# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

English has four skills: listening, speaking, reading and writing skills. All of these skills become very important in learning English in school. One of the skills students must master is speaking skills. Speaking is one of the lessons that students must do. Therefore communication or conversation is the purpose of English agreement to develop students' ability to use English.

Speaking is a natural language that most people use in daily life. Communication enables people to share everything in order to make the others understand the individual's intention (Angraini p. 2018) also defines speech as speech production which takes place in real time and is therefore basically linear (Saputra, 2018). Talking about speaking is important but based on history, language teaching is more concerned with written language than speaking language. Speaking is an important skill for English Study Program students as prospective English teachers (Marleni & Asilestari, 2019).

According to Heaton (1988, p. 100) there are three aspects of speaking, they are: accuracy, fluency, and comprehensibility. he found many problems related to the teaching of speaking. Most of the students were in high level of speaking anxiety that made them were not really motivated in speaking task. Some of them knew how to

construct sentences but they were reluctant to speak. They were afraid of making mistakes in pronouncing the words or English grammar. Besides, they were afraid of being laughed at by other students, so they just keep silent and bore their ideas and feeling in their mind. Harmer (2007) states that students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinion(*No Title*, n.d.).

Some problems were discovered by researchers when conducting observations and interviews at SMAN 2 Kuok. The problem of students was having difficulty in expressing ideas, They though and were afraid of making mistakes in speaking without using media. Then, students experience difficulty in speaking. Third, students' speaking skill is very low.

Based on the data, students' speaking skill was very low. There were 15 students at weak level, that were  <55 scores, the average of 20 students is 50-59 scores. 5 students at a fairly good level, > 65 scores, an average of 5 students is 60-69 scores. 5 students were at good level, the score was 70-79. Students had difficulty in speaking English, students had difficulty getting vocabulary and it was difficult for them to speak English correctly.

Some problems were discovered by research in using the whatsApp application. First, students had difficulty getting a good

network, because of the data package they are using. Second, students lack the focus of learning from home. Then the teacher had difficulty checking student assignments, if students were late sending assignments because their networks are not good, and the teacher must repeatedly open whatsApp to check assignments. Based on interviews with teachers at SMAN 2 KUOK.

The English scores obtained by students were very low. This is evidenced by the value of the first semester student exam grade X MIA high school students 2 KUOK. Based on the data of students in class X MIPA a total of 22 students, only 8 students reached the KKM which scored 70-79, while 19 students did not reach the KKM which scored 50-59. Based on the results of the first semester exams that have been obtained, it can be concluded, that some students received grades below the KKM average.

Online learning could help students in many ways. One of them is using WhatsApp as an English learning media that aims to facilitate student learning. In this case WhatsApp were also a learning media that supported learning, this application can be an alternative as a source of learning English because every material that will be presented will be uploaded through the group on WhatsApp.

Before started the lesson, students must be active in WhatsApp groups and pay attention to the material to be learned. WhatsApp was a messaging application for smartphones with a basis similar to

BlackBerry Messenger. WhatsApp Messenger its self is a cross-platform messaging application that allowed one to exchanged information without SMS fees, because WhatsApp Messenger used the same internet data plan for e-mail, web browsing, etc. By using WhatsApp, people could chat online, shared files and exchanged information. This application offers teaching and learning activities such as in the classroom. By using the WhatsApp application students could communicate with the teacher through the WhatsApp group (Kasus et al., 2018)

According to the explanation above, it is important to conduct research the research is entitled "AN ANALYSIS ON THE STUDENTS' SPEAKING SKILL IN ONLINE CLASS". This research was taken at SMAN 2 Kuok, Kampar Regency Riau Province

**B. Identification of The Problem**

Based on the problems that stated above, the researched to identify some problems as follow:

1. The students' speaking skills are very low.

2. The students have trouble getting a good network.

3. The student lack vocabulary to speak.

4. The student cannot develop their ideas well, because are afraid making mistakes

5. The students lack focus on learning from home.

## C. Focus of The Research

Based on the identification of the problems above, the focus of this study is to analyze how students use the WhatsApp application in speaking skills. Specifically, Analyzing the value of speaking students in online classes using the WhatsApp application at SMAN 2 Kuok.

