The Impact of Twitter Spaces in Speaking Skill for EFL Students

Risda Sufidiana[1*], Mutmainnah Mustofa[2], Abdun Nashir[3]
Master of English Education, Universitas Islam Malang, Indonesia
incredible.risda18@gmail.com

ABSTRACT
Developing online media for teaching is needed in order to engage a technology and a strategy in teaching. Twitter Spaces is a part of Twitter that the user could make a room and start discussion. Thus, this research conducted to see the impact of using this app in teaching speaking skill. This research used basic qualitative method. The participants are the first grade of Junior High School students. The result is there are obstacles in using Twitter Spaces as the media of learning English; the students never used this app before, Twitter Spaces limited the participants in the room, and a new link must be made when the host's connection is unstable. The students felt comfortable using Twitter Spaces in speaking English because they don't need to show their face. But there is no significant impact to them.

Keywords: Twitter Spaces, speaking skill

INTRODUCTION

Nowadays, teaching and learning activities are not always held in a traditional classroom setting, but they can be done anywhere. Students and teachers are now mostly familiar with blended learning. It is a combination between online and offline learning. The impact of the pandemic in education forced students and teachers to use any type of online platform. Teachers use a variety of online media in their classrooms. Teachers look for the best online media to help their students improve their skills. A good teacher should understand the needs of students in order to achieve the goal of teaching and learning.

English is an important language that students need to master even if it is a foreign language in Indonesia. Foreign language learners require practice to master speaking because it is a productive skill. We need a partner or friends to communicate with us if we want to practice speaking. In this era, communicating can be done not only through face-to-face interaction, but also through the use of a device. There are numerous online applications that enable people to interact with one another. In teaching and learning activities, teachers also use apps to support their online learning such as Zoom, Google Meet, Whatsapp video call, etc.

Online platform is usually used by teens and youth. EFL students are interested in the use of social media. Every single time they will check their cell phone even just scroll up and down some apps. Students frequently use social media platforms such as Whatsapp, Facebook, Instagram, Twitter, and YouTube. Twitter is one of the platforms that allows users to interact with people all over the world. Twitter Space is an online platform that allows us to use a room to communicate with other people. Researchers conducted this study to determine the impact of social media on speaking.

In this pandemic environment, more and more internet users are finding opportunities to share their ideas or opinions with people they know or don't know. In addition, the creation of media content is no longer limited to written text. The technological environment supports multimodal means of the teaching and learning process, such as expressing opinions, commenting, and giving feedback directly without the need for face to face. This is a good indicator of a new area in communication and learning where information flows are turning into active events from passive ones. Today, we face a situation where learners have a better understanding of digital tools than tutors. This situation leaves instructors with no other way but to catch up on the latest developments and become tech savvy as it can even seem inevitable in most cases. One can easily talk and at the same time receive feedback from a tutor without the need for face-to-face contact. Now, there is no need to devote a lot of time to hands-on learning. On the other hand, thanks to technologies such as Whatsapp video call, twitter space, zoom, google meet, all speaking exercises are available that can improve students' speaking skills outside the classroom walls.

Twitter is the micro running a blog and social networking- was based on 21 March, 2006. As of June 2018, there have been about 330 million month-to-month energetic users of Twitter (Twitter, Inc., n.d.) and almost eleven. Five million of them are Turkish which equals fourteen percent of the overall population of Turkey. Twitter was in the beginning long-established to permit customers to send "small bursts of data," referred to as "tweets," approximately day by day activities to other customers of the provider (Twitter, Inc., n.d.). Tweets that people write to discuss several topics appear in reverse chronological order on the homepage of a person. When the hash "#" symbol is located before a subject or keyword, 'Hashtags' are designated, and all tweets can be seen on one page at the same time above the same hashtag. First-hand use of Twitter, practitioner-oriented articles and empirical research suggest three primary uses of Twitter in education: communication, class activities, and professional development. Educators and students of any field can easily interact with a variety of people in new ways thanks to its brevity, immediacy, and openness (Carpenter & Krutka, 2014). Carpenter and Krutka (2014) claim that the interaction in traditional classroom is foreseeable, which may make the communication dull and less enjoyable. However, using a digital kind of

communication like Twitter in the class may boost students' motivation and willingness. Educators prized Twitter for its personalized and immediate nature, and many considered Twitter to be superior to traditional professional development. This paves way to the fact that Twitter as a micro blogging site can be used for educational purposes (Carpenter & Krutka, 2014).

