

WhatsApp Media to Improve Students' Speaking Skill

Siti Fatimah*, Titi Nurmanik, Herlina

Pendidikan Bahasa Inggris, STKIP Kusuma Negara, Indonesia

*sitifatimah90@stkipkusumanegara.ac.id

Abstrak

The objective of the research is to improve students' speaking skill. To achieve it, the researcher needs a media that could support in teaching learning process. Whatsapp is one of the applicable platform that can be use in teaching learning. By using a classroom action research, it conducted three cycles in SMAN 94 Jakarta in tenth grade, even semester in academic year of 2019-2020. Observation, interview, and oral test are the techniques used for collecting the data. The assessment was taken by a story telling performance in front the class. The result showed that the students were interest and enthusiastic during WhatsApp's implementation in learning English. By using WhatsApp, the students' performance had been improved, because before having story telling students did practice to record their voice by using WhatsApp application. In the first cycle, the students could passed the KKM 53%. 83% in cycle two and 100 % in the third cycle. Based on the result, the researcher can conclude that the students' speaking skill can be improved by using Mobile Application WhatsApp.

Kata kunci: speaking skill, WhatsApp media.

INTRODUCTION

Speaking is one of four important skills that are learned by all persons rather-than the students and speaking skill is one of base-important knowledge had by students. So that, the students must concentrate on the concreteness of the remember vocabulary, pronunciation or spelling. It is the most influent to students in mastering four skill of the language. To achieve it, the researcher need a media, method and technique to support the students in learning process. Hopes, the students can be active, easy to do the exercises of speaking and also expected to be able to express meaning of short functional texts, such as in descriptive, recount, and also in narrative text.

In fact, the students found some problems in learning English, especially speaking. At the tenth grade of 94 Senior High School in West Jakarta, it found problems in pronunciation, vocabularies and grammar. First, the students speaking skill were relatively low. They still have difficulties in pronouncing certain English words. Second, to be able to speak, the richness of vocabulary is also important. However most students lacked of vocabulary. Third, their competencies in grammar were also poor. Therefore, they preferred to be silent, not fully participate in the learning process. In addition, the classroom activities were silent and less of motivating in the learning. Besides, the students did not responsibility with the task that teacher have given, also they did not interesting when the teacher explained the lesson.

As the solution, the researcher used Mobile Application as a media to improve the speaking skills. Harunasari (2015) said that language learning involving the use of technological innovations is an interactive system between students and technology. Furthermore, Martin and Ertzberger (2013) stated in Han, and Keskin Journal that studied using mobile phones in a classroom setting and found that students show more enthusiasm toward mobile device and using technologies in EFL classroom has been successful and promising; moreover, using this technology has been welcomed positively by both teachers and learners. In addition, Amelia (2019) said that mobile technology can help teachers to find innovative ways to foster students' language content or students' skill, one of application that can be used is WhatsApp. Therefore, teachers can use mobile application (WhatsApp) in any techniques or activities in order to reach the goal of speaking.

Considering the explanation above, this research aims to find out how does the researcher improved students' speaking skill by using mobile application WhatsApp as a media that support students in learning process.

THEORETICAL FRAMEWORK

The Essence of Speaking

Speaking is one of the important skill in studying English. Students have to be able to speak English well. The speakers must good and fluent when they spoke up. So, they will be easier to understand the information from the interlocutors. According to Harmer (2007) speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. So it means that the fluently in speaking English is needed to produce. According to Donough and Shaw (2003) that there are some reasons for speaking involved expressing ideas and opinions. Besides, fluency, accuracy and confidents are important goal in speaking. As a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds. According to Brown (2000) stated that "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information". It means that in speaking we have to express our opinion, feeling and ideas correctly in order to every single person can understand the message that we had delivered. Besides that, Manullang, Harunasari and Chairiyati (2019) stated that speaking skill is the ability of pronounce some sounds or words to convey, express, express thought, opinion, idea, and feeling.

Brown (2000) stated that there six categories apply to kinds of oral production that students are expected to carry out in the classroom. They are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive. Extensive speaking involves a wide range of speech production. It is the ultimate speaking skill that requires strong language component. Grammar, vocabulary, pronunciation, fluency and comprehension, thus the element of speaking that student should be attention.

