Teaching Speaking Using Sainstagram
Its Implementation to Collegian

Samsul Arifin
Universitas PGRI Madiun
Madiun, Indonesia
samsul0442@gmail.com

Dwi Rosita Sari
Universitas PGRI Madiun
Madiun, Indonesia
dwirositasari@unipma.ac.id

Abstract—This research aims at describing the implementation, advantages, and disadvantages of *Sainstagram* in teaching speaking for university students. *Sainstagram* is a blended-learning model combining scientific approach and istagram as its learning tools. The research is conducted in a descriptive qualitative within 24 collegians of English department and a lecturer. The techniques of collecting data are observation, interview, and documentation. The result of the study shows that there are six stages in the teaching speaking using *Sainstagram*, namely observing, questioning, experimenting, analysing, creating, and communicating. The advantages of Sainstagram are building students' enthusiasm and interest, leaning students to produce more fluent and accurate speech, and accomodating students' various learning styles. Meanwhile, the poor internet connection becomes major obstacles during the teaching learning process which then leads to poor time management. Despite of that disadvantages, lecturers are suggested to use sainstagram to stimulate to speak better and create an interactive students-centered learning.

Keywords—speaking; scientific approach; Instagram; sainstagram; blended-learning

I. INTRODUCTION

Speaking is one way to communicate which ideas, though, a message orally. To enable students to communicate, it needs to apply the language in real communication. According to Hadfield and Hadfield [2], speaking is delivering words, phrases, and sentences altogether using correct grammar and vocabulary to express meaning with the purpose to understand each other. Speaking is also considered to be highly needed that not only have the ability to speak but they also need more complex skills and knowledge [4]. It provides main data for understanding bilingualism and language contact. To know whether someone's speaking utterance is successfull, Assessment can be done by two main ways; they are holistic scoring which is giving a single score on the basis of an overall impression and analytic scoring which is giving a separate score for different aspect of the task [10]. Besides, assessing speaking can be distracted by some categories of speaking called grammar, vocabulary, comprehension, fluency, pronunciation, and task [1].

The purpose of teaching speaking is to improve students' communication skill because they learn how to follow the social rules appropriate in each communicative circumstance. In line, Cahyono [3] states that teaching speaking is challenging responsibility as there are many problems related to every day practice. It means that teaching speaking is a way to make the student be active to speak up and shows their opinion to public by doing practice in every day. Teaching speaking should be taught in attractive and communicative activities. Harmer [5] states that there are six classroom speaking activities which are currently in use fall at or near the communicativenamely acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role play.

The result of pre-observation shows that there are some problems found at collegian speaking ability. First, the students are lacking of mastery of vocabulary. The problem makes the student get a difficulty in speaking and sometimes use Indonesian expression. Second, the student lack of understanding the tenses. The students make some errors in their sentence when they speak up. The last is less exercise. It makes the students get difficulty to speak fluently.

To overcome the cases, the researcher proposes *Sainstagram*. *Sainstagram* is a blended-learning model combining scientific approach and istagram as its learning tools. *Sainstagram* is believed not only help the learners to learn the concepts or principles but also undergo a process of learning about self-direction, responsibility, and social communication in an integrated manner. According to Riyanto [9] states that scientific approach builds students' creativity to find out the knowledge. In addition, Smallhorn, Young, Hunter, & Silva [8] state that scientific stages requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. Meanwhile, Istagram, a kind of communicative internet-based social media is enhanced by involvement with a community of learners, each learns from the other in social interaction [6]; [7]. Thus, *Sainstagram* not only concern to asking and answering the question correctly but also it needs support with another points like search, quest, research, study and pursuit.

II. METHOD

In this research, the researcher uses qualitative method. In qualitative research, the researcher uses descriptive research to take a data because the researchers collect the data in form of words phrases, sentence or dialog rather than number. This research takes first semester students of English department, located in Madiun. In this research, people are used as a source of data. The subjects of the research are the students who give the data to this research and the lecturer. The source of the data consists of participant, document, and social situation. In gathering the data, some techniques used are observation, interview, and documentation. To analyze the data, the

researcher uses data condensation, displaying data, drawing and verifying conclusion.

