THE USE OF GROUP CHATT LINE OF APPLICATION IN IMPROVING STUDENTS' PRONUNCIATION AND SPEAKING IN SKILL

Pingkan Indah Mahayati[1], Alvi Rahan Utami[2]
English Education

Pingkanmahayati_@gmail.com

Abstract

The use of technology has become an important part of the learning process inside and outside the classroom. Each language class usually uses some form of technology. The technology in question is the Application Path can be used to help and improve English learning. Application that allows students to adjust class activities, thereby improving the learning process of English. This paper discusses various attitudes that support English language learners to improve their learning skills through the use of technology, namely the Line application. In this paper, the researcher defines the term Application Path and, the benefits of the application as well as some features that are in the Application Path. Explain the use of the Line Application in learning English, can improve language learning skills, and state certain recommendations for the better. Use of this application, which helps students improve their learning skills. The literature review shows that the use of this new application effectively improves students' language learning skills.

Key words: Line, Speaking Skill, Media Learning, Pronunciation

INTRODUCTION

Are you familiar with Line Application? In this era, there are many ways to learn English, for example by using some applications that are very useful for someone who wants to learn English. The definition of social media is online media, with users able to easily participate, share and create blog content, social networks, wikis, forums and the virtual world. Blogs, social networks, and wikis are the most common forms of social media used by people around the world.

Language is one of the significant elements that affect international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication (Skill, n.d.; Utami et al., 2020). In addition Dhiona Ayu Nani (2021); Erri et al. (2016); Wahyudin, (2015) stated that one of the important elements for learning is the method that instructors use in their classes to facilitate language learning process. According to Oktaviani (2017); Oktaviani & Mandasari (2019), computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Computer technology is regarded by a

lot of teachers to be a significant part of providing a high-quality education (Almuafiry et al., 2017; Diharjo et al., 2020; Yulianti & Sulistiyawati, 2020).

According to Lina & Permatasari (2020); Sari & Wahyudin (2019) technology provides offers unlimited resources to language learners. Mandasari & Aminatun (2020); Oktaviani, (2012); Sari (2015) emphasized and teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning. Megawaty (2015) declare that the use of suitable technological materials can be useful for learners. According to using computer-based language activities improve cooperative learning in learners. Furthermore Ahluwalia (2020); Fernando et al. (2016) say that computer-based activities provide learners rapid information and appropriate materials. They continue that internet materials motivate learners to learn more. In addition, Borman et al. (2018); Oktaviani (2012); Sari & Wahyudin (2019) supported the view that technology provides teaching resources and brings learning experience to the learners' world. Through using technology, many authentic materials can be provided to learners and they can be motivated in learning language. Technology has always been an important part of teaching and learning environment (Mandasari & Oktaviani, 2018; Oktaviani et al., 2020; Puspita, 2021). It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning.

LITERATURE REVIEW

When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Ahdan et al., 2020; Aminatun et al., 2021; Sari, n.d.).

The definition of LINE is a free instant messaging application that can be used on various platforms such as smart phones, tablets and computers. LINE is activated by using an internet network so that LINE users can carry out activities such as sending text messages, sending pictures, videos, voice messages and more (Febria Lina & Setiyanto, 2021; Schrape, 2018). In this application it has been explained that there are some features that are popular in this era, for example, such as group chats in the application bar or often

called "Open chat". "Open Chat" is one of the line application features currently used by the general public, from young people to adults (Anuar et al., 2020; M Yuseano Kardiansyah & Salam, 2020; Sengkey et al., 2020). This feature also has various genres; some are for business, education, social, and etc.

METHOD

In the Line Application we can express feelings and situations where we are especially in Group chat. Many Line Application users share quotes and voice notes that use English about romance, biblical quotes, humor, motivation, and medical, there are also accounts that share various forms of grammar, English (Ayu et al., 2021; Kuswoyo & Susardi, 2016; Mandasari & Wahyudin, 2021). Line application is a medium for exchanging news and sharing photos and voice notes with other users of the application. Of course Line Application users can communicate by providing photos, sound recordings, sharing locations and some conversations.

Researchers are interested in conducting research on the use of Features in the Line Application to improve English speaking skills and student motivation because in general. Students need to have an understanding of good English pronunciation when they want to try to speak English in the Line group chat application. Those way students can find out their pronunciation. What is actually informed in the Application Line. Students can study carefully. The Line application has become a phenomenal social network for communicating with friends, as well as teachers. By looking at social networking users in the school environment, researchers are very interested to find out how this application can help students improve their English skills (Kuswoyo, 2016; Putri & Aminatun, 2021; Sari & Wahyudin, 2019).

This paper will conduct research on how to improve pronunciation skills for students in the Millennium era through one of the most popular social media today. How do you improve pronunciation skills through the Line Application to students? The author will conduct research with students, at a University. Especially the generation of students of English Language Education 2017. Students of English Language Education come from the Universitas Teknokrat Indonesia.