Twitter Spaces is the part of Twitter. This is where the users make a room that consists of 13 participants including the host. This concerned on audio room. This app can be downloaded for iOS and Android. Some studies (Honeycutt & Herring, 2009; Java, 2007) enlighten that Twitter can be effectively used for conversation, daily chatter, reporting news, sharing information of URLs as a supplement vehicle to education. If learners become aware of the advantages of using Twitter, they can be motivated to use it in their daily lives as well. In like manner. Specifically, they argue that Twitter can change the classroom dynamics and acts as a useful tool to share information. Maintaining relationships, supporting learning, speaking concisely for an audience, addressing issues in a timely fashion, and connecting classmates and instructors are among the other instructional benefits of Twitter according to Dunlap and Lowenthal (2009). Additionally, Junco et al. (2010) claim in their empirical study that Twitter can impact student engagement and grades, and encourage the faculty to be more active and participatory. This study shows how Twitter can be leverage to support students' academic and psychosocial development.

Likewise, West et al. (2015) suggest that Twitter has a positive impact on students' performance and perceptions of their learning experiences concluding from their studies' overall results, both from engagement, learning and community-connectedness perspectives. In the same way, Kollovic (2011) notes the words of a language professor whose students use Twitter as a language learning tool. The language professor states that using Twitter does help students to extend their learning outside of the classroom and encourage them to use the target language more often. Furthermore, Wakefield et al. (2011) find that Twitter can assist students to increase understanding of course materials as supported by the interactive environment and affiliated rapid feedback. These ideas indicate that we can get maximum benefit from Twitter use when a more professional approach is adopted by teaching authorities. Acosta (2014) likens Twitter as being the socializing coffee table of the 1990s by establishing a community of participation that continues when people are no longer together. Acosta (2014) also draws attention to the fact that it is important to assist students while they are using Twitter in education to have them truly connected, to build social community, and to create bonding networks that lead to academic success. Although seen as useless and empty site by many when it was first established because users wrote every emotion, thought and situation that would come into their minds, Twitter then proved its superior features in every field of

cultural, economy, educational, commercial, political, and environmental aspects (McFedries, 2007; Ovadia, 2009).

Baron (2020) in his research stated that online applications have evolved into a medium that facilitates English learning in the classroom. He looked for the students' perception on online application in speaking. Zoom and Google Hangouts Meet is a popular video program, according to the data. While the website Youtube is an intriguing web tool for English speaking learning, the social media platform WhatsApp is simple to utilize in English speaking learning. It has the ability to form a group. The study's goal is to boost teachers' creativity when it comes to using the online program. From his research, online applications that facilitate speaking in teaching are the Zoom, Google Hangouts Meet, Youtube, and WhatsApp which most teachers always use because they are the easiest apps to run. This current study seeks to expand on one of the most popular social media platforms, Twitter. The researchers expected that it would increase speaking skills in the same way that Baron's other apps had.

The impact of YouTube, Skype, and WhatsApp on enhancing EFL learners' speaking skills in order to raise attention to the relevance of Skype, YouTube, and WhatsApp in developing English language speaking skills among instructors, students, and educators was developed by Mustafa (2018) research. It attempted to call attention to the importance of learning speaking skills through the use of modern technology. The research's instrument was a speaking test given to (22) first-year students at Arab Open University's Riyadh branch in 2017. The pre-test and post-test were administered. He analyzed using SPSS. The statistics demonstrate that the P-value of the T-test (0.000) is less than the significant level (0.05), indicating that there is a statistical difference between the pre-test and post-test. As a result, YouTube, WhatsApp, and Skype can help EFL students improve their oral communication skills. In that research, the subject of the research was varsity students which are adult learners. Here, researcherss are interested in secondary school students who use Twitter to improve their speaking skills.