III.   RESULTS AND DISCUSSION

A. *The Implementation of Sainstagram to Teach Speaking*

There are three activities in the teaching learning process, as follow:

1)   Pre-activities

The lecturer gives a simple opening one like greeting to the student before the lesson start. The lecturer greeted to the student by saying "*Assalamualikum wr.wb.*" the students answer the lecturer's greeting by saying "*Wa'alaikumussalam wr.wb.*" and the lecturer says *"How are you today?"* the student answer *"I'm fine, and you?"* the lecturer answer *"I am fine too, thank you."* After the lecturer greets the students, the lecturer asks the chief of class to leads pray. The lecturer checking the students' attendance list with the lecturer calls the name one by one. The lecturer explains the purpose of the study to the student. Then, the lecturer builds the students' background knowledge about the materials that will be taught by asking some questions related with the material to stimulate the student

2)   Whilst-Activities
a. The students login to their instagram and follow the prepared hashtag
b. The students download the prepared uploaded video, observe it related to the usage of speaking skills. *(observing)*
c. The students are governed to formulate the problem (giving question from what they know about topic) using instagram *(questioning)*
d. The students give opinion about characteristic of the object thoung instagram. *(experimenting)*
e. The students analyze other students' idea in instagram *(analyzing)*
f. The students formulate the ideas and try to build their own idea using instagram
g. The students make a video realated to teh topic and upload it to the instagram. The video must be at most 1 minutes length. And upload it to their instagram account under the specific hashtaq *(creating)*
h. The students comment on each others video and give postive feedback related to its strength and weaknesses. The comment are in terms of content, organization, grammar, vocab, fluency, accuracy. *(communicating)*
i. Lecturer sum up the feedback

3)   Post-Activities

In the post teaching, the lecturer reviews the learning activities, ask students to pray together, and do closing by greeting.

B. *The Advantages of Sainstagram to Teach Speaking*

The advantages of teaching speaking using *Sainstagram* are as follow:

1) The students are enthusiastic and active during teaching learning process.

The result of observation shows that the students enthuiasively and actively participate in the group discussion using instgram to gain an understanding to the concept. The students also keeps ask to the lecturer when they find difficulties during the online class. The data of interview toward the lecturer and students support that the use *Sainstagram* in teaching speaking process make the students enthusiastic to follow the lesson. The lecturer said, *"Kelebihan dari metode Sainstagram itu dapat mengeksplore ide siswa, siswa juga mampu bersosialisasi engan temannya saat diskusi kelompok, dan anak dituntut lebih aktif dan lebih percaya diri untuk berbicara."* It means that the use of *Sainstagram* in teaching speaking can make the students enthusiastic to follow the lesson. In each steps of *Sainstagram* is different, so it makes the student more curious and enthusiastic in learning process. Besides, the students said, *"Saya suka dengan pembelajaran tadi, karena kita diberi banyak kesempatan untuk bertanya dan memberi pendapat yang banyak."* It means that the students enthusiastic to follow the lesson because they have many times to asking.

2) Sainstagram helps and serve the students' need who has high ability.

It can be seen from the observation when the lecturer shows the video in instagram. The students who have high ability are more active. They are fast respond when the lecturer gives instruction. They are easier to follow the lecturer's instruction to observe the video in instagram and give their opinion. The data of interview shows that the lecturer said, *"Sainstagram lebih tepat di aplikasikan untuk anak yang cepat responnya, kalau yang pasif ya butuh waktu dan proses."* It means that the use of Sainstagram in teaching speaking can help and serve the students' need who has high ability. Each steps of Sainstagram is more suitable with the active students. Besides, the students said, *"Saya suka dengan pembelajaran tadi, karena kita dibebaskan untuk memberikan pendapat sebanyak banyaknya."* It means that the students who has high ability more like to follow and comment.

3) Sainstagram gives a space for students to study appropriate with the style of their study.

