

**THE POTENTIAL USE OF LINE APPLICATION AS A BLENDED LEARNING OF
ESL FOR COLLEGE STUDENTS**

THESIS

Submitted to fulfill requirement for The Degree of the Master of Education

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ABSTRAK

Aida Fitriani, The Potential Use of LINE Application as a Blended Learning of ESL for College Students. Thesis, Sekolah Pendidikan Bahasa Inggris Universitas Paskasarjana Muhammadiyah Prof. DR.HAMKA. November, 2018.

Tujuan dari penelitian ini adalah untuk mengetahui potensi penggunaan aplikasi LINE dalam meningkatkan kemampuan berbicara dalam bahasa Inggris. Penelitian ini merupakan metode campuran. Peserta terdiri dari 34 mahasiswa. Analisis deskriptif didukung melalui penilaian penggunaan aplikasi LINE berdasarkan evaluasi cecelis. Data yang diperoleh dari ujian awal dan akhir dianalisis secara kuantitas. Penelitian ini dilakukan selama satu semester hingga Oktober 2018.

Kebanyakan dari para siswa atau pembelajar bahasa Inggris sebagai bahasa asing atau bahasa kedua mereka kekurangan kesempatan untuk mempraktekan bahasa Inggris. Bagaimanapun pembelajaran melalui teknologi khususnya aplikasi LINE memberikan kesempatan baru untuk sarana praktek percakapan dalam bahasa Inggris secara efektif. Penelitian ini mengintegrasikan secara terpadu dengan aplikasi LINE selama pembelajaran satu semester untuk mahasiswa di semester pertama dari sebuah perguruan tinggi swasta di Jakarta dimana peneliti mengajar. Tujuannya untuk meningkatkan kemampuan dalam berbicara bahasa Inggris. Dari hasil penelitian ini peneliti telah menemukan motivasi belajar para siswa meningkat yang diperkuat dengan hasil penilaian ujian akhir. Para peserta telah menunjukkan. Para peserta telah menunjukkan pengaruh timbal balik antar mereka di dalam kelas dan diluar kelas menggunakan aplikasi LINE.

Key words : speaking skill, LINE application, pembelajaran terpadu.

ABSTRACT

Aida Fitriani, The Potential Use of LINE Application as a Blended Learning of ESL for College Students. Thesis, Master of Education in Teaching English, Post Graduate School University of Muhammadiyah Prof. DR.HAMKA. November, 2018.

The objective of the research is to find out the potential use of LINE application in improving students' speaking skill at private University in South Jakarta. This research design was mixed method. The participants of the research were 34 students. The qualitative descriptive was supported by analyzing the potential use of LINE application based on checklist evaluation and data from pre-test and post-test were collected and analyzed quantitatively. This research was done within one semester till October 2018.

Most English as a second language (ESL) and a foreign language (EFL) learners are lack of sufficient opportunities to practice their English-speaking skills. However, the recent development of social-networking sites (SNSs) and mobile learning (M-learning) especially mobile-assisted language learning - LINE application, presents new opportunities for these learners to practice speaking English in a meaningful way. This study integrated LINE application into the first-semester of college students at private University in Jakarta where the researcher teaches, with the aim of determining its effects on the students' speaking skills. From this study, the researcher has found that the learning motivation has increased significantly which is proven on the result of final speaking evidence in the form of recorded audio since they have more autonomy in learning. The participants have shown more intense interaction among themselves inside and outside the class by communicating in English especially through speaking activity.

Key words : speaking skill, LINE application, blended learning.

THESIS COMMITTEE APPROVAL

**THE POTENTIAL USE OF LINE APPLICATION AS A BLENDED
LEARNING OF ESL FOR COLLEGE STUDENTS**

THESIS


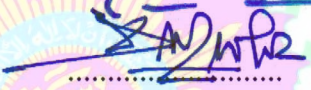




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TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
THESIS ADVISOR APROVAL.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS	vi
LIST OF TABLES	iv
LIST OF FIGURES	vi
CHAPTER I : Introduction	
A. Background of the Problems	1
B. Identification of the Problems	3
C. Limitation of the Problems	4
D. Formulations of the Problems	4
E. Objectives of the Research	5
F. Significance of the Research	5
CHAPTER II : Theoretical Framework	
A. Review of Previous Study	6
B. Review of Related Literatures	11
1. Definition of Terms	11
a. Social Media (SNS)	11
b. LINE Application	12
c. Speaking	13
c.1. Fluency	14
c.2. Pronunciation	15
c.3. Grammar	15
c.4. Vocabulary	16
c.5. Appropriateness	16
2. Social Media (SNS) for EFL learning.....	17
3. LINE Application in speaking achievement	18

