

THE EFFECTIVENESS OF SPEAKY APPLICATIONS IN LEARNING ENGLISH IN INTRODUCTION MATERIALS FOR CLASS X SMA NEGERI 1 HALONGONAN

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ABSTRACT

The purpose of this study was to determine the effectiveness of the speaky model in learning English for Introduction material for class X. The approach used in this research is a quantitative approach. The population in this study were all students of Halongonan 1 Public High School, while the sample of this study was students of class X MIS 1 as an experimental class. Data collection techniques used are test techniques and non-test techniques. The test technique is in the form of an introduction material test and non-test techniques in the form of observations, questionnaires, interviews and documentation. The results of the analysis of the data obtained show that the results of the t test show the price of $t_{count} > t_{table}$, namely $t_{count} = 3.3669$ while t_{table} with $dk = 64$ at a significant level of $1\% = 2.6548$, because $t_{count} > t_{table}$ is $3.3669 > 2.6548$. This means that the alternative hypothesis (H_a) which reads that the Speaky Application is effective in learning English for Introduction material to class X students of SMA Negeri 1 Halongonan can be accepted and the data is significant. The average value of learning using the speaky application has increased. The value obtained by the experimental class is the highest value is 93, the lowest value is 60 and the average is 82.57. Improving the learning outcomes of the introduction material using the speaky application is due to the application of the students directly practicing English with native speakers so that students can find out the points of error in pronunciation and writing. Compared to the contextual learning carried out by the previous teacher, the vocabulary obtained by students is more limited and monotonous so that students are less developed.

Key Word : *Speaky Application, Learning English, Introduction*

1. INTRODUCTION

In the modern era like today, information tools are needed both for communication and for other things. This is evidenced by the high level of public enthusiasm for modern telecommunications facilities such as cell phones and the internet. With the times, cell phones are not only used for communication media, but can be used to access other social media using the internet.

Social media (medsos) or social media is a global phenomenon and cannot be separated from human life. Social media is the result of advances in Information and Communication Technology (ICT). In this case social media can

be used as a medium of communication and can be used as a medium in learning. Learning media is a form of delivering messages and information from learning resources to recipients to arouse participants' willingness to acquire knowledge.

Media can be said as part of the learning process that is used to achieve a learning goal, especially at school. Media also functions as a tool to support the learning process. For this reason, the selection of learning media is very important. This is because of the media. learning can affect student learning outcomes. SMA Negeri 1

Halongonan uses the 2013 curriculum. In the 2013 curriculum there are basic competencies (KD), namely applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information related to identity and family relationships. , according to the context of its use (Pay attention to the linguistic elements of the pronoun: subjective, objective, progressive). In this study the author will teach material about Introduction. The introduction material that will be taught is in accordance with the basic competencies (KD) contained in the 2013 curriculum.

Selection of easy and practical learning media in learning English for introduction material. The alternative learning in question is to use the speaky application as a medium for practicing English conversation. Speaky is an application for exchanging languages with native speakers and full experts in the language we want to learn. In the speaky application, conversations can be carried out via chat (texting) mode, voice or voice mode and video mode.

To support the success of learning English in the introductory material, the Speaky application is also equipped with a feature to correct language errors so that if there is a language error that we use, it can be corrected by an expert interlocutor, so that users not only get used to conversations in English, but also get a lesson. regarding the correct use of sentences and words. In this case the user can also choose the interlocutor whether he wants to be from the native country of the language to be learned or from the same country as the user but

the level of use of the language he wants to learn is higher. This can be seen from the user profile.

2. OVERVIEW OF RELATED THEORIES

2.1 Social Interaction

Social interaction is a relationship between one individual and another individual that influences each other and there is a reciprocal relationship in it. In this case, social interaction is a forum for improving the quality or quality of individual social behavior so that it is more mature in social behavior with other individuals in social situations (Santoso, 2010). Meanwhile, Soekanto (2012) revealed that social interaction is a social key to living together between individuals with one another.

From some of these meanings it can be concluded that, social interaction is a reciprocal relationship between one individual and another individual to influence social behavior. Forms of social interaction can be described as follows (Soekanto, 2012).

- a. Cooperation is a form of joint effort by individuals or groups to achieve goals.
- b. Accommodation is an individual process of mutual conflict and mutual adjustment to overcome tensions.
- c. Competition, is a process between individuals or groups to compete in the field of life by attracting attention without using violence or threats.
- d. Opposition, is a social process of individuals or groups to fulfill goals by opposing opponents using threats or violence.