Assessment is a process of measuring the students' performance in teaching learning process. The objective of the assessment is to measure the students'

speaking skill. According to Brown (2001), that all effective tests designed appropriate assessment task in speaking begins with the specification of the objective or criteria. It means that the type of assessment must be addresses with the functions. Brown stated that there are several types of speaking performance assessment. They are: imitative, the assessment is word repetition tasks. Intensive, the assessment is directed response tasks, read aloud tasks, dialogue completion tasks, oral questionnaires, and picture-cued tasks. Responsive, the assessment is question and answer, giving instruction and direction, paraphrasing. Interactive, the assessment is interview, role play, discussion and conversation, games. The extensive tasks include speeches, oral presentation and story-telling. Besides that, grammar, vocabulary, comprehension, fluency, pronunciation, and tasks that the assessment that students should attention. In this research the researcher focus on grammar, vocabulary, fluency and pronunciation to measure the students' speaking skill.

The Essence of Media WhatsApp

Media is one of the instructional tools that can be used for teaching in learning process and it can help the learning more effective and interesting. There are many kinds of media for teaching, such as textbooks, pictures, cards, computers, video, projectors, recorders and others presenting activities delivered to the students. Harmer (2007) explained that a range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities. Heinich Robert, et al. (2002) said that instructional media and the technologies for learning provide you with tools to engage students powerfully in the learning process. So, it means that the used of media in learning could engage students in learning. Carol Bertram, et al, (2010) stated that popular print media offer good opportunities for improving learners' reading and writing skills in particular. Popular electronic media provide teachers with excellent resource for improving language skills, such as listening and speaking. So, from those explanations it can conclude that the used of media in teaching learning could engage and improve students' ability in learning process.

The used media in teaching learning process was give positive impact to students. By using media students will not feel bored and difficult in learning process, the material become interesting for them. Therefore, the importance of using media for teaching is a media that can be used to help students, in order to make the teaching learning process more enthusiastic, fun and easier. In the globalization era media for teaching can be from mobile devices such as media social. Almodiel (2017) stated that social media is a potentially powerful tool in education. There are some platforms application that can play a role in education and also it can motivate students in learning process, they are Facebook, Twitter, Blog, YouTube, Instagram, WhatsApp, Line and others. WhatsApp is one of the most popular application that applicable for teaching learning. Hand and Keskin (2016) said that mobile devices have been researched in several aspects in terms of assisting language learning or teaching. Some studies handle the subject from a general or impact view, while focus on skills such as vocabulary, pronunciation, speaking, listening, reading, and grammar. In the WhatsApp application there are some features that learners can be used, such as text messages, voice messages, document file, videos and picture.

Bare (2014) stated that the explanation below is the process that use by researcher on WhatsApp in learning process;

Phase 1: Motivation, during the first phase of the research, students were motivated to be in touch with teacher through WhatsApp. it is enable to remove hesitation and fear of students.

Phase 2: Creating of WhatsApp group, in second phase of the research, WhatsApp group name "Students' of VCE" was created and students were added in the group with their permission.

Phase 3: Teaching of ethic, ethic of the group was decided and communicated to the students, some of ethics are; no use absurd language, no use of it inside the classroom and no personal remarks.

Phase 4: Implementation, here were messages were sent and received using WhatsApp. the message was sent related to; administrative update or message, sending file related to the lesson learned prior to teaching practice, classroom management tips, students queries and problems were also resolved during teaching practice.

Phase 5: Feedback, students were asked to give their feedback about the experiences of using WhatsApp in learning.

In speaking class, students can discuss the chat room on the WhatsApp group. The students can find the topic of a narrative text themselves or the teacher can also give a suitable theme for learning activities such as, the teacher share link and video related to the topic or lesson which students can open it. The teacher continues asking them to record the voice, before sending to WhatsApp group.

Mobile application WhatsApp is an applicable media that can be used for teaching learning process. There are some features on it that provide and help students in improving students' speaking, such as students can send the voice note to ask the question or students can retell the story and record it then send to WhatsApp Group. Next, teacher can send video and link related to topic for discussing in the class also students can find learning sources that teacher have been shared into WhatsApp.

RESEARCH METHODOLOGY

The objective of this research is to improve the students' speaking skill using mobile application WhatsApp as a media for teaching learning. The research was took-place in 94 Senior High School West Jakarta, in the grade tenth of MIPA class with 36 students. The research conducted in the even semester of 2019/2020 from January to February 2020 and it done in 3 cycles which each cycle consisted of two meeting, so the whole was six meeting. The research methodology that used is Classroom Action Research (CAR) which designed by Kemmis and Mc Taggart. It consisted of four steps; planning, acting, observing and reflecting. The data were collected through observations, interview and oral test/speaking test. Next, for the technique of data analysis the researcher used reduction, description and verification. Then, to validate the data, the researcher used triangulation by compare the result of observation, interview and oral test/speaking test. From thus data, the researcher draws the conclusion about the research.

