

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. The Students' Activity in Online Class**

Teaching and learning for teachers and students can be done online by using internet as media. The teacher can provided material that has been prepared beforehand, and the teacher can checked students attendance via the attendance form. The material can be provided in the form of files, videos, or writing text. By using the WhatsApp application, a teacher also can teach in several places simultaneously. Students can get material provided by the teacher in the form of files, sent questions to the teacher, sent contacts to other students, view information from the teacher concerned, and carry out exam assignments at the specified time.

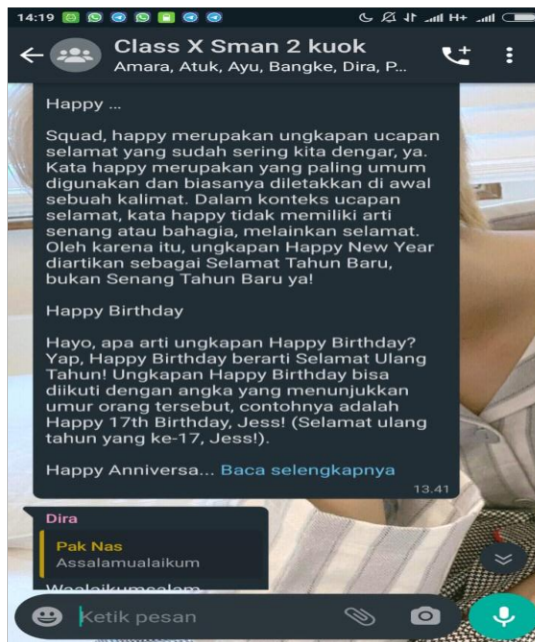
Learning by using WhatsApp is very easy for students, because WhatsApp application is very efficient to use among students. The students' sent files, download power points, and also can use voice notes. The teacher gave assignments to students about the material for next week, and students are asked to study the material then the teacher tells students to study at home about the topic. Each student can sent assignments in the form of files to the teacher via WhatsApp application. Then the teacher checked the assignments that have been sent by students and gave a grade.

## 1. The Teaching Step in Using WhatsApp at SMAN 2 Kuok

At the first meeting, in the opening step, the teacher greeted the students then the teacher waited a few minutes to wait for the students to give a response. Then the teacher did not check attendance and went straight to the material.



The teacher started the lesson at the opening of the first WhatsApp group. The teacher gave the material to be given to students then the teacher waited for questions from students. If the students' understood the lesson to be discussed, the teacher continued the material to be given.



The material given was themed expressing congratulations, namely congratulations whether it was given when someone got a graduation degree or at a birthday party. Here the teacher immediately gave the material. If students asked, the teacher would answer the questions and if there are no questions the teacher immediately gave the student an assignment.



After the teacher gave the assignment for the students. The teacher waited for the students questions. If they did not understand about the material. The students asked the teacher, when they will have a test. The students asked the schedule for the test which be implanted on Tuesday. After that the teacher immediately left the group without closing.

## **B. The Description of Data**

The research was conducted in SMAN 2 KUOK located in kuok Distric of Kampar. The total, of students are 40. They were consist of 20 students in MIPA and 20 students IIS. In conducted this research, the writer obtained the data from the beginning of the research and continued until the end of the observation. The first step done by the writer was observed the teaching class online activities in teaching speaking. It conducted by one teacher who Teacher English, Kaslim Nassrudin M,pd.

The writer has observed this class online activities beginning from their came into the class online, warm activities , presentation and exercise until closing. And also the writer distributed test to the student related to teaching speaking. To make sure how is students' speaking skill in online class, the writer did the speaking test by video announcement.

**Table 4.1**  
**Interpretation of the Students' Score in Speaking Test**

<b>No</b>	<b>Range Score</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
1	80-100	Excellent	8	20%
2	70-79	Good	21	52,5%
3	60-69	Fairly Good	11	27,5%
4	50-59	Weak	-	-
5	0-49	Poor	-	-
		Total	40	100%

From the table above, the writer could categorized the students' speaking ability into five levels: Very Good Level, Good Level, Fairly Good Level, Weak Level and Bad Level. It appears that there were 8 or 20% of students at very good level, 21 or 52.5% of students at good level, and 11 or 27.5% of students at good level. For the category of weak and poor the frequency was not there because no students reach that category.