CHAPTER III : Research Methodology

A. Place and Time of the Research	20
B. Research Participants	20
C. Research Design	21
D. Research Instrument	22
E. Data Collection and Analysis	24
E.1. Data Collection	24
E.2. Data Analysis	25

CHAPTER IV : Findings and Discussion

A. Findings	28
A.1. Checklist Evaluation of LINE application	28
A.2. Implementation of LINE application	30
A.3. Differences of Students' Speaking Skill before and after Using LINE application	32
B. Discussion	34
B.1. How is the Implementation of mobile application to enhance the English Language skill ?	34
B.2. How is the Difference before and after Using mobile application in blended learning ?	36

CHAPTER V : Conclusion and Suggestion

A. Conclusion	38
B. Suggestion	39

REFERENCE LIST..	40
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APPENDICES

LIST OF FIGURES

Figure 1 : The flow chart of research about using LINE application	21
Figure 2 : Hypothesa Test.....	32



CHAPTER I

INTRODUCTION

1.1 Background of the problem

Verbal communication is one of the most significant skills that requires to be developed as a primary communicative skill during the premier stage of learning English as a foreign language. However, speaking skill can not grow as a stand-alone skill because verbal communication always contextually correlates with listening as the receptive skill. Therefore it is very useful to measure the successfulness of communicating in English for foreign language learners by evaluating their ability to be continuously engaged within a meaningful conversation that is conducted verbally at the commencement of their communicative skill development as stated by Nunan (1999).

In order to categorize the speaking skill development, Brown and Yule (1983) stated that speaking can serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationship). As one of the macro skills, oral communication has two major roles that include delivering information to the speaking counterparts and keeping social interaction well-maintained.

English-speaking skill requires an authentic context and counterparts to communicate with (McDonough, 2004). Students in Non English speaking countries are lack of a contextual English-speaking environment to rehearse and therefore English as a foreign language (EFL) students in those countries primarily practice their English-speaking skill only in their classrooms. Learners' oral expression in non-English speaking countries remains ineffective and passive due to insufficient oral practice as well as shyness and anxiety (Liu, 2006).

Low-speaking proficiency among Indonesian EFL learners that has been reported by Suryosaputro (2015, p:2) can be caused by the strong concentration on accuracy during the language learning in the class. Speaking skill involves accuracy, fluency and complexity (Skehan, 2009), yet fluency and complexity do not receive sufficient practice and many non-native English teachers still pay attention on the accurate use of vocabulary and grammar rules, recite dialogues and stories from textbooks. In most English classrooms in Indonesia, students are treated as passive recipients of knowledge. In addition to an excessive focus to accuracy, other factors such as English teacher's level of proficiency, lack of opportunities for students to practice, and students' anxiety also can explain the poor speaking activity of Indonesian EFL learners.

With the increment of technology and high request of the digital media to promote and provide more learning and practicing chances of speaking drill outside of the classroom session which has time limitation, mobile-assisted language learning (MALL) is an emerging foremost education technology that raises personal-and-learner-centered learning opportunities through omnipresent, obtainable, and flexible practices has become a prominent trend in EFL learning (Castanade & Cho, 2016).

Technology-based EFL communication environments hold tremendous promise for sharpening the speaking skill of EFL learners who have been found to undergo in this environments than in common face-to-face communication in classroom (Mostafavi & Vahdany, 2016). The technology assists the learners to connect with others of the same target language and reduce discomfort in using the target language.

A high contribution of MALL research have concentrated on human or mobile-device interaction. Since interpersonal reciprocities of information are among the most important variables of language learning (Chappell, 2014), it is reasonable to expect the

examining MALL technology in association with social networking. It may generate fresh perceptions that lead to be more effective and authentic EFL Learning.