The author sees that now, Application Line has a big impact on students. For the most part, many students like to use the Line Application to find friends to talk with or find information. Why would the writer do the research? The author will analyze the impact of Application Line on students. What exactly is the effect of Application Line for students? Through analysis, we can deduce what is the effect of Line Application to improve Speaking skills (Damayanti & Listyani, 2020; Mandasari & Aminatun, 2020a; Pratiwi & Ayu, 2020).

The author analyzes through the questionnaire method. By the questioner we can know how much influence Line Application has on students' abilities. Students will fill out the questionnaire given by the author, many questions they will answer. With this paper we can know that objects are methods that influence students to improve reading skills through Line Application. The subject of the study was the 2017 English Language Education class at the Universitas Teknokrat Indonesia.

Questionnaire Items

1. What is your name?
2. Do you familiar with Line Application?
3. Do you have Line Application on your smart phone?
4. Do you know that Line Application has Open Chat or Line Square feature?
5. Do you use that feature?
6. What kind of Open Chat or Line square that have you joined? Why?
7. Suppose you join English, does that really help you in Speaking English? Why?
8. Do often speak using the Voice Note on Open Chat or Line Square?

RESULTS AND DISCUSSION

From the Questionnaire the researcher find out that from all participants who filled out the questionnaire all participants had Line Application, 96,4% of the participants used Line Application very often, 96,4% of participants also used an English caption every time they uploaded a photo. The results of the questionnaire are presented in the following data;

Table 1 Result of questionnaire given to the students

Questions	Yes	No	Maybe

1. Do you familiar with Line Application?	96,4%	3,6%	
2. Do you have Line Application on your smart phone?	92,9%	7,1%	
3. Do you know that Line Application has Open Chat or Line Square feature?	82,1%	17,9%	
4. Do you use that feature?	50%	50%	
5. Do often speak using the Voice Note on Open Chat or Line Square?	35,7%	64,3%	

Table 2 Result of questionnaire given to the students

Questions	Answer
1. What kind of Open Chat or Line square that have you joined? Why?	- English club - I never join - English zone - English Fun - English Squad - English Beginners - Never join - English, We can! - English Hope - English Literature - English Space

	- Never join
2. Suppose you join English, does that really help you in Speaking English? Why?	- I don't think so, when we learn about something just practice wherever. - Yes, because I try to learn English. - No, it is not increasing my English. - Yeah, because the more we do rehearsal to speak in English in any form wherever it is, it's very help full. - Yes, I can contribute my speaking and most importantly to the conversation in the chat through voice note - Yeah. Significantly, because I love English but sometimes I feel like talking and speaking English are so hard. So I decide to join some English OC (Open Chat. - It is, It's a place where you improve your English skills by communicate with others in English, learning from them, and gain some knowledge through conversation. - I think yes, because we can interact with other and improve our skills. - I think yes, because it is very interesting to learn English. - No.

| | - Not interesting. |
| | - I think it is very interesting. |

From the data above we can see that almost all participants have the Line Application that means almost all students have this social media and 92,9% of them always used Line Application, and 7,1% of them often used the Line Application, while 92,9% of the participants often use Application Line and 7,1% no. This data shows us that students like to use Line Application in their daily lives but not all of them like sending voice in the Open chat feature, they just like to open and write something interesting in the Application Line. This data also shows that 50% of participants use these features to learn English and 50% of participants do not use these features to learn English, they only use these features only to relieve boredom. There is an 86% increase in vocabulary and writing not only by making text, but also reading text, students who doesn't like to send voice notes usually only like to write in English (Muhammad Yuseano Kardiansyah & Qodriani, 2018; Sinaga & Oktaviani, 2020).

CONCLUSION

We can learn English from various media. We focus on Line application media. Why? Because with this application we can learn English using various features, namely Open Chat or Line Square. Open Chat is a Line application feature that is trending among young people. This open chat is like a group chats in general, the difference in this feature is we can be more intensive to learn English by using the Voice Note feature, Send pictures about English and write some information in English. With this application almost all students have applications on their Smartphone's and they use them with positive things.

REFERENCES

Ahdan, S., Putri, A. R., & Sucipto, A. (2020). Aplikasi M-Learning sebagai Media Pembelajaran Conversation pada Homey English. *SISTEMASI: Jurnal Sistem Informasi*, *9*(3), 493–509.
Ahluwalia, L. (2020). EMPOWERMENT LEADERSHIP AND PERFORMANCE: ANTECEDENTS. *Angewandte Chemie International Edition, 6(11), 951–952.*, *7*(1), 283.

http://www.nostarch.com/javascriptforkids%0Ahttp://www.investopedia.com/terms/i/in_specie.asp%0Ahttp://dspace.ucuenca.edu.ec/bitstream/123456789/35612/1/Trabajo de Titulacion.pdf%0Ahttps://educacion.gob.ec/wp-content/uploads/downloads/2019/01/GUIA-METODOL

Almuafiry, H., Jurusan, E., Informatika, T., Adhi, T., & Surabaya, T. (2017). Game Edukasi Bahasa Indonesia Kelas 1 Sekolah Dasar Berbasis Android Menggunakan DGBL-ID Model. *Integer Journal*, *2*(1), 10–20.

