

AN UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF WHATSAPP VOICE CHATTING TO
IMPROVE THE STUDENTS' SPEAKING SKILLS
IN SMA NEGERI 4 KOTABUMI**

**By :
ALFINA
Student Number : 1801070003**



Tarbiyah and Teacher Training Faculty

English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2022 M

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THE IMPLEMENTATION OF WHATSAPP VOICE CHATTING TO IMPROVE THE STUDENTS' SPEAKING SKILLS

IN SMA NEGERI 4 KOTABUMI

Presented as a Partial Fulfillment of the Requirements
For Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By :
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Student Number : 1801070003

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Sponsor : Dr. Dedi Irwansyah, M.Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M



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APPROVAL PAGE

Title : THE IMPLEMENTATION OF VOICE CHATting THROUGH
WHATSAPP IN IMPROVING THE STUDENTS' SPEAKING
ACHIEVEMENTS IN SENIOR HIGH SCHOOL

Name : Alfina

Students Number : 1801070003

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NOTIFICATION LETTER

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Appendix : -
Matter : **In order to hold the Munaqosyah of Alfina**

To:
The Honorable the Head of Tarbiyah Department
of State Institute for Islamic Studies of Metro


Assalamu'alaikum, Wr. Wb.

We have given guidance and enough improvement to research Munaqosyah script which is written by:

Name : Alfina
Students Number : 1801070003
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WHATSAPP IN IMPROVING THE STUDENTS' SPEAKING
ACHIEVEMENTS IN SENIOR HIGH SCHOOL

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the seminar. Thank you very much. *Wassalamu'alaikum Wr. Wb.*

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AssalamualaikumWr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlu nya maka Skripsi yang disusun oleh:

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Judul Skripsi : THE IMPLEMENTATION OF VOICE CHATTING THROUGH
WHATSAPP IN IMPROVING THE STUDENTS' SPEAKING
ACHIEVEMENTS IN SENIOR HIGH SCHOOL

Sudah kami dapat setuju dan dapat diajukan untuk di seminarkan, demikian harapan kami atas perhatian nya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

No. *B-3275/In-28-1/D/PP-00-9/06/2022*

An Undergraduate thesis entitled: **THE IMPLEMENTATION OF WHATSAPP VOICE CHATTING TO IMPROVE THE STUDENTS' SPEAKING SKILLS IN SMA NEGERI 4 KOTABUMI**, Written by Alfina, student number 1801070003, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Tuesday, June 28th 2022 at 13.00-15.00.

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ABSTRACT

THE IMPLEMENTATION OF WHATSAPP VOICE CHATting TO IMPROVE THE STUDENTS' SPEAKING SKILLS IN SMA NEGERI 4 KOTABUMI

By: Alfina

This research aimed to improved the students' speaking skill in English lesson by uding action learning strategy. This research was conducted by using Classroom Action Research (CAR). The subject of this research was XI IPA 3 grade of SMAN Negeri 04 Kotabumi 2022/2023 academic year which consisted of 34 students. The objective of this research was to improve students' speaking skill in English Lesson by using Action Learning strategy at XI IPA 3 at SMA Negeri 4 Kotabumi. This research was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through quantitative data.

The result of this research showed that there was improved of students in speaking skills. The mean of pre-test was 56.26. The mean of post-test I was 66.26. The mean of post-test 2 was 74.64. It indicated that the score and the mean in second cycle were better than first cycle. The percentage who get point >72 also grow up. In the pre-test, the students who got point >72 up were 4 students (12%). In the post-test of cycle I students who got point >72 up were 15 students (44%). In the post-test cycle 2, students who got point >72 up were 27 students (79%). In other words, the students ability in speaking improved and became well in the first meeting and the next meeting.