RESEARCH FINDING AND DISCUSSION

Finding

The research found many problems that faced by students in learning process. Most of students have problem with their pronunciation, they pronounce certain English words incorrect. Next, the students also low in vocabulary and grammar, that is why it made the students hesitance and afraid to speak up. Besides, the collaborator said so.

To attract and invite students in order to engage and fell enthusiasm in learning process, the researcher used a media WhatsApp to support the teaching learning process.

This research conducted in 3 cycles, every cycle consisted of planning, acting, observing, and reflecting. In the acting phase there are some steps of teaching, they are:

1. In the pre-activity

The researcher preparing the class by praying, attendance, and explain the aims of the lesson, also gave motivation like do not be afraid of being mistake in speaking English. Before starting the lesson, the researcher asked some question to students, like, have you been to Surabaya? And etc.

2. In the whilst-activity

The researcher showed some pictures and invited students to guest the picture about then the researcher choose the picture of Surabaya and invited students to find some details information from it. Next, researcher shared a link and video the topic of narrative text The Legend of Surabaya. The researcher asked students to find the grammatical text, vocabulary and finding the difficult words to pronounce and wrote it into WhatsApp Group. Next, the researcher gave feedback by explaining it clearly, for improving students' pronunciation, the researcher asked students to imitate what the researcher said. Next, researcher asked students to make a summary in a group while the researcher getting around the class to check. Further, researcher asked students to record their summary and sent it in representation to WhatsApp Group. Later on, the researcher gave feedback about students' mistakes such as their pronunciation. And the researcher asked students to record again in individually and sent it into WhatsApp Group.

3. In the post-activity

The researcher gave feedback to the students after finishing their performance. At last, the students made a conclusion about the material that has been done. And ask students to prepare their self in giving story telling in front the class in the second meeting.

In the second meeting, the researcher gave post-test 1 in the end of the cycle one. It was story telling in front the class individually with the duration time is five minutes. The topic was one of a legend story whose students had made and chosen.

The result of cycle one showed that there is an improvement in students' performance. Furthermore, based on the observation sheet, the researcher concluded that the students engage during learning but there were some students found chat with their group and some of them were hesitance in giving oral test. Besides, the students were appropriate in the implementing the media and not all

students engage in learning process. Next, according to interview, the students felt fun because the learning is different then-before. But there were some students felt hesitance and afraid to speak up. The collaborator said that the students more enthusiastic in learning although not all students, but the use of WhatsApp media in learning was effective. From the oral test, the students' performance has some progress even need much more practice. The result of post-test 1, there were only 19 students or 53 % of students who pass the Minimum Mastery Criterion or called KKM. There were 17 students or 47% of students could not pass the KKM. The result of cycle1, describes as follows.

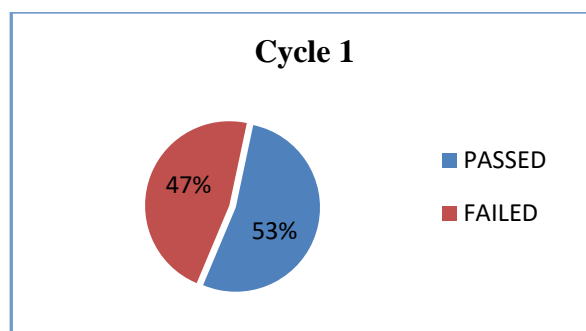


Figure1. Graphic of evaluation score Cycle 1

From thus explanation above, so the reflection of cycle one is the use WhatsApp in learning process could help students to improve their speaking skill. the researcher and the collaborator felt satisfied enough because their effort to improve their speaking skill, it had been proven by score they have get, although not all the targets accomplished yet. The researcher and the collaborator decided to continue the research for next cycle.

In cycle 2, the result showed that there was an improvement then the previous cycle. Based on the observation, the researcher found that the students more enthusiasm, active and engage in learning process also they were confidence and did not feel hesitance when they spoke up. The collaborator said so. But still found a few students did not involve in learning. According to interview, the students showed interesting, enjoyed and fun during learning process. The used media for learning was helped them in speaking. In the oral test, the students' performance has been improved although not all students accomplished the target, it showed from the score that they got. There were 30 students or 83% students could pass the KKM and it means that only 6 students or 17% students need more practice to achieve the target 100% could passed the KKM.