## D. Research Questions

Based on the identification of the problem, the researcher formulated the research questions as follows:

1. How is the students' in speaking skill in learning English in tenth grade by using WhatsApp at SMAN 2 Kuok?

## E. Purpose of The Research

Based on the research question above, there the purpose this study.

1. To Analyze students' speaking skill in using the WhatsApp application at SMAN 2 Kuok.

## F. Significance of The Research

1. The Teacher

For teachers, this will be an opportunity to improve the quality of students' speaking skill and can facilitate teachers by using the WhatsApp application as a medium that can be used to improve the quality of students' grade at SMAN 2 Kuok.

2. The Students

   For students, this will be an interesting way to improve their speaking skills and help students to be more confident in speaking. Then, can ask each other questions to friends and teachers by using the WhatsApp application as a medium.

## G. Definition of Key terms

1. Analysis

   Analysis is discussing an event (action, essay and so on) to get the right facts (origin, cause, real cause, and so on). The result of using text announcement techniques toward speaking skill at SMAN 2 Kuok.

2. Speaking skill

   Speaking is the skills to say articulation sounds or words to express, Speaking is the productive aural/oral skill. (Haines et al et al., 2019) express and convey thoughts, ideas, and feelings. Based speaking skill of text announcement, speaking skill, to knowledge student about announcement and give motivation student to speak in front of the class. Speaking is a productive skill. It cannot be separated from listening. When we speak, we produce text and it must be meaningful. In the nature of communication, we can find speakers, listeners, messages and feedback. Speaking cannot be separated from pronunciation because it encourages students to learn English sounds.

3. WhatsApp

   WhatsApp is a messaging application that lets user text, chat and share media, including voice messages and video, with individuals or group. WhatsApp allow for easy communication with people over long distance. WhatsApp is available on relatively any device and is considered relatively safe and secure This social media can be used by various groups including children or students (Khairuni, 2016).

4. Online class

   Online learning in general is a learning that is done electronically using computer-based media and a network. Online learning is also known as electronic learning, e-learning, on-line learning, internet-enabled learning, virtual learning, or web-based learning. Online learning or e-Learning began around the 1970s) is the result of learning delivered electronically using computers and computer-based media.

   The usual material is often accessed through a network. The source can come from websites, internet, intranet, CD-ROM, and DVD. In addition to providing instructions, e-learning can also monitor student performance and report on student progress. E-learning not only accesses information, but also guides students to achieve specific learning out

**CHAPTER II**

**REVIEW OF THE RELATED LITERATURES**

**A. Review of The Nature Speaking Skill**

**1. The Nature of Speaking Skill**

Speaking is a productive skill. Such as, its development is under taken in terms of activity after the receptive skill of listening and reading comprehension. Thus, speaking and writing are always behind of the receptive skills. Speaking skills: Speaking skills are the skills that give us the ability to communicate effectively. English as a medium of international communication (Ayu & Viora, 2019) These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skills also help to assure that one won't be misunderstood by those who are listening. Saputra, (2018) there are four components in speaking skills. The components are fluency, vocabulary, accuracy, and completeness.

a. Vocabulary

Vocabulary is considered as one the most important element in understanding learning material, especially when studying a foreign language. Natalina, (2018) Accuracy consists of using vocabulary, grammar and pronunciation through several activities, fluency by considering "the ability to keep going when talking spontaneously".

b.  Fluency

Proficiency is a building component in evaluating speaking skills. Derakhshan et al., (2016) For example, the European General Terms of Reference for Language takes sensitivity as a component to describe overall skills.

c. Completeness

Completeness of words mastered by someone so that he is able to use carefully various differences and similarities in the meaning of words according to the goals and ideas to be conveyed, (Malawat et al., 2018) as well as the ability to get forms that are appropriate to the situation and the sense of value possessed by readers and listeners.