Up to now, several research have carried out the notion that SNS use can enhance EFL learning attitudes and results but only a few of the research has paid little attention to speaking skill. For instance Hamad (2017) carried out a research and shared her experience on using Whatsapp to enhance students' learning of English language . The objective of her study was to find out the effect of online learning to sharpen vocabulary mastery using Whatsapp application on their mobile phone . Liu and Wu (2016) also investigated the use of LINE app in college students of Taiwan who enrolled in Freshman English Reading course. However, their study explored on the effectiveness of LINE App for EFL vocabulary and reading.

Therefore, the present research will examine the potential utilization of LINE application to enhance the speaking skill of college students by blended learning LINE application with face-to-face classroom instruction. The research will investigate the improvement of students in speaking skill achievement which involves accuracy, fluency and pronunciation.

1.2 Identification of the Problems

Pertaining to what have been described on the background , the researcher has identified some problems that the college students of first semester often face in speaking. The identified problems why speaking is difficult are stated as the following :

1. The students are lack of vocabulary to participate in conversation.
2. The students do not have enough knowledge to form and use the appropriate structure and grammar in English.

3. The students do not have the ability to use the appropriate notions (expressions) for the right function and usage.
4. The students do not have enough exposure to use English in the various real life context.

1.3 Limitations of the Problems

In order to keep this research on focus, it is necessary to limit the problems. The limitation of the problems on this research is focused on the application of LINE application to enhance the students' speaking skill of college students in Jakarta. The speaking skill is mainly in the area of fluency and accuracy and pronunciation.

1.3. Formulation of the Problems

After reviewing the background of problem and identification of the problems that has relation to the above research aims, this study is intended to address the following questions :

1. Is LINE application appropriate to improve the speaking skill ?
2. How is the implementation of LINE application to improve the students' speaking skill ?
3. Are there any differences of students' speaking skill before and after using LINE application ?

1.4 Objective of the Research

The purposes of this study are:

1. To see the appropriateness of the use of LINE application to improve student's speaking skill.
2. To evaluate the implementation of LINE application to improve student's speaking skill.
3. To find out the differences of students' speaking skill before and after using LINE application

1.5 Significance of the Research

The findings of the research are expected to be useful both theoretically and practically :

1. Theoretically, this research attempts to prove that using LINE application is beneficial to enhance of speaking through discussion and presentation.
2. Practically, It is expected that the findings of this study which applied action research about six (6) months and took place at the Economic faculty in South Jakarta will be beneficial *First* for the college students to improve their speaking skill. *Second*, give information and a useful reference to University and other English lecturers in improving the quality of education in English Language. *Third*, can be considerable information for educators and curriculum developer to include LINE as a blended learning in classroom learning process.

CHAPTER II

THEORETICAL FRAMEWORKS

Chapter two presents several theories that are relevant to this study. In details, this chapter consists of the review of previous studies and also the review of some theories which related to a Social Media networks or Social Networking Sites (SNS) on mobile phone across EFL educational contexts.

A. Review of Previous Studies

The researcher realized that drawing the related literatures is very important to support the process of her paper writing. The writer believed that the theoretical foundation can be a guideline to lead her to obtain the best result in her study. Here, some of review of previous studies related to the analysis of using LINE in EFL context.

Sun (2017) analyzed improving the English speaking skill of young learners through mobile social networking in English lessons of EFL classroom. He compared the English lesson from two urban public elementary schools which one school as a supervising group did not use the social networking sites (SNS). He stated that using SNS which were used on the experimental group by teacher and the students in blended learning has a larger progress in the learning process of precision and pronunciation in students' speaking skill.. Therefore, to reveal the answers of his research problems, the audio-recorded using PAPA mobile application was used as the instrument of the research. In this research, he compared two different classrooms from two different schools where divided into an experimental group and a supervising group. Furthermore, the students who were observed were two groups of first grade classes. The supervising group consisted of 35 students (21 boys and 14 girls) and experimental group consisted of 37 students (20 boys and 17 girls). The students were the 1st graders of public elementary school in China. In analyzing the data, the researcher analyzed

and compared the three aspects of speaking skill : accuracy, fluency and pronunciation from pre-test and post-test. . Then, the data also analyzed based on a quatitative analysis which to answer the first research que stion (I s the voice –based mobile SNS enviro ntment able to improve fi rst g raders’EFL speaking pe rformance?) pe rformed t he t -tests, t o an swer t he second research question (what are the major intervention effects of the mobile SNS used in this s tudy) pe rformed A NOVA t ests a nd t o an swer t he third re search que stion (what are students’perceptions of and attitudes toward practicing speaking English on the mobile Social Networking site-SNS) applied the coding of PASCAS on NVivo using a b ottom-up open-coding scheme. Codes were compared, sorted, and recategorized.