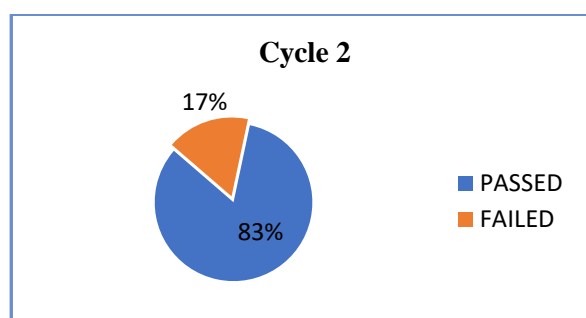


Figure2. Graphic of evaluation score Cycle 2

Related to explanation above it can conclude that the result had been improved, even need more practice to reach the target. The students found engage, enthusiasm, active, and confidence in learning process, especially when they were telling a story in front the class. The figure 2 below showed the improvement that students got.

In cycle 3, the result showed a significant improvement. Based on the observation, the researcher found that the students involve during teaching learning. They were also enthusiastic when they gave speaking test. The collaborator was agreed that students have been improved. According to interview, the students showed interesting in using media for learning, it was help them much. In the oral test, the students' performance has been improved, there were 36 students or 100% students could pass the KKM. The result of cycle 3, describes as follows.

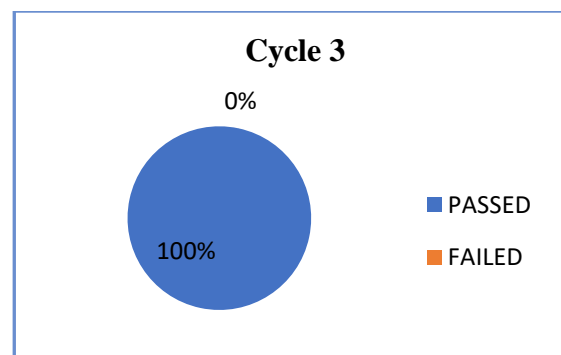


Figure3. Graphic of evaluation score Cycle 3

According the data above, it can be inferred that by using a media WhatsApp application for teaching English class especially speaking in narrative text could improve students' speaking skill. The researcher saw the result has been improved from cycle 1, cycle 2 and the significant improvement is in cycle 3. In this case, it can be concluded that narrative text using a media WhatsApp is suitable to teach speaking. In addition, it can help students to improve their speaking skill.

Discussion

The interpretation data results among cycle 1, cycle 2 and cycle 3 can be explained as following:

In the cycle 1, the researcher found some students did not engage in the learning process, some of them were chatted with their group also they misappropriate when using the WhatsApp in learning process. Besides that, the students felt hesitance and afraid in giving oral test. In the cycle 2, the researcher found that students have engaged and active in learning process, they thought it utilizing the technology. Also, the students felt enjoyed, fun, and curious in learning process, only a few of them still feeling hesitance and afraid to speak up. Here the researcher found some problem was solved. In the cycle 3, the students were engage, enthusiasm, and active in the learning process, they also courage and confidence in giving oral test. Next, the students felt fun, motivated in using WhatsApp media for learning process.

Based on the result of cycle one to cycle three, it could be seen that there was an improvement of the students' speaking skill using a media application WhatsApp. It can be seen the improvement of students' score in every cycle. This finding is line with Nurazizah (2019) that learning to speak English language used WhatsApp voice note is an attractive learning activity, positive activities, and WhatsApp voice note was easy to be use. Besides it, WhatsApp voice note is useful tool for providing the students opportunities to speaking practice especially on narrative text. The students' improvement describes in the diagram chart as follows:

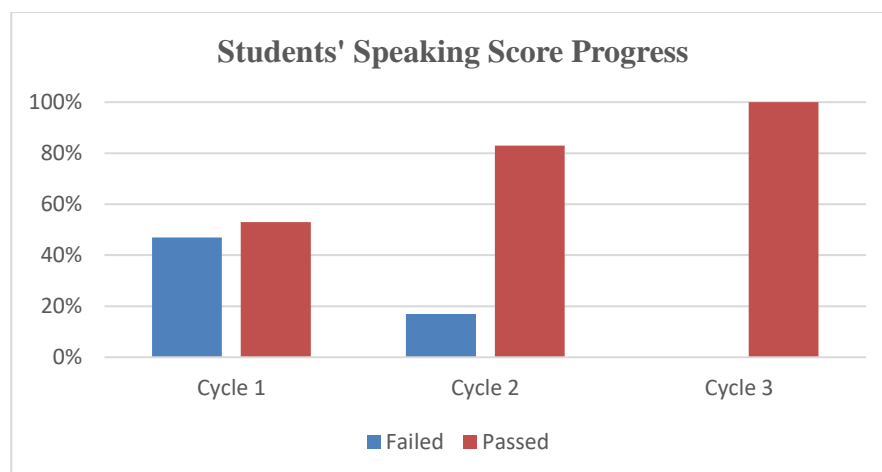


Figure4. The improvement of students' score between 3 cycles

Based on the students' score that got in the diagram chart above, it can be concluded that the improvement score among cycle 1 (53%), cycle 2 (83%) and cycle 3 (100%). All students showed their improvement by using WhatsApp application. The significant improvement that students got during teaching learning was they could speak English well in pronouncing some English words when they gave story telling in front of the class.