Key words : *Action Learning Strategy, Students' Speaking Skill, and WhatsApp Messenger.*

ABSTRAK

PENERAPAN WHATSAPP VOICE CHATTING UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI SMA NEGERI 4 KOTABUMI

Oleh: Alfina

Penelitian ini bertujuan untuk meningkatkan prestasi berbicara siswa dalam pelajaran bahasa Inggris dengan menggunakan strategi pembelajaran tindakan. Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas (PTK). Subjek penelitian ini adalah siswa kelas XI IPA 3 SMA Negeri 04 Kotabumi tahun ajaran 2022/2023 yang berjumlah 34 siswa. Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa dalam Pelajaran Bahasa Inggris dengan menggunakan strategi Action Learning pada kelas XI IPA 3 di SMA Negeri 4 Kotabumi. Penelitian ini dilaksanakan dalam dua siklus yang masing-masing terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui data kuantitatif.

Hasil penelitian ini menunjukkan bahwa ada peningkatan keterampilan berbicara siswa. Rerata pre-test adalah 56.26. Rerata post-test I adalah 66.26. Rerata post-test 2 adalah 74.64. Hal ini menunjukkan bahwa skor dan rerata pada siklus II lebih baik dari siklus I. Persentase yang mendapatkan poin >72 juga bertambah. Pada pre-test siswa yang memperoleh nilai >72 ke atas sebanyak 4 siswa (12%). Pada post-test siklus I siswa yang mendapat nilai >72 ke atas sebanyak 15 siswa (44%). Pada post-test siklus 2 siswa yang memperoleh nilai >72 ke atas sebanyak 27 siswa (79%). Dengan kata lain, kemampuan siswa dalam berbicara meningkat dan menjadi baik pada pertemuan pertama dan pertemuan berikutnya.

Kata Kunci: *Strategi Pembelajaran Tindakan Kelas, Keterampilan Berbicara Siswa, dan Whatsapp Messenger.*

STATE OF ORIGINALITY PAGE

This undersigned:

Name : Alfina
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Stating that this thesis as a whole is the result of my research, except for certain parts which are quoted from the source and mentioned in the bibliography.

Metro, April 18th 2022

Who make the statement



ALFINA

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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Alfina
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Menyatakan bahwa skripsi ini secara keseluruhan merupakan hasil penelitian saya, kecuali adanya bagian-bagian tertentu yang dikutip dari sumbernya dan disebutkan dalam daftar pustaka tersebut.

Metro, 18 April 2022

Yang membuat pernyataan


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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

“Because verily after hardship there is ease”

(QS. AL-INSYIRAH:5)

“If you want something you never had

You have to do something you’ve never done”

DEDICATION PAGE

From the bottom of my heart, i would like to dedicate this thesis to :
Especially my beloved parents (Papah Gunawan and Mamah Misda) who always
prays for my succes and give me motivation to study hard until now.

I love them so much.

My beloved sister and brothers (Ota Astrida Dewi Sintia, Duta Totok Waskito,
and Sahrul Adji) who always support, care and give me motivation until now.

My cute nepweh, Muhammad Zhafran Alhanan who always cheers aunty, and My
beloved grand mother who always pray for me. I love you.

My beloved Almamater Islamic Institute of Metro.

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Praise be to Allah SWT, because of the grace and guidance the researcher scan finish the thesis. Shalawat and salam to our propet Muhammad SAW, who has brought us from the darkless of the lightness so we are always in the right a way. The thesis "The Implementation of Whattsapp Voice Chatting To Improve The Students' Speaking Skills in SMA Negeri 4 Kotabumi" is summitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Theacher Training Faculty, Islamic Institute of Metro.