The result of data analysis showed that the supervising and experimental groups both improved t heir En glish-speaking s kills i n a l l three aspects : accu racy, fluency a nd pronunciation w ithin o ne s emester. B esides t hat, t he r esearcher a lso found t hat t he experimental group made greater gains in fluency than the supervising group did.

Besides Sun, there w as another r esearch r elated t o the analysis of Social Media Network i n E FL l earning proc ess. Zijuan et a l. (2017) e xplored t he college students’participation of English language learning using Wechat application (instant messaging application) in China . Their study tried to present a comprehensive picture of what has been i nvestigated u sing Wechat app. The setting of t heir research w as in the Department of Foreign Language at Shaoyang University i n China. They have found that college students had g enerally improved t heir En glish language after u sing W echat as an online English language learning enviro ntment. Therefore, They conducted the research by analyzing 50 students who had smartphones and Wechat users. They were divided into two groups. O ne group l earned E nglish w ith t he a ssistance o f m obile ap plications (WeChat Group), and the other learned English without assistance (Control Group). The students could discuss t his t opic by sending t ext or v oice m essages. Five s mall chat groups were set up:

vocabulary, grammar, listening, oral, and writing groups. A pre-test and a post-test were given, and the scores were analyzed using the statistical software. The results showed that students in the WeChat group significantly improved in English proficiency. At the end, The researcher to collect the data used the questionnaires about using Wechat for online English learning .

Moreover, Mona (2017) also carried out a study and shared her experience on using whatsapp to enhance students' learning of English language . The objective of her study was to find out the impact of online learning to improve vocabulary mastery using whatsapp application on their mobile phone . Here, the quantitative methodology or the analytical descriptive used by researcher. She did observation of 36 female students in the 1st semester (2013-2014) at College of science & Arts Majada English Department. The classroom observation and questionnaires were applied to evaluate the interaction and students' performance. In order to analyze the data, the researcher not only used the coding but also using SPSS version 10 with t-test through t-distribution. Her research showed that using whatsapp application used in the classroom was very promising. In addition, it gave positive impact towards students' motivation and students' writing skill during blended classroom activities.

The other research related to learning using the Social Networking Sites (SNS) also found by Ru-Chu et al. (2014) which investigated the effect of English spelling Learning experience through a mobile LINE App for college students in Taiwan classroom through blended teaching approach. They explored the effects of integrating omnipresent learning into an English spelling course for college students . Therefore, they carried out the study on one experimental group from different colleges in Taiwan. In their study, they observed the spelling progress of 29 participants between pre-test and post-test for 18 weeks. . The group joined into one online group of LINE App taught by the teacher. This study conducted

mixed design, i.e. both qualitative and quantitative design. The test questions in pre- and post-test examined the participants in five aspects : consonants, vowels, alphabet order by sounds, monosyllable & polysyllable, and stress. The teacher used the recording application of pronunciation from vocabulary lists of TOEIC. The questionnaires were used as the instrument of the research. In analyzing the data, all the 34 questions on questionnaires about students' satisfaction toward English spelling learning indicated high learning satisfaction using mobile LINE App for English spelling.

Liu and Wu (2016) also investigated the use of LINE app for college students in Taiwan who enrolled in Freshman English Reading course. However, their study explored on the effectiveness of LINE App for EFL vocabulary and reading. To obtain the data, the researcher collected from three resources : pre- and post-test, LINE messages, and group interviews with students. The quantitative and qualitative method of data analysis were applied. The quantitative data compared the scores of pre-and post-test using SPSS : t-test, descriptive statistics and correlation. The qualitative data used coding of students' interview transcript.