It can be seen from the observation when the students discuss with their friends in an online instagram. The students who is curious, they always ask to the lecturer. The student who is passive, they choose keep quiet and less comment. The data of interview supports that the student said, "I like to study in working group and observation using instagram." Another student said, "I like the step of study in questioning and working group on line using social media." In each steps of *Sainstagram* is different, so it makes the student can active in some steps that they like.

4) The group working in Sainstagram stage helps the students to be easier in understanding to make communication each other, so the student can more understand with the material before they present the result individually.

It can be seen from the observation that the students discuss to solve the problem through uttering lots of comments to the video uploaded in instagram. The students are active to communicate with their friends in discussion session. The data of interview toward the English lecturer support that *"sainstagram yang sudah diaplikasikan tadi berjalan dengan lancar, siswa dapat mengikuti setiap prosedur, dan mampu merespond dengan cepat."* It means that the use of Sainstagram in teaching speaking can make the students easy to understad the lesson. Besides, the students said, *"Cara mengajar ibu guru tadi mudah dipahami"* It means that the students feel that the steps of *sainstagram's* ease to make them understand the learning material.

C. The Disadvantages of Sainstagram to Teach Speaking.

1) Poor internet connection makes the teaching learning process run longer the the allocated time.

It can be seen from the observation when the students try to download and comment the video, the lecturer should wait for long. This happens since some students metion that thay have not ready yet because of unable to download the video due to poor internet connection they have. This also happens when they try to upload the video as a result of their speaking. The data of interview toward the English lecturer support that *"Kegiatan pembelajarannya menyenangkan, tapi sayang masalah internet cukup mengganggu sehingga harus menunggu lama melihat video."* In addition, the students said that *"permaslahan yang saya hadapi yaitu susah sinyal dan lemah, mungkin karena kartunya beda dengan teman teman".* It means that eventhough the activities are fun, the poor internet connection is really disturbing, especially during downloading and uploading video.

IV. CONCLUSION

Sainstagram is a learning process based on searching and inventions through systematic thinking. *Sainstagram* not only learn the concepts and principles but also undergo a process of learning about self-direction, responsibility, and social communication in an integrated manner. In the *Sainstagram*, the students can also facilitate the performance ability to speak, from the formulation of the problem, observation to completion of a problem. The procedures of *Sainstagram* consist of six steps namely observing, questioning, experimenting, analysing, creating, adn communicating. It helps the students more confident to speak up with another and fluent to speak. Thus, the lecturer can use this model as one of many alternatives to improve student's ability in speaking.

REFERENCES

[1] Brown H. Douglas, Teaching by Principles an Intractive Approach to Language Pedagogy (2nd Ed). USA: Addision Wesley Longman, Inc., pp. 406, 2001.

[2] C. Hadfield & J. Hadfield, Introduction to Teaching English. New York: Oxford University Press, 2008.

[3] Cahyono B.Y., The Teaching English of English Language Skills and English Language Components. Malang: State University of Malang Press, 2010.

[4] Cahyono B.Y & Mukminatien N., Techniques and Strategies to Enhance English Language Learning. Malang: State University of Malang Press, 2011.

[5] J. Harmer, The Practice of English Language Teaching (4th Ed). Longman, 2007.

[6] J. Herman, The Ultimate Beginner's Guide To Instagram. Retrieved from http://jennstrends.com/wp-content/uploads/2014/05/The-Ultimate-Beginners-Guide-To-Instagram.pdf, pp. 2, 2014.

[7] K. A. Lavoie, "Instagram and branding: a case study of dunkin' donuts," *Journal of Undergraduate Research in Communications*, Vol. 6, No. 2, pp. 79-91, 2015.

[8] M. Smallhorn, J. Young, N. Hunter, & K. B. d. Silva, "Inquiry based learning to improve student engagement in a large first year topics," *Student Success*, 6(2), pp. 65-71, 2015.

[9] Riyanto Yatim, Paradigma Baru Pembelajaran. Jakarta: Prenada Media, 2009.

[10] S. Thornbury, Teach Speaking. Malaysia: Pearson Education Limited, 2005.