score	Category	F	%
1	91-100	Very good	0	0
2	81-90	Good	3	10
3	75-80	Fairly good	0	0
4	65-74	Enough	0	0
5	50-64	Less	9	30
6	<50	Very poor	18	60

In the frequency distribution [table 3](#), it is known that 2 students scored 83, 9 students scored 50 and 60, 18 students scored 33 and 46, and 1 student scored 86.

Cycle I. Research Results

1. Action planning, namely: preliminary activities and determining learning topics, and compiling evaluation tools.
2. Implementation of actions, namely: researchers convey learning objectives, ask students' readiness to learn, researchers explain outlines about learning, researchers ask students to upload applications that will be used as learning media, explain the use of the application, and explain how to enter an account on the Pinterest application and at the next meeting the researcher took the value of speaking practice on the student.
3. Learning outcomes. Based on the descriptive and average results using the Pinterest application with the highest score of 86 and the lowest value of 23. So that the value

of the results on speaking skills is still very low, this is with the value of the practice of speaking using the Pinterest application has obtained an average value of the whole students, namely 48.67%. With the percentage of completeness of all students as much as 10% and 90% of students who did not complete.

4. Reflection results. Based on the results of the research, it can be seen that at the time of carrying out speaking scores using the Pinterest application media with speech material, it can be seen that in the first cycle the success indicators have not been achieved so that further research is carried out or cycle II.

Cycle II Research Results

1. Results of observations of students. With the practice of speaking using the Pinterest application as a learning tool with an average score of 85.44% of students' overall score, it shows that the overall practice value of students reaches a good category.
2. Learning outcomes. Based on the value of individual speaking practice with an average value of 96.00 and the percentage of completeness 97%, this indicates that learning outcomes from cycle I to cycle II have increased.

TABLE 4 | Table of speaking skills test results in the second stage

No	Category	Range value	F	%
1	Very good	91-100	5	16
2	Good	81-90	21	70
3	Fairly good	75-80	4	14
4	Enough	65-74	0	0
5	Less	50-64	0	0
6	Very poor	<50	0	0
	Total		30	100

In [table 4](#), the results of the speaking skill test assessment using the Pinterest application in cycle II have shown that the average student speaking ability achieved is in a good category, namely 21 or equal to 70% of students getting a score of 81-90, and the category is quite good as much as 4 or equal to 14% of students where students scored 75-80, and 5 of the students had reached the very good category which scored 91-100 or equal to 16%. With this, the second-semester students' speaking skills have improved quite well.

TABLE 5 | The percentage table in the second stage

Percentage Score	Category	F	%
Score 80 and above	Complete	29	97
Score below 80	Incomplete	1	3

Based on the completeness percentage [table 5](#) above, it shows that as many as 29 students or equal to 97% scored above 80 and were declared complete individually; as many as 1 student or equal to 3% obtained scores below 80 and were declared incomplete individually.

TABLE 6 | Frequency distribution table in the second stage

No	Score	Category	F	%
1	91-100	Very good	0	0
2	81-90	Good	3	10
3	75-80	Fairly good	0	0
4	65-74	Enough	0	0
5	50-64	Less	9	30
6	<50	Very poor	18	60

Based on the completeness percentage [table 6](#) above, it shows that as many as 29 students or equal to 97% scored above 80 and were declared complete individually, as many as 1 student or equal to 3% obtained scores below 80 and were declared incomplete individually.

This section discusses the results of research on student speaking skills using the Pinterest smartphone-based application in second-semester students which have been described in the research results. The discussion focused on the findings of learning activities in cycles I and II. The second cycle of discussion includes: (1) the results of observations on students' speaking skills using the Pinterest application for the students; (2) the results of the assessment of students' speaking skills using the Pinterest application, while the results of the assessment are based on the assessed aspects which include pressure, grammar, vocabulary, fluency, understanding of the things being discussed. The results of the assessment based on the aspects assessed from cycle I to cycle II, namely (1) student skills in terms of aspects of pressure on speech reading and host script reading increased by 2.03; (2) student skills in terms of grammatical aspects have increased by 2.2; (3) students' speaking skills in the vocabulary aspect increased by 2.04; (4) students' speaking skills in the fluency aspect have increased by 2.4; (5) students' speaking skills in the aspect of understanding what is read or delivered have increased by 2.3; based on the average rating in cycles I and II, the increase from cycle I to cycle II is 1.47%, so it can be concluded that speaking skills using the Pinterest application in second-semester students have increased from cycle I to cycle II.

CONCLUSION

Based on the results of research and discussion, it is concluded that the application of speaking skills using the Pinterest application can improve students' speaking skills. This can be seen from the results of descriptive statistical data analysis which shows that in the first cycle only 3 students or 10% have completed, while in the second cycle, the students' mastery has increased to 29 students or 97% have completed. The average score also shows an increase. In the first cycle, the average value obtained by students was only 48.00 and increased to 85.46 in the second cycle. This means that the use of the Pinterest application can improve students' speaking skills.

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