Before the implementation of WhatsApp, students were passive and preferred silent when the learning happened. It caused by students afraid to speak up incorrect. But, after implementing the WhatsApp students felt enjoyed, engage, active and enthusiastic in learning process. Students felt easier to learn speaking by using that application. Firstly, students wrote certain difficult words to pronounce and researcher give feedback by ask them to imitate what the researcher said. Secondly, the students did recorder the summary with appropriate pronunciation and intonation but if still found students have incorrect in pronouncing the students could re-record again. Thirdly, students gave story telling in front of the class without feeling hesitance and afraid to speak up, it because they have practice speaking by using WhatsApp application.

CONCLUSION

The used of WhatsApp application as a media for learning English, especially speaking in SMAN 94 Jakarta was effective to improve students' speaking skill. The result of this research that had been discussed in the previous showed

successfully. The students showed their interest when using WhatsApp in learning process. The achievement and improvement that students got during learning process by getting score which passed the KKM, it means that there was a significant difference before and after using WhatsApp application as a media for teaching. Hence, the implementation of WhatsApp application can be used successfully to improve students' speaking skill, and also make the learning process interesting and increase students' enthusiasm to be actively involved in learning process.

According to conclusion above the researcher has some suggestions, the suggestion for; 1) the teacher should increase their ability in teaching English, especially when teaching speaking. As an English teacher in this era, we have to upgrade ourselves in teaching in order to make the learning fun and enthusiasm. The used technology as a media in teaching learning process is need and it had good impact for students. The used technology like application that familiar to students made the learning easy and effective. So, it made the students' learning was fun and made them think that English is easy. 2) The students should utilize the technology properly as students who live in this 4.0 era. Students should realize that the application not only for entertain and communication each other but it helped them in learning process.

REFERENCES

- Almodiel, Collado Mira, (2017), *Social Media as A Learning Tool Among Online Learners* ASEAN Journal of Open Distance Learning. Vol 9 No. 1, June.
- Amelia, Mike, (2019). *WhatsApp Goes to Classroom: Using WhatsApp to Foster Students' Speaking Skill in Speech*, 4th International Conference on Education, September 25-26,
- Brown, H. Douglas, (2001), *Language Assessment, Principal and Classroom Practices*, England: Longman.
- Brown, H. Douglas, (2000). *Teaching by Principles, an interactive Approach Language Pedagogy*, Second Edition, England: Longman.
- Brown, H. Douglas, (2001). *Teaching by Principles, an Interactive Approach Language Pedagogy*, New York: Addison Wesley Longman,
- Carol, Bertram, et al, (2010). "Using Media in Teaching" in John Gultig (Ed.). South Africa: South African Institute for Distance Education, 91.
- Donough, JO and Shaw, Christoper, (2003). *Material and Methods in ELT*, Melbourne; Blackwell Publishing.
- Han, Turgay and Keskin, Firat, (2016). *Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety*, GIST Education and Learning Research Journal, , ISSN 1692-5777 No. 12.
- Harmer, Jeremy, (2007). *The Practice of English Language Teaching; Third Edition*, Harlow; Pearson Education Limited,
- Harunasari, Yulidhar, Siti, and Rahmat Aceng., (2015), *Call-Based Instruction Model of Speaking English.*, International Journal of Language Education and Culture Review, vol. 1 (1), Juni 65-78.
- Heinich, Robert, et al, (2002), *Instructional Media and Technologies for Learning (7th Edition)*, New Jersey: Pearson Education, 3

- Manullang, Sarnita., Harunasari, Yulidhar, Siti., and Chairiyati, Ira. (2019), *Meningkatkan Keterampilan Berbicara Siswa dengan Pendekatan Flipped Learning Menggunakan WhatsApp*, Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara., PING-056.
- Nurazizah, Hega, et al. (2019), *WhatsApp voice note in Speaking Class*, Journal of English Education and Teaching e-ISSN: 2622-5867, p-ISSN: 2685-743x, Volume 3 number 3, September page 343-360.