Aminatun, D., Ayu, M., & Muliyah, P. (2021). ICT Implementation during Covid-19 Pandemic: How Teachers Deal with a New Style of Teaching. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.

Anuar, N. I. M., Mohamad, S. R., Zulkiffli, W. F. W., Hashim, N. A. A. N., Abdullah, A. R., Rasdi, A. L. M., Hasan, H., Abdullah, T., Deraman, S. N. S., & Zainuddin, S. A. (2020). Impact Of Social Media Influencer On Instagram User Purchase Intention Towards The Fashion Products: The Perspectives Of Students. *European Journal of Molecular & Clinical Medicine*, *7*(8), 2589–2598.

Ayu, M., Sari, F. M., & Muhaqiqin, M. (2021). Pelatihan Guru dalam Penggunaan Website Grammar Sebagai Media Pembelajaran selama Pandemi. *Al-Mu'awanah: Jurnal Pengabdian Kepada Masyarakat*, *2*(1), 49–55.

Borman, R. I., Putra, Y. P., Fernando, Y., Kurniawan, D. E., Prasetyawan, P., & Ahmad, I. (2018). Designing an Android-based Space Travel Application Trough Virtual Reality for Teaching Media. *2018 International Conference on Applied Engineering (ICAE)*, 1–5.

Damayanti, M. E., & Listyani, L. (2020). AN ANALYSIS OF STUDENTS'SPEAKING ANXIETY IN ACADEMIC SPEAKING CLASS. *ELTR Journal*, *4*(2), 152–170.

Dhiona Ayu Nani, V. A. D. S. (2021). *HOW DOES ECO–EFFICIENCY IMPROVE FIRM FINANCIAL PERFORMANCE? AN EMPIRICAL EVIDENCE FROM INDONESIAN SOEs*. *4*(1), 6.

Diharjo, W., Sani, D. A., & Arif, M. F. (2020). Game Edukasi Bahasa Indonesia Menggunakan Metode Fisher Yates Shuffle Pada Genre Puzzle Game. *Journal of Information Technology*, *5*(2), 23–35.

Erri, W. P., Dian, W. P., & A, P. N. (2016). Game Edukasi Berbasis Android Sebagai Media Pembelajaran Untuk Anak Usia Dini. *J I M P - Jurnal Informatika Merdeka Pasuruan*, *1*(1), 46–58. https://doi.org/10.37438/jimp.v1i1.7

Febria Lina, L., & Setiyanto, A. (2021). Privacy Concerns in Personalized Advertising Effectiveness on Social Media. *SIJDEB*, *5*(2), 147–156. https://doi.org/10.29259/sijdeb.v5i2.147-156

Fernando, Y., Seminar, K. B., Hermadi, I., & Afnan, R. (2016). A Hyperlink based Graphical User Interface of Knowledge Management System for Broiler Production. *Indonesian Journal of Electrical Engineering and Computer Science*, *2*(3), 668–674.

Kardiansyah, M Yuseano, & Salam, A. (2020). The Translator's Strategy as a Cultural Mediator in Translating Indonesian Novel into English. *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 413–418.

Kardiansyah, Muhammad Yuseano, & Qodriani, L. U. (2018). ENGLISH EXTRACURRICULAR AND ITS ROLE TO IMPROVE STUDENTS'ENGLISH SPEAKING ABILITY. *RETORIKA: Jurnal Ilmu Bahasa*, *4*(1), 60–69.

Kuswoyo, H. (2016). Thematic structure in Barack Obama's press conference: A systemic functional grammar study. *Advances in Language and Literary Studies*, *7*(2), 257–267.

Kuswoyo, H., & Susardi, S. (2016). Thematic progression in EFL students' academic writings: A systemic functional grammar study. *Teknosastik*, *14*(2), 39–45.

Lina, L. F., & Permatasari, B. (2020). Social Media Capabilities dalam Adopsi MediLina, L. F., & Permatasari, B. (2020). Social Media Capabilities dalam Adopsi Media Sosial Guna Meningkatkan Kinerja UMKM. Jembatan. *Jembatan : Jurnal Ilmiah Manajemen*, *17*(2), 227–238. https://doi.org/10.29259/jmbt.v17i2.12455

Mandasari, B., & Aminatun, D. (2020a). IMPROVING STUDENTS'SPEAKING PERFORMANCE THROUGH VLOG. *English Education: Journal of English Teaching and Research*, *5*(2), 136–142.