The impact of using oraiapp.com on improving students' speaking skill for non native speakers explained in Simatupang et al. (2019) that the ease of internet access helps them find a way to support our teaching process more efficiently and effectively. oraiapp.com is one application that can help students enhance their speaking skills. This application assists teachers in the teaching process, particularly when teaching speaking skills. This application benefits not only teachers but also students. The goal of this study is to describe how oraiapp.com is used in the classroom and to see how students' speaking skills develop after using it. As a result, those students' speaking skills improve significantly, especially in terms of pronunciation, fluency, and vocabulary, and they gain confidence in presentational and interpersonal speaking. Twitter accounts are common among youth. As a result, it is easier for researchers who want to learn about and develop the impact of using

Twitter Spaces, whether it is an online account to improve students' speaking skills, to do so here. From all previous studies, the current researchers develop the impact of Twitter Spaces at secondary level of education.

This research offers new insights on online media, assisting teachers in their search for social media to teach and improve students' abilities. Teachers are now required to be proficient in all forms of media, both online and offline. The researchers want to give contribution to the reader, especially for the Twitter users, teachers, and students. The researchers hoped to show readers and Twitter users that social media can be used for more than just updating status and looking up hot topics; it can also be used for teaching and learning. For the teachers, Twitter Spaces is one of the innovative media that teachers can use to engage students in learning English, particularly in speaking skills, because users can create rooms and interact with one another. For the students, Twitter is one of the most familiar media. Social media hopefully gives benefits to the users especially in learning English.

METHOD
Research Design
This research used a basic qualitative method. Ary (2010: 453) stated that the most fundamental qualitative studies describe and attempt to interpret experience. This aimed to comprehend a phenomenon, a process, or a specific point of view from the standpoint of those involved. The purpose of this research is to find out the impact of using Twitter Spaces for foreign language learners in speaking skill. The experience of students analyzed and reported in this research. The student's perspective about the influence of using Twitter Space in speaking skill developed here.

Samples/Participants
The participants are one of the junior high school students in Gresik. It is a brand-new school there. The location is neither in a huge metropolis nor on the outskirts of a village. The researchers chose the school because they wanted to see if using media to teach English has any influence. The researchers used simple random sampling. Then the researchers chose a class in which has been selected by the principal and the researchers took some students randomly who have Twitter accounts.

1. Instruments

The data was taken from observation and documentation. The researchers used field notes and recorders to collect the data. Field notes are utilized to keep track of how students feel about using Twitter Spaces. In the classroom, the recorder is used to capture data during teaching and learning activities. The researchers used a record player to assess English speaking skill.

2. Data analysis

The researchers collected the data from observation as a host of Twitter Spaces. One of the researchers as a teacher. The processes of taking the data were that researchers created a room in Twitter Space before the class began, then the researchers shared the link, after that participants entered the room, then researchers served as the room's host and asked students to be a speaker in Twitter Spaces. Then the researchers participated and observed in the process of teaching and learning activities. Finally, researchers did a short interview with the participants about their experience using Twitter Spaces in speaking class. During the observation, the researchers document the activities in Twitter Spaces room by taking field notes and record the conversation by using a record player.

After the researchers collected the data, the researchers analyzed the data from field notes and the record player in order to answer the research questions. Then discussing the result including the obstacles. The researchers used a qualitative method to discuss the result. The data and the discussion will be shown in the next chapter.

RESULTS AND DISCUSSIONS
Results
The Use of Twitter Spaces

The research was conducted on nine students who joined the class. The researchers found some data about the use of Twitter Spaces in speaking class. The result showed that of nine students, three of them disliked the application to be a learning application because it was difficult to use, three others support and felt comfortable with Twitter Spaces. They liked it and they would recommend it to other teachers. The two others couldn't activate to be the speaker because of some trouble. The other one could not enter Twitter Spaces, when the link had been clicked, she just entered the Twitter app.