From the data above, it could be concluded that the value of each student is in the good category. This is because only 29 students passed the Minimum Completion Criteria (KKM) in the exam. They got a good level score, which has an average value of 71.6. it means that the speaking score in class XI IIS and class XI MIPA is good.

**Table 4.2**  
**The Recapitulation of Mean Score of Total Frequency Rang in Test**

<b>NO</b>	<b>Indicator of Speaking Skill</b>	<b>Frequency</b>	<b>Percentage</b>
1	Pronunciation	144	72%
2	Grammar	144	72%
3	Vocabulary	150	75%
4	Fluency	139	67%
5	Comprehension	131	65,5%
	Total	708	70,3%

Based on table 4.2 Above, the average score for the test results was 70.3. The average score of the test is in the 70-79 category. It means that

the category of students' speaking ability in speaking announcement is in good level.

## C. The Analysis of Data

### 1. The Result of Test

This test used video announcement in this online class. In calculating the mean score of test, the writer getting the data.

#### a. Pronunciation

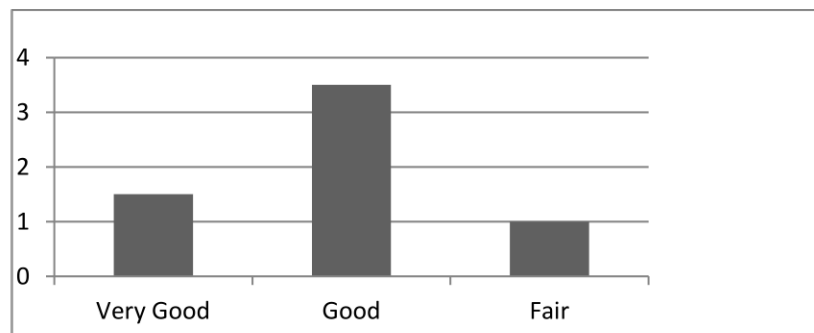


Figure 4.1 the students score of pronunciation

From the picture above, the writer could categorize the students' pronunciation in three levels very good, good and fairly good it could see that were 24 or 60% students got the good of four the students' pronunciation easy to understand with a certain accent. Meanwhile, there were 16 or 40% students got the middle level that is three score. Their pronunciation is difficult to understand, often asked to be repeated, and sometimes listeners with full concentration where they spoke English onlinely It could be concluded that this pronunciation indicator is not easy for students so that students made many mistakes in speaking.

## b. Grammar

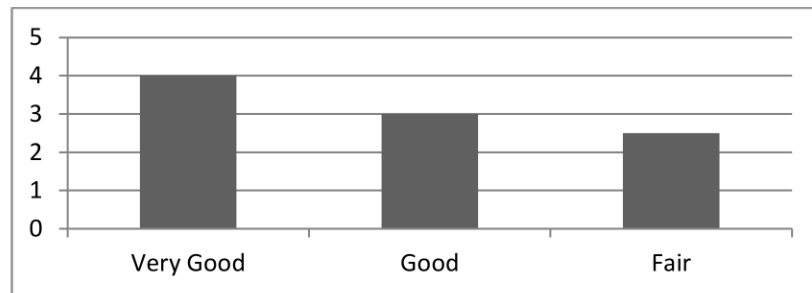


Figure 4.2 the students score of grammar

Based on the graph above, the writer could categorize students' grammar into three levels: very good, good and fairly good. We can see that 27 or 68% of the student scored very well, he got four marks on some grammar errors but it didn't affect the meaning. In addition, there were 12 or 30% of students who got good grades in level three. They also often make grammatical mistakes. and sometimes it affects the meaning so that it misunderstands. They have a lot of grammatical errors in composing sentences that make it difficult for listeners to understand. from the explanation above It could be concluded that the students' grammar indicators often have errors in meaning so that listeners often misinterpret meanings but more than 27 students managed to do grammar at level 4 or at a good level.