Based on the explanation above, the previous studies conducted the experiment from elementary school to college students. However, the studies have found the limitations. Zhong-Sun et al on Improving the English-speaking skills of young learners through mobile social networking stated clearly about some limitations. They mention four points of limitations : One, the experimental group was small which consisted only 37 participants. Two, the experiment is in a short time only one semester. Three, limited English proficiency is only to assess on speaking skill. Four, differences among participants related to motivation, access to English-learning materials, cognitive processes and other differences were not investigated. Another researcher, Zijuan et al (2017) did not mention about the research's limitation. After reviewing their research, we can summary that the study is too broaden that

focused on students' vocabulary, grammar, listening, oral, and writing groups using Wechat for English language learning. However, there is a need for a further study about integration process of new teaching and learning activities using Wechat to be presented. Related study of social media for English learning using whatsapp by Mona mentioned on her finding of disadvantages using Whatsapp app : preparing materials need time and experience using the software, borderless of time in sending messages, some students do not participate and others only reply with a copy and paste message, materials are not learned by all students, instructor must be controlling the group.

LINE application had been carried out by a group of researchers in China. The research was done into the Effects of English spelling using LINE app (Ru-Chu et al 2014) for college students from different university. In this blended learning, The college students who took basic English course were volunteer participants in this research. The size of participants were only 29 volunteer college students who studied in 18 weeks of . For classroom learning, they did learning of short vowels, consonants, distinguishing stress , syllables within the first six (6) weeks and learning of phonetics, pronunciation, monosyllabic, multisyllabic, polysyllabic words, weekly short vowels within the second five (5) weeks. For LINE activities after classroom learning were done three (3) times per week (morning till 12 am) by doing exercise of 4 words taken from classroom handouts or TOEIC books. Each exercise would be different in the difficult level. Students replied by sending a audio or video file through the LINE app in a group. In this mixed method research, They compared the significance results of pre-test and post-test of overall performance, consonants, vowels, alphabet order by sounds, syllables and stress. The research suggested a further research. Based on their findings, they suggested to give more opportunities into classroom presentation of LINE-based activity, the role of instructor : to guide and give instruction & feedback, to ensure all students participated and remained on the track.

Derive from the previous research above, LINE application on this research will be different and might be applied as a space for the college students to practice and improve their speaking tasks in blended learning. The group on this research here is only the college students as experiment. Classroom learning activity will study and use the standard curriculum which focuses on learning four (4) grammar functions, vocabularies related to the topic based on syllabus. By setting up a group on LINE, it will be easy to recognize the members' activity and the teacher can evaluate their speaking tasks. LINE group has double functions as a space or a medium facilitating the teacher-students and students-students to interact. The teacher will give comments and feedback to the 34 students' speaking tasks and evaluate the progress from beginning till the end of the study. On weekends (Saturday and Sunday), It is the schedule for LINE activities from morning till 3 p.m. The teacher will facilitate and give instructions, link for resources, more exercises to improve grammar, pronunciation, fluency, vocabulary and appropriateness. They will reply on a audio file or voice note and text message through LINE app. The pre and post-test will consist of speaking evaluation. The speaking evaluation consists of grammar, pronunciation, appropriateness or comprehension, fluency and vocabulary. The pre and post-test will use the same booklet test and The results of pre-test and post-test will be compared.

B. Review of Related Literature

1. Definition of Terms

a. Social Media (SNS)

Referring to Li (2017) that social media or social networking will facilitate communication and encourage swift sharing among users such as whatsapp, Wechat, Instagram, etc. The social media allows people to interact on the Web or using mobile phones. Development of social media application on mobile phone grows rapidly such as Instagram, LINE, Whatsapp, Skype, Facebook, Blogs, Vibre, Wechat, etc. According to the annual report of social media

used by education in higher education faculty 2013 conducted by Pearson Learning Solutions and Babson Survey Research Group, the use of social media in teaching has grown 21% from 2012 to 2013 in the United States. Over three quarters of the respondents reported the increase in the impact of digital communication has had on the communication with students. Percentages of the use of social media personally and for teaching were 70% versus 41%. Wikis and Blogs were found to be the most popular tools used in teaching, and Facebook was used for personal use and Facebook group commonly used for learning and teaching.

b. LINE Application

LINE Application is the mobile messaging application from Japan that enable the users to chat with another person they know or invited and also to make a new friends and connections. LINE was originally developed as a mobile application. The application also exists in versions for laptop and desktop computers using the Microsoft Windows and MacOS platforms. LINE has one on one communications, groups chats and video calls, and broadcast. LINE not only provided chats and video call, they go beyond other messaging applications like Whatsapp. LINE offers stickers, social games, and news.