When finishing this thesis, the researcher has obtained so much help. Assistance, aid, or support and many valuable things from various sides. Therefor, the researcher would sincerely thank:

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3. Andianto, M.Pd, as the head of English Education Department.
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Finally, nothings is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Metro, April 18th 2022

The researcher,



Alfina

Student Number 1801070003

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is an important ability that pupils must learn. The four English competences are listening, reading, writing, and speaking. In addition, every English skill has different micro skills to be mastered. Speaking has some things to be focused on, such as grammar, pronunciation, fluency, and vocabulary. Interaction with other individuals requires the use of one's speaking skills. Limited speaking abilities will obstruct the opportunity for contact between the sender and the recipient of the message. By speaking well and correctly, the meaning of message conveyed by the sender of the message can be well received by the listener. Many second language or foreign language learners place a high value on their English speaking abilities.¹

The development of more advanced science and technology need the skills to stay up with the times. Furthermore, in this era, teachers must be more innovative with creative ideas that can develop the abilities of their students must be learn is speaking English, learning is not a choice, but it is a needed in today's modern era.

Many students do not want to speak English because they are nervous, they are afraid that they will make mistakes in pronunciation so that their friends

¹ Richard, J.C. *Teaching Listening and Speaking from Theory to Practice*. New York: (Cambridge University Press, 2008).

laugh at them. Therefore, as a teacher who is in the modern era like now, to foster students' confidence in learning languages, teachers must take the best approaches, strategies, and methods in teaching students. Teacher can use "Media" in learning English, this method helps students in interacting between students and teachers, or students and students. Therefore, in the case, the writer uses the voice note method as a medium for the process of improving the students' speaking. Voice chat using handphone via the whatsapp application is very effective because it can bring up the courage to speak for students. Nowadays, many students are embarrassed to speak in front of the class, and they lose confidence when their peers observe them. Through Whatsapp Voice chat, the researcher hopes the students will be brave to speak and more confident.

By using voice chat with students, teachers bring technology into the language learning process. This learning is expected to be one of the effective ways for teachers in teaching, especially for teaching speaking in Senior High School to improve students' speaking ability.

B. Problem Identification

Based on the explanation of the background in this study, the following problems may be identified as follow:

1. The students' vocabulary is limited while speaking English.
2. The students' learning motivation is low in English lessons.
3. The students' ability in speaking aspect is still lacking, there is still shame, lack of confidence, and difficulty in stringing word when speaking.
4. Every student needs encouragement to express their opinion.

C. Problem Limitation

Given the number and complexity of things that are thought to be closely related to research problems, researchers need to limit a few things according to their abilities and limited time. Students' speaking ability will increase in various ways, one of which is using voice chat media. The researcher hopes that by using this media, students would be able to enhance their speaking skills, including pronunciation, grammar, fluency, vocabulary, and understanding.

This study focuses on the use of voice chat in improving the speaking skills of students of class XI IPA 3 SMA Negeri 4 Kotabumi in 2021/2022. This research is aimed at how the use of voice chat can effectively improve students' speaking skills.

D. Problem Formulation

Based on the background above, the problem that the researcher wants to know is as follows: "Can the use of voice chat improve the speaking skills of grade XI IPA 3 students of SMA Negeri 4 Kotabumi?"

E. Objective and Benefit of Study

1. Objective of Study

Based on the problem formulation above, the objective of this study is to find out whether there is positive and significant influence to improve the skills of class XI IPA 3 students at SMA Negeri 4 Kotabumi for the academic year 2021/2022 using voice chat.

2. Benefit of Study

The researcher hopes that towards the conclusion of the study, this study will help English teachers, students, and researchers in the learning process.

- a. For students, this method can be used as a supporting material in learning speaking more effectively and efficiently.
- b. For teachers, this method can help teachers improve students' achievement, particularly in English topics, by boosting students' speaking skills.
- c. For researchers, this research is a means to fulfill the final project as one of the requirements for graduating from Strata 1 as well as a provision for class professionalism.