From the nine students above, the researchers could describe that there were some problems to fix. First, junior high school students didn't have a Twitter account before, so this app is new for them. There were obstacles when the students were not the users of the application. Second, from the devices, most of them have low capacity devices to install a new application. So, in a class which consists of twenty four students, just nine of them joined the class. Then, in Twitter Spaces, the user was limited by the application. The user just 13 users who joined in a link that was included by the host. Third, when the connection is unstable, the host should make a new link.

2. Speaking Activities in Twitter Spaces

In speaking activities, the students introduced themselves and described something they liked. They were able to speak but there were a lot of errors in pronouncing the sentences. They could make around four to eight sentences for each student. The interaction between teacher and students could be held, but not among

students because their English was still basic. Speaking in the room of Twitter Spaces built their confidence because they could communicate with each other without revealing their faces. This was shown when the teacher asked questions directly to the student, they could answer without being unconfident.

DISCUSSIONS

Twitter Spaces is not familiar application for students. Some of them only know Twitter app. Twitter Spaces is the part of Twitter. Simatupang et al. (2019) stated their research in oraiapp.com in teaching speaking skill. The result was the use of this application is advantageous for both teachers and students. This happened to Twitter Spaces. The teacher found the students confidence in speaking foreign language. Twitter Spaces application is good for them to increase their self-confidence in speaking English. The error the students made can be fixed together with the teacher. The other students listened the speaker. The other students who had the same problem in pronouncing the words directly imitated the correct one. So, the last speaker had few mistakes.

In the other hand, it is possible for EFL students to develop their oral communication abilities by using Skype, WhatsApp, and YouTube on Mustafa (2018) research. Online education gains popularity as a pandemic approaches. Even though today's schools are mostly offline, online learning is still prevalent. Thus media need to be improved in learning activity. A creative teacher is needed in order to make an innovative class. On Mustofa (2018) research, he explained on the result that the research demonstrating a statistically significant difference between the pre-test and post-test. So, EFL students can benefit from YouTube, WhatsApp, and Skype to strengthen their spoken communication abilities. In this current research, the first year of junior high school students had a low ability in speaking. In their thoughts, English was difficult because they had few vocabularies. Thus, the researchers tried to build their confidence in speaking. When the students felt comfortable in learning English, they would learn vocabularies without any forces. Using Skype application means they must show their face to the audiences. Twitter Spaces didn't need to show their face. This happened because most students usually feeling shy on online learning. So, this media should be a good media for them. But the fact is because this media is new to them, it has created numerous challenges.

Zoom, Google Hangouts Meet, Youtube, and WhatsApp are some of the online tools that make it easier for students to speak during class. Baron (2020) stated that most teachers always utilize these tools because they are the simplest to use. Twitter Spaces is unfamiliar application for students, especially junior high school students. Most of teacher use the easiest and the most familiar application in online teaching. A good English teacher is a creative teacher to increase the students' ability in learning English. A new application is introduced in order to build a variation in teaching. The goal of teaching is students can easily understand about the lesson.

English for the first year of junior high school students is difficult. Introducing the new application for the first time always had obstacles. Starting from the internet trouble, the application trouble, and the students' confusedness. This can be fixed or even should be changed for another easiest online application. The students need some meetings in online learning by using the same application. The teacher can then evaluate whether or not this media is appropriate for that class.

This research is giving contribution to online learning. From this research, not all online application is suitable in teaching. The teacher should know who are the students and their ability to use an application. A successful teaching is when the students feel confidence and understand the lesson without being confused with the application they used. The application is just a media in teaching.

CONCLUSION

The researchers can conclude that there is no big impact to students by using Twitter Spaces. This account is better to use at a higher level of education. Most students in junior high school didn't have a Twitter account. They prefer another application to use. Twitter is new application that they used even though they were familiar with it. In speaking class, they enjoyed it because they just needed a voice to speak without showing their face. English is difficult for them, but using Twitter Spaces, the researcher as a teacher can teach and correct the pronunciation when they can't read the text they had made before.