The installation is similar with an other messaging application such as Whatsapp, Users can go to Google Play or Google store to install the LINE. It is like Whatsapp, LINE has virtual and manual storage that can be found in mobile phone storage folder. Sending file in pdf, pictures, and video is just one click away. The data storage will help the teacher and students to monitor and review precious encounter, chatting, lessons, and learning data. With so many features, LINE has provided users to find it very handy as a learning media. LINE application is a free ware and requires a registration to join.

c. Speaking

Speaking can be considered as a productive skill of the oral communication which involve other speakers in communicating the information by pronunciation the words. Besides speaking is taught in academic level, speaking is also used to deliver the idea which aims to gain the information. Learners need to be able to know English orally to enhance their English competence. In common sense of people's opinion, speaking is one of the crucial part. Nation and Newton (2009, p 122) stated that speaking is a part of work or academic study which may include presenting reports or a viewpoint on a particular topic.

According to Richard and Renandya (2002), "speaking a language is difficult for foreign language learners because effective oral communication involves the ability to use the language properly in social interaction". In other words, speaking can be considered as the difficult part for foreign learners because it needs appropriate skill to do interaction in communication. In speaking, they must not only know how to produce the words orally for good communication but also they must pay attention to the context and provide appropriate language to social content, and then they need to be able to gain the particular instruction to learn and practice the language gradually.

Furthermore, Thornbury (2005, p:2) argued that "speaking is so much a part of daily life that we can take it for granted". It means that speaking can be considered as an important part of human because it helps us in successful communication every day.

In addition, Brown (2004, p:140) stated that "speaking is a productive skill that can be directly and empirically observed, those observations invariably colored by the accuracy, effectiveness of a test-taker's listening skill". In other words, speaking is a skill that can be directly practical and obtain the accuracy of the effective communication between speakers.

Derived from definition above, it can be concluded that speaking plays an important role of human daily life. Speaking becomes important because speaking is

considered as a skill that can make people easily understand the things explained. Speaking is used as means of communication among the speakers. Therefore, Native or non native speakers use speaking to achieve their goals of communication in which they can use speaking to deliver information. Giving and receiving information involves understanding among the speakers to achieve the objectives of communication.

We cannot observe “achievement” directly but teachers talk about what their students have achieved based on all the observations of performance they make in their classroom. Speaking achievement is related to the expected targets which used to measure the students’ speaking achievement. In this Theses, fluency, pronunciation and accuracy can be measured by using a band score of speaking test. Fluency related to the ability in producing written or spoken language easily (Richard, 1992) and Accuracy refers to grammar, pronunciation and vocabulary.

Referring to speaking achievement, There are some kinds of speaking achievement in establishment of their competence in speaking skill :

C.1 Fluency

Fluency is one of the important parts of speaking skill which must be taught by every teachers to the students intensively. As stated by Lado (2001), “speaking ability is described as ability to report acts or situation in precise words or the ability to converse or to express a sequence of ideas fluently”. We can say that fluency plays an important role in speaking skill to convey the information or the ideas to the particular situation fluently.

Furthermore, Harmer (2003) stated that the way in which we respond the students when they speak in fluency activity will have a significant hearing not only how well they perform at the time, but also how they behave fluency activities in the future. In other words, we need to respond the students in their content of the language form and speed fluency. We need to describe the problems that the students faced.

C.2. Pronunciation

Pronunciation is an important and crucial part in speaking skill. As stated by Thornbury (2007), “pronunciation refers to students’ ability to produce comprehensible utterances to fulfill the task requirement”. It means that pronunciation can be described as the crucial part of in English skill to produce the utterances.

Furthermore, Harmer (2003) provides more issues related to pronunciation, He asserts that pronunciation involves pitch, intonation, individual sounds, sound-spelling and stress. It means that pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation or spelling may cause misunderstanding.

C.3. Grammar

Grammar deals with communicative or writing activities which related to constructing the sentences and making a short utterance. Students need to know the correct sentences which they depend on the correct grammar.

As stated by Brown (2004), “grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence”. He also asserts the relation to contexts : a speaker should consider the following things :who the speaker is,who the audience is, where the communication takes place, what communication takes place before and after a sentence in question, implied versus literal meaning.

Furthermore, Harmer (2003) suggests that since the knowledge of grammar is essential for competent user of a language, It is necessary for our students. We can say that grammar is an important component of the language user.