F. Prior Research

This research was conducted by considering several prior previous studies. The first prior research conducted out by I Gusti Ayu Lokita Purnamika Utami, I Made Wahyu Aryanata, Ni NyomanPadmadewi (2021), who conducted a research entitled “The Implementation of Voice Note on WhatsApp for Teaching Speaking English”

The first prior research has similarities and differences with this study. This similarities between first prior research and this study are speaking skill and to Senior High School. And the differences between this study and the firsts prior research in the research sample, methode, and content. The first prior research

used the the descriptive qualitative method. Furthermore, In this study the researcher used CAR methode.²

Furthermore, several studies regarding voice chatting have been conducted before. The second is the research written by Nur Azim Uluwi Achmad (2019) ,entitled “The use of conversational videos and whatsapp voice note messages in improving students’ pronunciation”. This study is a quasi experimental research using quantitative data. The quantitative data were collected through tests and questionnaire. The subject of this study is the eighth grade students of SMP Negeri 1 Weleri in the Academic Year of 2018/2019. In previous research, the second one has similiarities the previous research used the voice note, while the differences are that the previous research are the methode, and the subject of this study.³

² I Gusti Ayu Lokita Purnamika Utami, I Made Wahyu Aryanata, Ni NyomanPadmadewi, “*The Implementation of Voice Note on WhatsApp for Teaching Speaking English*”(Universitas Pendidikan Ganesha, Indonesia, 2021)

³ Nur Azim Uluwi Achmad, “*The use of conversational videos and whatsapp voice note messages in improving students’ pronunciation*”, (Universitas Negeri Semarang, 2019)

CHAPTER II

THEORITICAL REVIEW

This chapter some discusses some theories and research studies which are relevant to the topic Speaking ability, voice chatting, whatsapp, and conceptual framework :

A. The Concept of Speaking

1. Speaking

Speaking is a collaborative process of meaning generation that includes information creation, reception, and processing. Its form and meaning are determined by the context in which it occurs for the individuals, which includes their shared experience, physical surroundings, communication, and so on. It frequently evolves without voluntary constraints. Howsoever, speech isn't always unpredictably unexpected. Language functions (or patterns) that occur often in specific discourse settings (for example, denying an invitation or asking time off from work) can be discovered and documented.⁴ For example, the typical flow of conversation when a salesman asks, "Can I help you?" Include statements of need, if necessary, thank you suggestions, acknowledgments, and out-of-home exchanges. It is suggested that learners comprehend not just how to make points for a certain language, such as syntax, pronunciation, and vocabulary (linguistic ability),

⁴ Burns, Anne. *Teaching speaking Annual Review of Applied Linguistics*, (Cambridge University) 18 (1998): 102-123.

but also when, why, and how to generate words (social language ability). Finally, with the exception of written language, speech has its own set of abilities, patterns, and traditions.⁵ To succeed in a specific speech act, a competent speaker synthesizes this diversity of abilities and information.⁶

Socially, failures in communication impede mutual understanding, collaboration, tolerance, and the enforcement of social standards. Communication is mentioned in the Qur'an as a feature of human nature.. In QS. Al-Rahman (55) / 1 – 4:

الرحمن (١) علماالقرءان (٢) خلقالإنسن (٣) علمه البيان (٤)

Meaning: (God) the Most Gracious, Who has taught the Qur'an. He created man. Teach him to speak well.⁷

Communication is mentioned in the Qur'an as part of human nature. To comprehend how individuals should interact. Individually, communication breakdowns are aggravating, as are demoralization, alienation, and other mental diseases.

2. Speaking Achievements

The ability to speak is something that must be possessed by students to communicate well. Students utilize accomplishment when speaking when

⁵ Burns, A., & Joyce, H. *Focus on Speaking*. (National Centre for English Language Teaching and Research, Macquarie University, Sydney, New South Wales, Australia 1997) 2109.

⁶ Florez, "Improving Adult English Language Learners' Speaking Skills", National Center for ESL Literacy Education, June 1999.