Mandasari, B., & Aminatun, D. (2020b). VLOG: A TOOL TO IMPROVE STUDENTS" ENGLISH SPEAKING ABILITY AT UNIVERSITY LEVEL. *PROCEEDINGS UNIVERSITAS PAMULANG*, *1*(1).

Mandasari, B., & Oktaviani, L. (2018). The Influence of Nias Language to Bahasa Indonesia. *Premise: Journal of English Education and Applied Linguistics*, *7*(2), 61–78.

Mandasari, B., & Wahyudin, A. Y. (2021). Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class. *Ethical Lingua: Journal of Language Teaching and Literature*, *8*(1), 150–158.

Megawaty, D. A. (2015). *Penerimaan Layanan Keuangan Dalam Belanja Online Berdasarkan Tingkatan Generasi*. Institut Technology Sepuluh Nopember.

Oktaviani, L. (2012). The use of media in teaching english at the first grade in SMP Al-Issah International Islamic Boarding School Batu. *Unpublished. Malang: University of Muhammadiyah Malang. Xiv*.

Oktaviani, L. (2017). *Developing a multimedia-based ethnic snake game to promote speaking skills for university freshmen*. Universitas Negeri Malang.

Oktaviani, L., & Mandasari, B. (2019). Powtoon: Presenting SQ3R Implementation in Reading Class through A Web-Based Medium. *PROCEEDINGS UNIVERSITAS PAMULANG*, *1*(1).

Oktaviani, L., Mandasari, B., & Maharani, R. A. (2020). IMPLEMENTING POWTOON TO IMPROVE STUDENTS'INTERNATIONAL CULTURE UNDERSTANDING IN ENGLISH CLASS. *Journal of Research on Language Education*, *1*(1).

Pratiwi, Z. F., & Ayu, M. (2020). THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS'SPEAKING SKILL. *Journal of English Language Teaching and Learning*, *1*(2), 38–43.

Puspita, D. (2021). TED-Talk: A Listening Supplemental Material for Learning English. *The 1st International Conference on Language Linguistic Literature and Education (ICLLLE)*.

Putri, N., & Aminatun, D. (2021). USING FACEBOOK TO PRACTICE WRITING SKILL: WHAT DO THE STUDENTS THINK? *Journal of English Language Teaching and Learning*, *2*(1), 45–50.

Sari, F. M. (n.d.). UNDERGRADUATE STUDENTS'ATTITUDES TO THE IMPLEMENTATION OF WHATSAPP GROUP AS THEIR LEARNING MEDIA IN THE EFL CLASSROOM. *Section Editors*.

Sari, F. M. (2015). *An Analysis of Classroom Interaction in the English Language Teaching Process (A Case Study at the Tenth Grade Students of Accelerated Class 1 and Accelerated Class 3 of SMA Negeri 3 Surakarta)*. UNS (Sebelas Maret University).

Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate students' perceptions toward blended learning through instagram in english for business class. *International Journal of Language Education*, *3*(1), 64–73. https://doi.org/10.26858/ijole.v1i1.7064

Schrape, J.-F. (2018). Social Media, Mass Media and the "Public Sphere". Differentiation,

Complementarity and Co-Existence. *SSRN Electronic Journal*.
https://doi.org/10.2139/ssrn.2858891

Sengkey, D. F., Kambey, F. D., Lengkong, S. P., Joshua, S. R., & Kainde, H. V. F. (2020).
Pemanfaatan Platform Pemrograman Daring dalam Pembelajaran Probabilitas dan
Statistika di Masa Pandemi CoVID-19. *Jurnal Informatika*, *15*(4), 217–224.

Sinaga, R. R. F., & Oktaviani, L. (2020). The Implementation of Fun Fishing to Teach
Speaking for Elementary School Students. *Journal of English Language Teaching
and Learning*, *1*(1), 1–6.

Skill, T. E. (n.d.). *60TH TEFLIN INTERNATIONAL CONFERENCE SCHEDULE Day 2:
Wednesday, 28th August 2013*.

Utami, A. R., Aminatun, D., & Fatriana, N. (2020). STUDENT WORKBOOK USE:
DOES IT STILL MATTER TO THE EFFECTIVENESS OF
STUDENTS'LEARNING? *Journal of English Language Teaching and Learning*,
1(1), 7–12.

Wahyudin, A. Y. (2015). *The implementation of scientific method in teaching English as a
foreign language at senior high school level*. Universitas Pendidikan Indonesia.

Yulianti, T., & Sulistiyawati, A. (2020). The Blended Learning for Student's Character
Building. *International Conference on Progressive Education (ICOPE 2019)*, 56–60.