C.4. Vocabulary

Vocabulary is also the crucial component in generating spoken language. As stated by Harmer, students need to learn the lexis of language. It means that students need to know what words they use in communicative or written language. Hence, Thornbury suggests three usual things used by speaker in what they are being said :

- a. When people speak, they involve the high portion of words and expressions that are being said.
- b. Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
- c. Speech also employs deictic language, i.e. words and expressions that point to the place, time and participants.

C.5. Appropriateness

The appropriateness is very important in communication because by knowing the appropriate communication it will become the easiest way among 2 speakers. Therefore, Harmer stated that the term of appropriateness is related to some variables. When people do communicating they have to see what effects to achieve the communicative purpose. Those variables are setting, participants, gender, channel, topic.

Furthermore, Pawlak (2011) emphasizes that appropriateness is the degree to which the parties of communication regard it as appropriate and effective. We can say that appropriateness is also a step which related to effective communication and real situation.

After reviewing related literature of speaking, this research will try to evaluate and compare the speaking progress from pre and post-test which involves four (4) grammar functions, vocabularies, pronunciation and appropriateness related to the topic based on syllabus

2. Social Media (SNS) for EFL learning

Up to now, the progress of social media types are various. We can see some new applications besides Facebook, Youtube, Skype, Instagram, twitter, Path, Viber, Wechat, Tumblr, Linkdn, Whatsapp, LINE, Askfm, Papa, Musically, Videochat, Talk, Beetalk, Imo, Sarahah. Some of our teachers have benefited from teaching activities by making social media. Students may use YouTube, Blog, Facebook, Instagram, etc. In the integration of formal and informal learning to enhance formal language learning.

In learning English Language there are 4 skills : Listening, Speaking, Reading and Writing. Speaking skill involves fluency and accuracy. Some benefits we can get from learning English using social media : no limitation of time and place in communication with our teacher and friends, writing and sending the message will enhance how to write correctly, talking and sending the voice message will improve how to speak clearly, making a life conversation using video call will improve the confidence to speak. On social media such as Facebook, Instagram, Path, Skype we can find many friends from different countries and practice English language in the communication and discussion as international language. Many new information is shared by using social media. It motivates and develops students' confidence in some English language productions such as speaking and writing.

According to some researchers, the effects of learning English language have achieved significantly in some skills. Liu and Wu (2016) did a research on students' progress of vocabulary and reading using LINE App for EFL learning. The study shows that students who were more engaged in LINE-based activities tended to have better improvement than those who were less active. The blended learning using social media Papa App in China carried out by Sun et al.,(2017) showed that the students from elementary

school had improved in speaking skill. Some studies of social media or social networking sites for learning and teaching have indicated to reduce students' anxiety in using L2.