- a. Forms of associative interaction

The forms of associative interaction are cooperation, accommodation, and assimilation. Cooperation is a social interaction between individuals or groups helping each other to achieve goals. Accommodation is a condition where there is a balance of interactions between individuals related to social norms and social values prevailing in society. Meanwhile, assimilation is an interaction that identifies itself with the interests and goals of groups and a mixture of two cultures that produces a new culture.

b. Forms of dissociative interaction

Forms of dissociative interaction in the form of competition, conflict, and convention. Competition is a social process of individuals or groups seeking profits in certain fields without using threats or violence. Opposition is social interaction in the form of struggle between individuals or groups to achieve the same goal. Contravention is a different interaction between competition and conflict. Contravention is characterized by an attitude of dislike that is hidden so that it does not become a conflict.

The factors that influence social interaction are imitation factors. The whole social life is actually based on imitation factors only. This opinion can be said to be one-sided, this is because the role of imitation in social interaction is not small. For example, in the field of education and individual personality development, imitation has a role, this is because a good example can stimulate the development of one's character.

Factors of suggestion Suggestion and imitation in social interaction are almost the same, the difference is, in imitation one person follows something outside himself; whereas in

suggestion, someone gives a view or attitude from himself which is then accepted by others outside of him. In outline, there are certain conditions and conditions that make it easier for suggestions to occur, namely:

- a. Suggestions due to a dissociated state of mind (dissociation). These suggestions can be influenced by fatigue or emotional stimulation. In addition, these suggestions easily occur to someone who is experiencing dissociation in his mind, that is, if the person's thinking is in a split state.
- b. Suggestions because of authority or prestige. In this case, someone accepts certain views or attitudes if these attitudes or views are held by experts.
- c. Suggestion due to the majority of these Suggestions, a person is more inclined to accept a view or saying that is supported by the majority.
- d. Suggestion because of the "will to believe" In this suggestion what happens is the acceptance of an attitude because the attitude actually already exists in him but is in a latent state.

Sympathy is a feeling of being attracted to someone else. Sympathy can arise not on a logical rational basis, but on the basis of an evaluation of feelings as an identification process. In contrast to identification, the sympathy process is a conscious process for humans who feel sympathy for others.

2.2 Instructional Media

Broadly speaking, social media can be said to be online media, where users can share, participate, and create content in the form of

blogs, wikis, forums, social networks, and virtual spaces supported by sophisticated multimedia technology. Social media is a development of web technology using the internet that makes it easier for humans to communicate, participate, share knowledge and build online communication, to expand their own content.

- a. Social media is divided into six types, namely: Website collaboration projects, where users are allowed to be able to change, add, or remove.
- b. The content contained on the website, such as wikipedia.
- c. Blogs and microblogs, where users have the freedom to express something on the blog, such as feelings, experiences, statements, to criticism of something like Twitter.
- d. Content or content, where users on this website share multimedia content, such as e-books, videos, photos, drawings, and others such as YouTube.
- e. Social networking sites, where users obtain permission to connect by creating personal, group or social information so that others can connect or access it, such as Facebook.
- f. Virtual game world, where users through 3D applications can appear in the form of avatars as desired and then interact with other people who takes the form of an avatar as well as in the real world, such as online games.

Social media features Social media has the following characteristics:

- a. The submitted content is shared with many people and is not limited to one particular person.
- b. Message content appears without going through a gatekeeper and there are no blocking gates.
- c. Content is delivered online and in person.
- d. Content can be received online in a shorter time and can also be delayed depending on the user's self-determined interaction time.
- e. Social media turns its users into creators and actors that allow them to acculturate themselves.
- f. In social media content there are a number of functional aspects such as identification, conversation (interaction), sharing (sharing), presence (exist), relationships (relationships), reputation (status) and groups (groups).

In its development, social media has advantages and disadvantages, including the following:

- a) Excess
 - 1) Fast, concise, compact and simple.
 - 2) Create a more intense relationship.
 - 3) Broad and global reach.
 - 4) Controlled and scalable.
- b) Shortage
 - 1) Reduced study time, because of the preoccupation with using social media.
 - 2) Disturbing the concentration of learning at school.
 - 3) Damaging student morale.
 - 4) Spend pocket money.

- 5) Disturbing health, too much staring at cellphone screens or computers or laptops can interfere with eye health.

The learning process is a complex activity, so that an educator and student must carry out reciprocal relationships in educational situations to achieve the desired goals. The speaky application in learning can be used as a solution problems of learning English introductory material experienced by students.