In conclusion, speaking is important for easy communication with others because to learn English we must have techniques such as the media to be more effective.

**2.  Teaching Speaking**

Teaching Speaking According to Harmer in Nurhaida (2017: 20-21), there are many types of classroom speaking activities. They are: a. Acting from script b. Communication games c. Discussion d. Prepares talks e. Questionnaires f. Simulation and Role Play

From a communicative purpose, speaking is closely related to listening. The interaction between these ability is shown in the conversation. Brown in Nurhaida (2017: 20- 21) says that there are

seven principles for designing speaking techniques. a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency. b. Provide intrinsically motivating techniques c. Encourage the use of authentic language in meaningful contexts. d. Provide appropriate feedback and correction. e. Capitalize on the natural link between speaking and listening. f. Give students opportunities to initiate oral communication. g. Encourage the development of speaking strategies (Parmawati, 2018).

3. **Speaking Assessment**

Learning how to teach and assess speaking skills is probably one of the biggest challenges compared to the other three language skills because you have to pay attention to aspects such as:

1. Fluency:  This means speaking easily, reasonably quickly and without having to stop and pause a lot.

2. Pronunciation: The act or result of producing the sounds of speech, including articulation, stress, and intonation.

3. Vocabulary: The body of words used in a particular language.

4. Grammar : that relates to the sentences arrngment.

5 Comprehension : the ability to understand and process a stretch of discourse, to formulate representations of sentence meanings

**Table 2.1**
**Speaking Assessment Table 2.1 Indicator**

| Aspects | Indicator | Scores |
|---|---|---|
| **Pronunciation** | Have few traces of foreign accent. | 5 |
| | Always intelligible, though one is conscious of definite accent. | 4 |
| | Pronunciation problems necessitate concentrated listening and occasionally lead to miss understanding. | 3 |
| | Very hard to understand because of pronunciation problems. Must frequently be asked to repeat. | 2 |
| | Pronunciation problems to severe as to make speech virtually unintelligible. | 1 |
| **Grammar** | Makes few (if any) noticeable errors of grammar or word order. | 5 |
| | Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning. | 4 |
| | Makes frequent error of grammar and word order which occasionally obscure meaning. | 3 |
| | Grammar and word order error make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns. | 2 |
| | Errors in grammar and word order to severe as to make speech virtually unintelligible. | 1 |
| **Vocabulary** | Use vocabulary and idioms is virtually that of a native speaker. | 5 |
| | Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. | 4 |
| | Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. | 3 |
| | Misuse of words and very limited vocabulary make comprehension quite difficult. | 2 |
| | Vocabulary limitations so extreme as to make conversation virtually | 1 |

| | impossible. | |
|---|---|---|
| **Fluency** | Speech as fluent and effortless as that of native speaker. | **5** |
| | Speech of speech seems to be slightly affected by language problems. | **4** |
| | Speed and fluency are rather than strongly affected by language problems. | **3** |
| | Usually hesitant; often forced into silence by language limitations. | **2** |
| | Speech is so halting and fragmentary as to make conversation virtually impossible | **1** |
| **Comprehension** | Appears to understand everything without difficulty. | **5** |
| | Understands nearly everything at normal speed, although occasional repetition maybe necessary. | **4** |
| | Understands most of what is said at slower-than-normal speed with repetitions. | **3** |
| | Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. | **2** |
| | Cannot be said to understand even simple conversational English. | **1** |

According to (Muhlasin et al., 2019)

## 4. The Nature of Announcement

Announcement (Announcement) aims to be made and delivered to the public so that it is known in general (Arbain, n.d.). Announcement can be in the form of a Spoken Announcement (Oral Announcement) usually begins with the word attention, pay attention please or attention please and in Indonesian begins with the word attention, please pay attention and attention and Writen Announcement (Announcement in writing) usually begins with the

word Announcement on the header (cover). Announcement text usually consists of the title of event (Title / name of the event), date / time (day or time), place (place), who the contact (person who can be contacted).