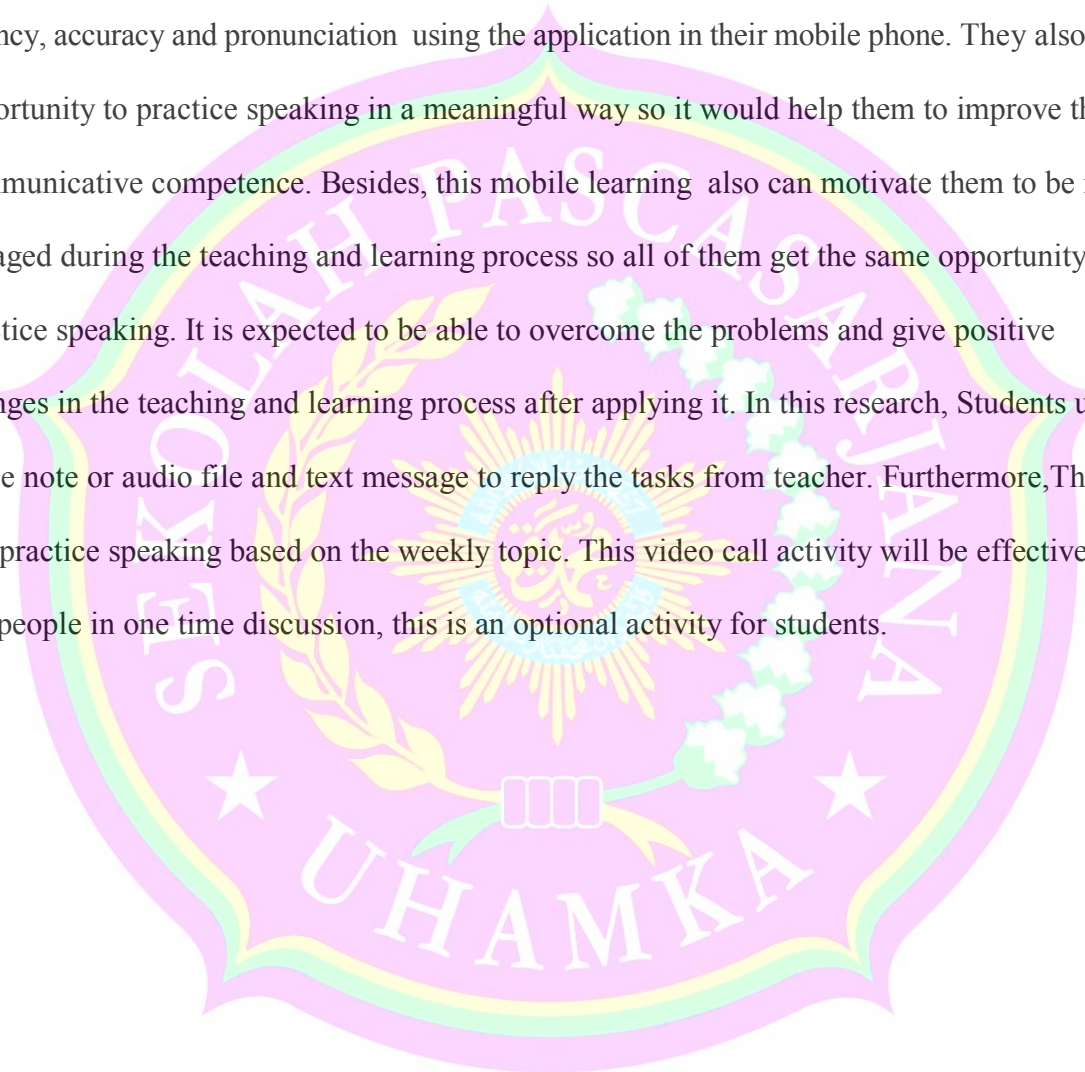
3. LINE Application in speaking achievement

The application has a direct pop-out message box for reading and replying to make it easier for users to communicate. It can also share photos, videos and music with other users, send current or any specific location, voice audio, emojis, stickers and emoticons to friends. User can see a real-time confirmation when messages are sent and received or use a hidden chat feature, which can hide and delete a chat history after a time set by the user. The application also makes free voice and video calls. Users can also chat and share media in a group by creating and joining groups up to 500 people. Chats also provide bulletin boards on which you can post, like, and comment.

To create a group of speaking community, teachers can click the setup button (three dots) on the upper right and name the group of the classroom. Once users created a group, they can add the number of students with their phone number or their usernames. Once the teachers who act as an admin post a chat, it will be broadcast to all the group members. From here teacher may start the English lesson. Because so many features LINE provided, users may go to the setting. The students role in LINE application inside the group LINE are limited. Students may send pictures, video, take video, voice note and location but they can not edit them all once it which has been sent to group. Students may invite another user to join the group with the menu on the upper left and then choose invite.

Therefore, the researcher wants to overcome the problems of speaking by using LINE application for the college students. The LINE application is chosen because it is fun and interesting that can be done anytime and anywhere. The students can make fun activities in a group using video call or sending recorded voice to discuss the task from their lecturer out

side of classroom activity. It could be applied for practical environment of speaking. The students would get more opportunity to explore their speaking ability. They have to speak with their friends in pairs within their group using the application based on the weekend schedule. This activity such as grammar exercise, pronunciation drill, giving the right answer based on the reading text provides natural drilling for them and helps them to improve their fluency, accuracy and pronunciation using the application in their mobile phone. They also get opportunity to practice speaking in a meaningful way so it would help them to improve their communicative competence. Besides, this mobile learning also can motivate them to be more engaged during the teaching and learning process so all of them get the same opportunity to practice speaking. It is expected to be able to overcome the problems and give positive changes in the teaching and learning process after applying it. In this research, Students use voice note or audio file and text message to reply the tasks from teacher. Furthermore, They can practice speaking based on the weekly topic. This video call activity will be effective for 2-3 people in one time discussion, this is an optional activity for students.



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