This is because in the implementation of English language learning induction material, students can apply the speaky application in the learning process. The application of the Speaky application in learning induction material, namely, students are given an understanding of the Speaky application, how to use it, the advantages and disadvantages of the Speaky application.

Students install the Speaky application on their respective cellphones to start practicing learning English in the introduction material by choosing partners to exchange languages. Students exchange languages and correct each other's correct use of English between language partners. Students convey the results of the practice of exchanging languages using the Speaky application.

Thus, the speaky application can be used for learning English for introductory material because the speaky application can help students become more intelligent in using correct English. The purpose of using the speaky application for learning English for introductory material is that students can practice directly exchanging languages with native speakers as well as with expert speakers in the field of English.

3. RESEARCH METHODS

3.1 Research Time

This research will be carried out in September until the end of the cycle. The research will be carried out in semester I on Introduction material and the curriculum used is the 2013 Curriculum (Kurtilas). This research activity began with initial observations until the end of the action so that the results of the research were obtained.

3.2 Research Subject

The subjects of this study were students of class X MIS 1 SMA Negeri 1 Halongonan with a total of 33 students with different backgrounds and abilities.

3.3 Research Place

This research will be carried out in February until the end of the cycle. The research will be carried out in semester I on Introduction material and the curriculum used is the 2013 Curriculum (Kurtilas). This research activity began with initial observations until the end of the action so that the results of the research were obtained.

3.4 Data Collection

Data collection techniques are ways to collect data from various sources, both primary data and secondary data. Primary data is a source of data obtained directly obtained by data collectors, and secondary data sources obtained indirectly by data collectors, for example through other people or documents. Data collection techniques in this study are as follows.

Test Technique

Mahmud (2011: 185) tests are tools used to measure skills, knowledge, intelligence, abilities, or talents possessed by students individually or in groups. In this study using the type of objective test. The objective test is in the form of written questions for learning English on introductory material. The purpose of carrying out this test is to obtain data on students' abilities in learning English in the introductory material using the speaky application.

Non Test Technique

This non-test technique is used to collect data by means of observation, interviews, questionnaires and documentation.

Observation

The observation technique used in this study is because observation has specific characteristics compared to other techniques such as interviews and questionnaires. Observation does not only focus on people objects but can be used on natural objects. Observation techniques in this study were used to observe attitudes and English learning activities in the Introduction material using the speaky application.

Questionnaire

The questionnaire is aimed at class X students after carrying out learning activities. Questionnaires are used to obtain data regarding the analysis of students' interest in introductory learning using the speaky application.

Documentation

The documentation used in this study is in the form of photos taken during the teaching and learning process. This research also uses documentation data in the form of documents such as lists of student names, school identities,

and student learning outcomes data. In collecting documentation data, the researcher was assisted by a colleague to take photos or pictures during the learning process. Photos or pictures taken in this study were taken naturally without any engineering to prove the research was carried out in earnest.

3.5 Research Instruments

In a study has a basic principle that is, to carry out a measurement, in this case a study requires research instruments to measure research. Sugiyono (2016: 148) explains that research instruments are tools used to measure observed natural and social phenomena. In this study using research instruments as follows:

Test Instrument

In this study using an essay test that will be used on students in the introductory learning that has been delivered. The essay test consists of an essay test for the experimental class and the control class. For the experimental class, the test questions are related to the Speaky application, while for the control class, the essay questions contain test questions related to the introduction material manually.

Non-Test Instrument

Observation

In this study the object observed was students participating in English learning in the introduction material. Assessment is taken from the attitude of student responsibility, honest attitude, responsiveness of students and polite attitude during the learning process.

Documentation

Documentation techniques are used to analyze documents, both written and pictures or photos. Documentation in this study aims to obtain data in the form of student names,

student learning outcomes and learning processes as evidence of student activity.

3.6 Data Analysis Technique

Qualitative data analysis was carried out through three stages, namely: reduction, data exposure and conclusion of the analysis results. Meanwhile, to analyze quantitative data, quantitative data processing techniques such as tables, graphs or diagrams and simple statistical procedures can be utilized. The data analysis plan includes:

The data analysis technique is a process of systematically searching for and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing them in units, synthesizing them, compiling them into patterns, choosing which ones to use important things to be learned, and draw conclusions so that they are easy to understand.