**5. The Using online Class By WhatsApp**

**1. Online Class**

E-learning is the delivery of learning material through an electronic media such as the Internet, intranet / extranet, satellite broadcast, audio / video tape, interactive TV, CD-ROM, and computer-based training (CBT) more flexible in order to support and improve teaching, learning and assessment information Technology is a driving phenomenon these changes (Cahyono, 2016)

Whereas more specifically E-learning is defined as the use of internet technology to distribute learning materials, so students can access from anywhere (Dakwah et al., n.d.).E-learning is even one alternative to complete various educational problems, especially after facilities that support implementation.

E-learning such as internet, computer, electricity, telephone and hardware and software others are available in relatively affordable prices, social media as a learning medium (Marleni & Asilestari, 2019) then E-learning as a tool learning aids are becoming increasingly in demand. In addition, the term E learning

covers various applications and processes such as computer-based learning, web-based learning, virtual classroom, etc; mean while online learning is part of technology-based learning that utilizes resources internet, intranet, and extranet.

2. **WhatsApp**

WhatsApp is a messaging application that lets user text, chat and share media, including voice messages and video, with individuals or group. WhatsApp allow for easy communication with people over long distance. WhatsApp is available on relatively any device and is considered relatively safe and secure.

WhatsApp is an application message for smart phones with basic is similar to BlackBerry Messenger. WhatsApp Messenger is cross platform messaging application allows us to exchange messages no SMS fees, because of WhatsApp Messenger uses a data plan the same internet for email, web browsing, etc.(Kasus et al., 2018)

Advantages WhatsApp based on (Dekhna Buku Advantage WhatsApp, n.d.). 1) WhatsApp instant messaging facilities online collaboration and cooperation between online students connected from school or home in blended mobile teacher. 2) WhatsApp is a free application that is easy to use. 3) Group connected to WhatsApp instants messaging can share learning object easily through status, audio, video, comment, texting and messaging. Discussion are related to the course content taught in class. 4) WhatsApp provides students

with ability to create a class publication and there by publish their work in group. 5) Information and knowledge are easily constructed and shared through. , learning as a course to be designed by teachers for its implementation can direct students Achieve learning goals (Rianti,wida 2017).

## B. Related Findings

The Writer gets a relevant research from Hega Nurazizah (2019). The tittle of her research is "Whatsapp Voice Note in Speaking Class" learn to speak English the language used in WhatsApp voice notes is an interesting, positive learning activity WhatsApp activities and voice notes are easy to use. Beside him, the voice of WhatsApp note is a useful tool to give students the opportunity to practice speaking especially in narrative texts.

By using WhatsApp voice notes, it can be shared information is easy and allows students to ask for help in their search for learning English anytime and anywhere. this research suggests other researchers to use research results to provide more objective data, from many instruments to enrich them research, expand research samples and use other methods and designs to enrich data.

The other research was conducted by (Amelia, 2019). The research entitled "WhatsApp goes to classroom : using WhatsApp to foster students' speaking skill in speech" Language teaching and

learning using social media is a good way for development information and communication technology in this era. The latest trends are social networking and WhatsApp application. But there are still very few people who realize that by using WhatsApp can support their language learning. This paper highlights the use of WhatsApp for educational goals. WhatsApp not only sends text messages but also files and messages broadcasting.

Teachers can share educational and learning resources and create broad-based discussion about many things especially in speeches. In class, students can ask questions and giving commands to the speaking performance of their friends on various subjects and sending them to everyone in groups through broadcasts or starting meaningful discussions about concepts to understand many things better. English plays a role as a global language. (Ayu & Viora, 2019) It can be said that the integration of WhatsApp into education will be easy, fun, and useful. Students get positive feelings and intentions regarding the possibility of using WhatsApp formally speaking classes especially in speeches. The WhatsApp application can be used to learn other languages skills such as reading, writing and listening.