Online media is one of the ways to teach students in order to give innovation in teaching and learning in the classroom. Twitter is a social media site where most of the users are the last teens or adults. Age became one of the obstacles because most of the students didn't have Twitter accounts. More time is required to learn in order to develop a new application for teaching English. For the next researcher, it is better to conduct research to higher educational institutions such as senior high school or varsity students.

REFERENCES

Acar, A., & Kimura, N. (2012). *Twitter as a tool for language learning: The case of Japanese learners of English*. Available at Special Issue of International Journal of the Computer, the Internet and Management, 19, 1 14.

Acosta, D. M. (2014). *Tweet Up? Examining Twitter's impact on social capital and digital citizenship in higher education*. About Campus, 18(6), 10-17.

Ary D., Jacobs L., Sorensen C. (2010). *Introduction to Research in Education.* Canada: Wadsworth.

Baron, Rifari. (2020). *Students' Perception on Online Application in Speaking Skill.* Available at Values of English Language Education Society Vol. 4, No. 2 http://e-journal.hamzanwadi.ac.id/index.php/veles/index.

Borau, K., Ullrich, C., Feng, J., & Shen, R. (2009). *Microblogging for language learning: Using twitter to train communicative and cultural competence*. Available at web-based learning–ICWL 2009 (pp. 78-87). Springer Berlin Heidelberg.

Carpenter, J. P., & Krutka, D. G. (2014). *How and why educators use Twitter: A survey of the field*. Available at Journal of research on technology in education, 46(4), 414-434

Dunlap, J. C., & Lowenthal, P. R. (2009). *Tweeting the night away: Using Twitter to enhance social presence*. Available at Journal of Information Systems Education, 20(2), 129

Honey, C., & Herring, S. C. (2009, January). *Beyond microblogging: Conversation and collaboration via Twitter. In System Sciences, 2009*. Available at HICSS'09. 42nd Hawaii International Conference on (pp. 1-10). IEEE.

Junco, R., Elavsky, C. M., & Heiberger, G. (2013). *Putting twitter to the test: Assessing outcomes for student collaboration, engagement and success*. Available at British Journal of Educational Technology, 44(2), 273-287.

Kim, E-Y., Park, S-M., & Baek, S-H. (2011). *Twitter and implications for its use in EFL learning*. Available at Multimedia-Assisted Language Learning, 14(2), 113–137. Retrievable from www.dbpia.co.kr

Kim, H-S. (2010). *Three teachers' initial efforts to use Twitter for teaching English in public schools*. Available at Multimedia-Assisted Language Learning, 13(2), 129–154. Retrievable from www.dbpia.co.kr

Kolowich, S., 201. The Web of Babel. Inside Higher Education. Available from www.insidehighered.com/news/2011/01/11/college professors use social me dia such as twitter and itunes to teach students foreign language

McFedries, P. (2007). *Technically speaking: All a-Twitter*. Available at IEEE Spectrum, 44(10), 84-91.

Mustafa, Elhadi N. (2018). *The Impact of YouTube, Skype and WhatsApp in improving EFL Learners' Speaking Skill.* Available at International Journal of Contemporary Applied Researches Vol. 5, No. 5 www.ijcar.net.

Simatupang et al. (2019). *The Impact of Using Oraiapp.com on Improving Students' Speaking Skill for Non Native Speaker.* Available at Universal Journal of Educational Research 7(4A): 22-26.

Wakefield, J. S., Warren, S. J., & Alsobrook, M. (2011). *Learning and teaching communicative actions: A mixed-methods twitter study*. Available at Knowledge Management & E Learning: An International Journal, 3(4), 563–584

West, B., Moore, H., & Barry, B. (2015). *Beyond the Tweet Using Twitter to Enhance Engagement, Learning, and Success Among First-Year Students*. Available at Journal of Marketing Education, 0273475315586061