**c. Vocabulary**

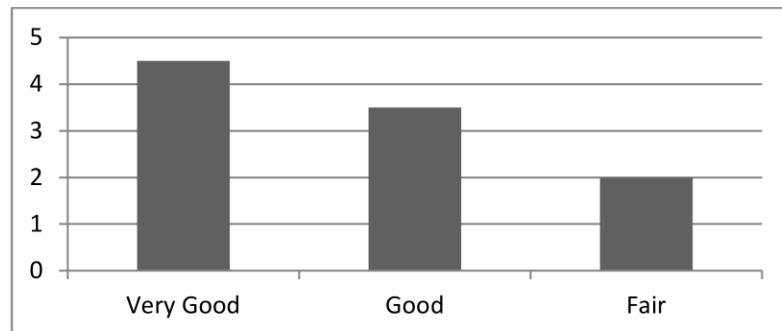


Figure 4.3 the students score of vocabulary

Based on the graph above The writer could categorize students' vocabulary into three levels: very good, good. And fairly good. It seems that 30 or 75% of the students do very well. They used vocabulary and expressions like native speakers but sometimes used vocabulary that fits. Meanwhile, 10 or 25% of students scored well at the intermediate level, namely three grades. Their vocabulary often used inappropriate vocabulary, conversation becomes limited due to vocabulary limitations. then the student's attention got a fair score. from the explanation above It could be concluded that the students' vocabulary indicators got very good scores because they can express almost like a native speaker and there are some students who often experience errors in pronoun their vocabulary. lack of mastering vocabulary resulting in difficulties but in this vocabulary indicator many students achieve a score of 4 or a good level.



#### d. Fluency

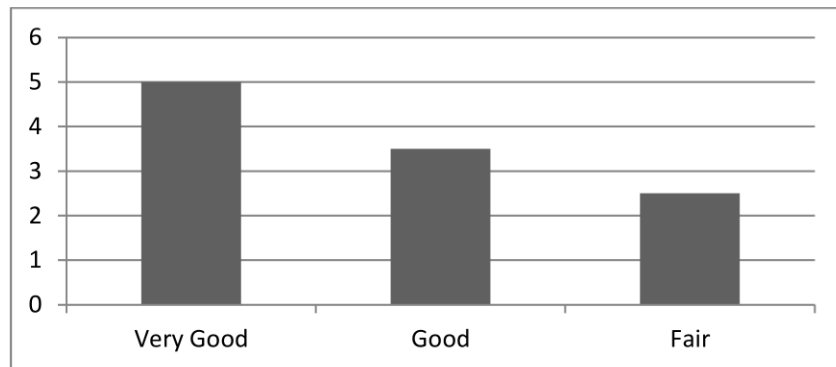
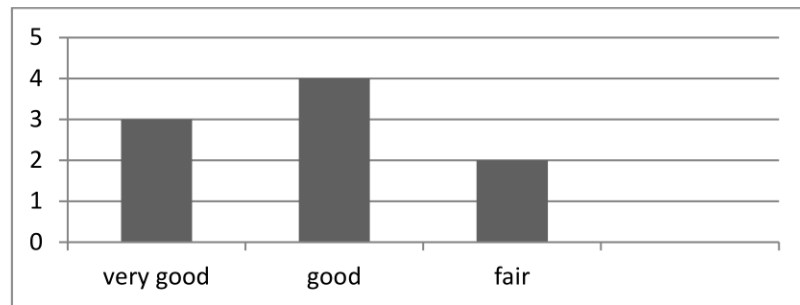


Figure 4.4 the students score of fluency

Based on the graph above the writer could categorized the fluency of students into three levels: very good, good, and fairly good. It appears that 18 or 45% of students score very well. The fluency of students seems to be affected by language problems in speaking. Meanwhile, 20 or 50% of students got good grades. and there are 4 out of 40 students who got a score of 5, which is very good. Fluency is very much influenced by language problems. They also often hesitate and focused on language limitations. Only 2 or 5% of students got a sufficient level. Their eloquence is often hesitant and pushy, making communicative impossible. It could be concluded that the student fluency indicator got very good scores because there were 4 students who achieved the highest score in the speaking indicator and only 2 students got sufficient grades.

**e. Comprehension**



of Figure 4.5 the students score comprehension

And in the last speaking category, the writer could categorize students' understanding into three levels: very good, good, and moderate. We can see that there are 11 or 28% of students who score very well. Students understand almost anything but sometimes require repetition or repetition. Meanwhile, as many as 29 or 73% of students obtained good scores, namely three grades. Students understand only conversations that are slow, very simple and require repetition. Speaking is an important skill for English students because speaking is very much needed to learn English. It could be concluded that the students' comprehension indicator is that they really need repetition and slow conversation so that they could understand what the speaker is saying here, the students got a good score or 3 on the speaking indicator score.