Based on the explanation above, it shows the differences between studies. Both studies use WhatsApp media in their research to improve students' speaking skills using qualitative research.

Furthermore, in this study, researchers aimed to determine the effect of using WhatsApp as a medium in online classes to improve students' speaking skills. Based on research findings from the two previous studies, this shows that the use of WhatsApp is successful and can be applied to improve students' speaking skills.

## C. Theoretical Framework

A theoretical framework is a structure that can accommodate or support research study theory. The theoretical framework introduces and explains theories that explain why the research problem under study exists. Speaking is one of the skills in language learning and is very important in communication.
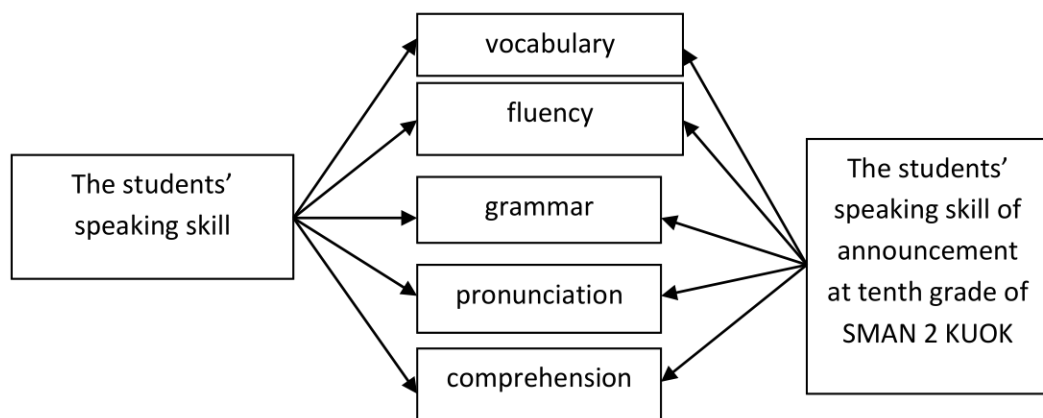


Figure 2.2 Diagram of conceptual framework

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Setting of The Research

### 1. Time of The Research

Timing of the research can be seen as follows:

**Table 3.1 Time allocation of the research**

| NO | Activities | Apr-20 | | | | Mei-20 | | | | Jun-20 | | | | Jul-20 | | | | Aug-20 | | | | Sep-20 | | | | Oct-20 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1 | Filling Title of the Research | | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Proposal Writing | | | √ | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | |
| 3 | Seminar Proposal | | | | | | | | | | √ | | | | | | | | | | | | | | | | | | |
| 4 | Implementation of the Research | | | | | | | | | | | √ | √ | √ | √ | √ | √ | √ | √ | | | | | | | | | | |
| 5 | Data Processing and Preparation of Thesis | | | | | | | | | | | | | | | | | | | √ | √ | √ | | | | | | | |
| 6 | Thesis Defence | | | | | | | | | | | | | | | | | | | | | | | √ | | | | | |

### 2. Location of The Research

The research was conducted at SMAN 2 Kuok. This school is located on jl transad lereng kuok.

## B. Method of The Research

The researcher uses Descriptive Method in this research is unique in the number of variables employed. research. Descriptive research. Like

(Asilestari, 2018) other types of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable Borg & Gall, (1989). For example, a descriptive study might employ methods of analyzing correlations between multiple variables by using tests such as Pearson's Product Moment correlation, regression, or multiple regression analysis (Goyena & Fallis, 2019).

Three main purposes of descriptive research are to describe, explain, and validate findings. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations (Krathwohl, 1993). Marleni (2015) stated that descriptive research data will be analyzed statistically.