4. RESEARCH RESULTS AND DISCUSSION

4.1 Research Results

The results of the research carried out were presented by describing English learning with the help of the Speaky Application in the Introduction material on November 3-20 2021 at SMA Negeri 1 Halongonan, the experimental class consisted of 33 students. The data in this study were obtained using test and non-test techniques. Based on quantitative research, the study of English language learning assisted by the Speaky Application in Introduction material was carried out in classes, namely class X MIS 1 as the experimental class and X MIS 2 as the control class. This research was conducted to analyze the learning outcomes of the two classes to find out whether English language

learning assisted by the Speaky Application in Introduction material was effectively implemented at SMA Negeri 1 Halongonan. Based on this research, the following test and non-test results were obtained.

Test Results

The written test was used to obtain research results for class X MIS 1, which totaled 33 students. The written test results were the results used to determine students' abilities in learning English with the help of the Speaky Application in Introduction material. In this study the aspects assessed included: grammar, diction and vocabulary, spelling and punctuation. The following is a description of the experimental class test results and the control class test results.

Capability Introduction to the experimental class

Class X MIS 1 as an experimental class uses the Speaky Application in learning English in Introduction material in the control class, in class X MIS 1 there are 33 students. Based on the results of the English learning test in the Introduction material, the following test results were obtained.

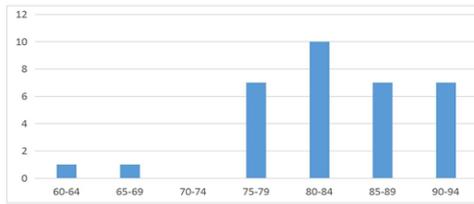
The Highest Score : 93

The Lowest Value : 60

Average : 82.57

Based on the table it can be seen that students who get a score of 60-64 total 1, a value of 65-69 a total of 1, a value of 70-74 a total of 0, a value of 75-79 a total of 7, a value of 80-84 a total of 10, a value of 85-89 7 and the value 90-94 is 7. The frequency distribution data is presented in the form of a diagram as

follows.



Picture 1. Bar Chart of English Proficiency in Introduction Material in Experimental Class

Nontes Results

Non-test results were obtained from direct observation of learning activities which included the activities and creativity of students during the process of learning English in the Introduction material through the results of learning observations and student questionnaires.

Observation Results

Observations were made during the learning process. The results of observations included educator activities while teaching and student activities including student activities during learning.

Educator Observations

Experimental Class Educator Observations

Observations were made during the learning process to find out the learning activities carried out by educators. The results of observing English learning in the Introduction material using the Speaky application were successful and ran smoothly even though some students paid little attention to the teacher's explanation.

At the beginning of learning the educator opens the lesson and prepares students physically and psychologically as well as the presence of students. Educators also convey the basic competencies to be achieved in learning.

Furthermore, students explain the material then deliver the Speaky Application that will be used in the learning process. Educators convey several appeals regarding the use of the Speaky application. Educators provide directions to students in using the Speaky Application and invite students to participate directly apply the introduction material using the Speaky Application. Learners respond to learning material introduction using the Application Speak well, interesting and not boring.

Observation of students

Experimental Class Student Observation

Observations of students were carried out during the learning process to find out the response of students in following the Introduction material learning. The results of observations during the learning process were that learning English using the Speaky application in the Introduction material ran smoothly. Students are enthusiastic and active in learning activities, so that the delivery of material can be received and understood by students in a conducive manner.

Data Analysis

The data analyzed in this study are the results of tests for class X MIS 2 in learning English for Introduction material using a lecture or conventional model and class X MIS 1 in learning English for Introduction material using the Speaky application. The data obtained were analyzed using a data requirement test consisting of a normality test and homogeneity test, as well as using a hypothesis test.

4.2 Pembahasan

Discussion of the results of this study include the results of tests and results of notes. The discussion of test results refers to the acquisition of scores achieved by students in learning English for Introduction materials using the *speaky* application. Reigeluth (1993:98), according to him learning outcomes are observable behaviors that show one's learning outcomes. The test results in the control results trial reached an average value of 71.84. the value is taken from the results of the Introduction test that was carried out by the previous teacher without using the *speaky* application.

The average value of the results of the control scores is still below the learning completeness standard, which is 75. Therefore, it is necessary to take action to improve the average value. The value derived from this teacher is also used as a comparison material for the effectiveness of learning English introductory material. Based on the results of the experimental test using the *speaky* application in learning English for introductory material, the average score of students increased to 82.57. This value has increased from the value of the control class and exceeds the standard of learning completeness. Improving the results of learning English introduction material using the *speaky* application because in its application students directly practice English with native speakers so that when there are errors in pronunciation or writing in the language used native speaker students can improve the use of the vocabulary.