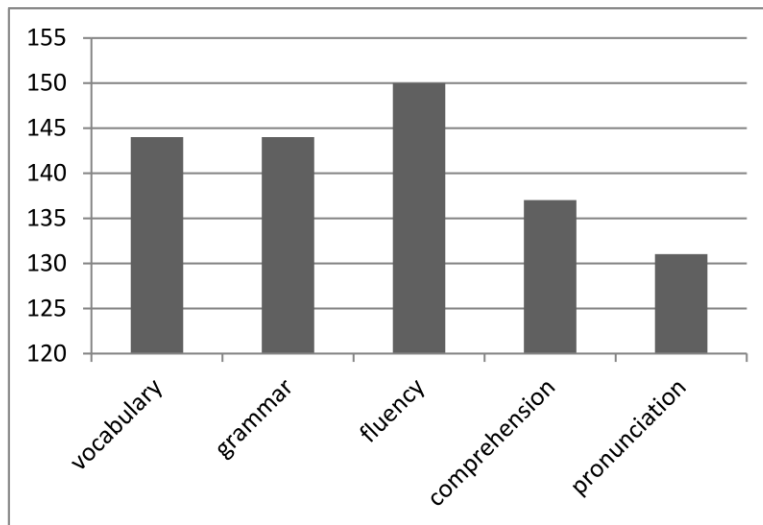


Figure 4.6 score indicator of speaking skill

Based on the graph above the writer could conclude that student fluency is the best among the 4 other indicators. The 4 indicators are grammar, vocabulary, pronunciation, and comprehension. while the worst is the student's way of pronunciation. So that students spoke fluently but the pronunciation is not correct, but they still used good vocabulary and pretty good grammar even though the expression is not good.

#### **D. Discussion**

Based on the research of the speaking skills This score indicates that the average test score was in the Very Good Category, Good Category, Fairly Good Category. From the description of the data above, the level of students being tested was at a good level.

Connected with the research from Hega Nurazizah (2019). Who says learning to speak English used in online application was interested, positive learning activity, and easy to use. It was also English was useful tool to a gave students the opportunity to practice speaking. And from (Amelia, 2019). Language teaching and learning using social media was a good way for development information and communication technology in this era. The latest trends were social networking and WhatsApp application. But there were still very few people who realize that by using WhatsApp could support their language learning. This paper highlights the used of WhatsApp for educational goals. Students' could WhatsApp not only sent text messages, but also files and messages broadcasting. (Marleni et al., 2018) Current technological developments make learning systems for students develop rapidly. One of the media that could be used as teaching material was social media. This research aims to know the influence of social media: WhatsApp on students' speaking skills. The research design used was quasi-experimental with purposive sampling technique. The instruments used to collect data were pre-posttest and questionnaire and photos documentation. there was an influence on the used of social media students' speaking skills.

Based on some of the experts above, the researchers concluded that based on the description above, it showed that there were differences between studies. Research used WhatsApp media in

its research to improve students' speaking skills by using social media. Furthermore, in this study, the researcher aims to determine the effect of using WhatsApp as a medium in online classes on improving students' speaking skills. Based on research findings from three previous studies, this showed that the used of WhatsApp was successful and could be applied to improve students' speaking skills. students got low scores because the average score is below 4 in the speaking indicator so the researcher concluded that 11 students did not understand the text announcement.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. The Conclusion

This chapter, the researcher presents conclusions and suggestions after the research findings. This research was focused on the speaking skill of the tenth grade students of MIPA and IIS. Based on the presentation and analysis of data in the previous chapter, the researcher draws conclusions from this study. The students' speaking skill on the text announcement is in good category. The results showed an average value of 70.3. It is classified in good category for the speaking skill score of the students' text announcement. Meanwhile, 11 or 25.1% did not understand the text announcement. It is supported by the results of the students' speaking skill on announcement text is in good category.

#### B. The Suggestion

##### 1. Suggestions for the Students

The Students should be active in learning English, especially in speaking class. Currently English is very important because English is an international language. And students must understand English well in class or outside the classroom.

##### 2. Suggestions for Teachers

Teacher should provide more motivation to students in learning English, especially speaking, and teachers must have good techniques

when speaking classes. The goal was that students were interested and motivated in speaking activities.

### 3. Suggestions for Other Researchers

There were still many aspects that could be analyzed about English, especially in speaking skills. Finally, other researchers could analyze other aspects of speaking skills and the results of this study could be used as important information for conducting other research.

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