Based on explanation above, The descriptive research is a research only use one variables Purpose of this research is to analyze and to describe about a fact of a subject. The case of this research was students' speaking skill of announcement.

C. **Subject of the Research**

The subject of the study is tenth grade students of SMAN 2 Kuok. It consists of 2 classes and the total number of students 40 students. 20 students from class X MIA and 20 students from class X IIS in this study. The writer focuses on how is students' speaking skill in online class.

**D. Instruments of The Research**

One of the most important activities in doing research is how to get and collect the data needed. The researcher has tried to apply some appropriate research instrument. In this research, the researcher use one instruments to collect data, namely test.

**1. Test**

The researcher gave the test to all the students. The type of the test was speaking. It focused of announcement. The purpose of the test is to know the students' speaking skill of announcement. And then the researcher collecting data with using indicator of speaking like grammar, vocabulary, fluency and pronunciation to get the scoring of the students' speaking skill of announcement.

| NO | STUDENT | VOCABULAY | FLUENCY | PRONOUNCIATION | GRAMMAR | COMPREHENSION |
|----|---------|-----------|---------|----------------|---------|---------------|
| 1  |         |           |         |                |         |               |
| 2  |         |           |         |                |         |               |
| 3  |         |           |         |                |         |               |
| 4  |         |           |         |                |         |               |
| 5  |         |           |         |                |         |               |

Vocabulary:

5 = almost perfect.

4 = no error tap does not interfere with meaning.

3 = there are errors and disturb the meaning.

2 = lots of mistakes and disturbing meaning.

1 = too many mistakes that are difficult to understand.

Fluency

5 = very smooth

4 = smooth

3 = smooth enough

2 = substandard

1 = not smooth

Pronunciation

5 = almost perfect

4 = there is an error but does not interfere with meaning

3 = there are some errors and disturbing meaning

2 = lots of mistakes so it's hard to understand

1 = too many mistakes that are difficult to understand

Grammar

5 = no or few grammatical errors.

4 = sometimes it makes grammatical mistakes but it doesn't affect the

    meaning.

3 = make mistakes often.

2 = many grammatical mistakes defy meaning and often rearrange

    sentences.

1= grammatical errors are so severe that they are difficult to understand.

**E. Techniques of Collecting Data**

Collecting data is a process of obtaining the data in a research, collecting data is important of the research. It is because without the data, the research will not happen. There are several techniques to collect the data, such as test. In this research, the researcher uses test to collect the data.

**1. Test**

By the test, the researcher wants to know the students' speaking skill of announcement. In this case, the researcher uses a test to the students to find the problem in speaking skill of announcement. In collecting the data, the researcher gives the test to all the research subject. The procedures test the researcher takes in collecting the data are as follows:

1. The researcher create groups to give assignments to students by whatsApp group.

2. The researcher gave some instruction to the students about announcement by whatsApp group.

3. The Student speak based on material the teacher give.

4. students do the test then send it thought whatsApp personal chat.

5. The teacher checks the assignment that have been sent by student in whatsApp application.

**F. Technique of Analyzing Data**

In analyzing the data, First, the researcher tries to get the average of students' speaking score. It is used to know how well students' score as a whole on speaking skill. It used the formula

$$\bar{x} = \frac{\Sigma x}{n}$$

Which:

$\bar{x}$ = Mean

x = Individual score

n = Number of students

Secondly, the writer tries to get the online class percentage with minimum mastery criterion 75. It uses the formula:

$$P = \frac{F}{N} \times 100\%$$

Which:

P = The class percentage

F = Total percentage class

N = Number of students

1. To find out level of the students score, the researcher will use the following classification measurement as below :

**Table 3.3**
**The criteria of the students' level of mastery**

| Score | Level of Mastery |
|---|---|
| 80 – 100 | Very Good |
| 70 – 79 | Good |
| 60 – 69 | Fairly good |
| 50 – 59 | Weak |
| 0 – 49 | Poor |