Learning like this is considered more effective because students can see first-hand a direct description of the method of delivery and

others. In addition, learning through social media is also a convenient place for individuals to share personal profiles, interact in cyberspace with friends from the real world, and even meet many people based solely on common interests (Kuss& Griffiths, 2011), although there are risks. in its use, social media plays a role in accommodating the communication process to improve social relations online, including helping individuals to carry out self-development and emotional regulation (Keipi&Oksanen, 2014).

A similar opinion was also expressed by Prabandari and Yulianti (2016: 45) in their research entitled *Use of Social Media in Education: Positive and Negative impact on the students* explaining that learning between rural children and urban children who are more inclined to use social media results, most of them adolescents (94.2%) in the two regions have good academic achievement with an average score of 3.19.

The results of the independent sample T-test showed that there was a significant difference between the academic achievement of adolescents in rural and urban areas ($p < 0.05$) where adolescents in urban areas showed better academic achievement in rural areas. From the results of the study by Ali-Hassan, Nevo, and Wade (2015) states that the use of social media in work situations can also generate feelings of pleasure and joy for individual users.

Students also tend to be more interested in participating in learning using the *Speaky* application compared to previous learning. Alabdulkareem (2015: 233) explains that smartphones are the best tool to increase the use of social media in education, where all

teachers and nearly three-quarters of students have smartphones.

This is reinforced through learning responses using the *speaky* application which has a high response compared to learning using contextual media. Compared to previous learning conducted by the teacher without using the *Speaky* application, the English vocabulary that students get does not develop because the practice of introductory learning is only limited to classmates course and use the example introduction in the package book. This was also explained by Clark Quinn in his research entitled *Theelearning guild's* (2007), Clark Quinn explained that activities that enable individuals to be more productive by obtaining or giving something through devices that can be taken anywhere. In this case, it can be said that the *speaky* application has a good impact on learning English in the introduction material for class X SMA, besides that the *speaky* application can be accessed anywhere and anytime and makes it easier for students to learn English. But it is undeniable that social media also has some negative aspects of using social media such as social media minimizing the active participation of students. In fact, social media is developed so that every student is successful, regardless of the motivation or ability of a particular student. Learning technology is basically structured teaching to deliver and measure student outcomes regardless of the learner's context or situation (Halverson and Smith, 2009:51).

Apart from the increase in test results, the increase in learning is also seen in the responses of students during learning. In previous research Arfianto, et al (2019: 100)

also explained that the responses obtained included the location of the error, suggestions for replacing words/sentences, and descriptions of errors. This is an effort to minimize user sentence structure errors. Then the daily log feature is useful for measuring the extent to which the user's practice progresses in mastering English conversation and sentence structure. In addition, Richards and Schmidt (2002) said that the achievements obtained from learning a language mean that students master a second language and a foreign language seen from what has been taught or learned after a period of instruction.

The effectiveness of learning English in Introduction Material using the *Speaky* Application is also followed by the behavior of students. The use of the *speaky* application in learning English in Introduction Material is proven to be able to help the smoothness, effectiveness and efficiency of learning. Learning material that initially seemed ordinary became interesting with the *Speaky* application. In addition, students are also more enthusiastic when practicing directly with native speakers and expert speakers. This application also makes learners more enthusiastic to further develop in the use of English.

During the process of learning English in the Introduction Material, using the *Speaky* Application, attitudes were also observed. Attitude Assessment is carried out to determine the amount of a person's belief in himself that he is able to complete everything with his abilities. From this it can be seen that attitude, as an internal factor in students that influences interest which shows the amount of curiosity of participants about what they are learning.

According to Mensah et al (2013) attitude can be in the form of what they experience, whether it is positive or negative. The positive attitude that students get also influences the improvement of students' language learning, this is also expressed by Kara (2009) who states that attitudes towards learning English besides opinions and beliefs, have a big influence on students' behavior and also their appearance. in the learning process.

5. CONCLUSIONS

5.1 Conclusions

Based on the results of tests that have been carried out on students, there are different values between the control class and the experimental class. The experimental class got an average score of 82.57, while the control class got an average of 71.84. It can be concluded that there is the effectiveness of the Speaky application in learning English in the introduction material for class X students of SMA Negeri 1 Halongonan.

5.2 Suggestion

Based on the results of research conducted in learning English introductory material to class X students of SMA Negeri 1 Halongonan, the researcher provides several suggestions including:

Educator

As an educator, you need expertise in developing learning media that are appropriate to learning materials so that you can create an effective and conducive learning atmosphere. Researchers in the field of education: Researchers in the field of education

can make this research a reference in subsequent studies.

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