⁷ QS. Al-Rahman (55);1-4.

they want to express themselves but are unable to do so because to a lack of knowledge of the aspects of language required to communicate. As a result, the students attempt to overcome their lack of understanding by devising a solution to the problem. The capacity to employ grammar and discourse to speak successfully in certain circumstances for specific objectives is referred to as "Speaking Achievement" in this context. such as, communicating effectively and efficiently In accordance with applicable ethics, both oral and written, conducting simple conversations in each subject. Moreover, speaking can be characterized as an act of socialization to exchange and obtain data, it implies, speaking is not as focused on the speaker, yet this talent engages others through information processing, possibly liking, imitation, discussion, and seriousness.⁸

From the above statement it can be said that the achievement of speaking is to achieve accuracy in interacting and appropriate in the use, application, and accuracy in English conversation to become better at speaking.

3. Speaking Ability

The ability to speak is the most important skill for learning a foreign or second language. The spoken language is regarded as the most important of the four key language skills for learning a foreign or second language.

"Speaking is the ability that students will be judged on the most in real world

⁸ Amalia, R, "*Improving Listening and Speaking Achievements of the Eighth Grade Students of SMP Negeri 6 Metro by Using Videos Plus Discussion Method*". *Pedagogy: Journal of English Language Teaching*, 4(2) (2017): 154-172.

conditions," explained by Brown and Yule (1983).⁹ Regardless of its relevance, most English as a Foreign Language/English as a Second Language (EFL/ESL) teachers continue to emphasize oral skills, such as remembering dialogues or repetitious exercises.

However, The current world expects students to have good communication abilities, and English teachers must educate ELL students how to enhance their speaking skills and function successfully in real life. Speaking skill is largely overlooked in today's EFL/ESL classroom environment, and employment is based on communication rather than technology. Because crucial language factors such as phonetics, morphology, semantics, and syntax have not been addressed, it has become a major barrier for students to gain oral skills among English learners. So far, people have prioritized reading and writing abilities. After understanding the significance of oral communication skills, greater emphasis is now being placed on developing students' speech abilities so that they can effectively finish their studies and flourish in their respective fields after graduation. In addition, English is the language for obtaining job opportunities and successfully achieving life goals. Speaking is one of the most difficult skills language learners have to face.¹⁰ Speaking is regarded as the most crucial of the four English language abilities. Learners can spend years learning a language. They find it challenging to say when it is needed

⁹ Brown, G. and Yule, G. *Teaching the spoken language*. Cambridge: Cambridge University Press 1983.

¹⁰ McLaren, N., Madrid Fernández, D., & Bueno González, A. *TEFL in Secondary Education*. (Granada: Universidad, 2005).

in real-time settings. There are several reasons to do so. First and first, students must recognize the significance of speaking abilities and endeavor to gain the skills required to compete in today's competitive environment.

4. Component of Speaking Skill

Aspects of assessment that must be assessed in speaking include: Grammar, Pronunciation, Fluency, Vocabulary.

a. Grammar

Grammar is a rule that governs the grammatical structure of language. Grammar is the name given to this set of rules. The use of the correct part of speech, as well as the use of the correct tenses, are all important parts of grammar.

b. Pronunciation

Students who mispronounce a series of phonemes can be very troublesome for the audience to interpret the speaker's intent. This is a determining variable for dialect clients both in receiving and creating dialects. It is basic for students to have as many pronunciation skills as possible to support them in communicating using the target language.¹¹ Pronunciation is the pronunciation of words in English based on the way they are pronounced in the Oxford dictionary or Longman Dictionary. These two major English dictionaries are widely used references. This also applies to pronouncing consonants as well as vowels correctly. Make

¹¹ Humaera, I. "Inhibition in speaking performance". Langkawi: Journal of The Association for Arabic and English, 1(1) (2015), 31-50.

use of the muscles in your mouth and adjacent areas, such as your tongue and lips. Other key features of Pronunciation are as follows:

- a) Word stress is the emphasis on specific syllables in a word. When reading a word with two or more syllables, the stress is always in one of the syllables.
- b) Sentence stress is the emphasis on specific words in a sentence. Of course, it would sound unusual if one or more words in a phrase were not stressed. Because emphasizing specific words in a phrase might help others grasp what is being stated.
- c) Linking/word connection: The way of pronunciation when combining certain words. In English there is a word connection or the connection or combination of certain words, usually this combination is related to the pronunciation of a vowel with a consonant letter or vice versa.
- d) Intonation: The rise and fall of our intonation when we speak. Intonation when speaking is very important in addition to how to pronounce words correctly. Intonation when speaking makes other people understand what we are saying and even includes emotions when we say a sentence.

c. Fluency

Fluency is a form of vocabulary in English which means noun, fluency is also a person's fluency in speaking and understanding English easily and quickly.

d. Vocabulary

Vocabulary is a collection or list of English words that have been mastered, words that have known meaning and use. Generally, vocabulary in English has different meanings depending on the type of speech that is used. Also, one word has three types, namely past, present, future.

5. The Function of speaking Skill

According to Brown and Yule, there are three functions of speaking: talk as interaction, talk as transaction, and talk as performance. The following is an explanation of the three separate function notions¹²:

a. Talk as Interaction

Talking as an interaction happens when two or more individuals engage or converse, which includes introductions, pleasantries, and other small chats. This conversation contains about small things depending on the formal or informal situation.

b. Talk as Transaction

Speaking as if it were a transaction refers to a circumstance in which the topic is the message that was or has been conveyed, is accurate and understandable to the intended person.¹³

¹² Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*. (New York: Cambridge University Press 2008), 21.

¹³ Jk C. Richards, *Communicative Language Teaching Today*, (Cambridge: Cambridge University Press 2006) p. 19-23.

c. Talk as Performance

Speaking as a performance is one in which public speaking or in front of an audience, such as, speaking or delivering speeches, class presentations, and public announcements, tends to be read in a written format.

B. The Concept Voice Chatting Through Whatsapp

1. Voice Chatting

The popularity and importance of the synchronous chat room for language learning is expanding; as a result, it is expected that features of language development that may occur will need to be researched. Interactionist theory may be investigated via synchronous chat platforms.¹⁴ In the chat room, language learners use personal computers and the Internet to communicate in real time, send typed messages, and these messages will appear on the interlocutor's computer screen in a few seconds. Each round of voice chat appears in the same format, including the delivery language.

Moreover, text chat allows numerous players to contribute messages at the same time on previously abandoned and unrelated subjects, resulting in a different speech sequence than face-to-face, when participants typically take turns speaking on a single topic thread.¹⁵ As a result of

¹⁴ Blake, R. *Computer-mediated communication: A window on L2 (Spanish interlanguage)*. *Language Learning & Technology*, 4(1) 2000, 120-136).

¹⁵ Doughty, C. J., & Long, M. H. *Optimal psycholinguistic environments for distance foreign language learning*. (*Language Learning & Technology*, 7(3) 2003), 50-80.

communication failures caused by unintelligible discussions, text chat settings may have a larger need for development.

2. Whatsapp

Social media and newer instant messaging applications are rapidly revolutionizing the communications environment; their debut has had a significant impact on how students study and teachers teach. Student organizations' digital communication, as well as between students and professors, has grown in popularity over the last decade using various channels such as e-mail, SMS, Facebook, Twitter, and WhatsApp Groups, among others. Each of these instruments has unique properties that determine its appropriateness for learning purposes.¹⁶ WhatsApp is a smartphone software that is now accessible on almost all devices and operating systems. This sort of application has been available since 2010. The objective of development is to replace the present SMS platform with a free system in an ad-free environment. Apart from that, the application is used to send and receive messages between people or groups. WhatsApp has a number of features, including text messages, attachments, audio and video files, and connections to websites. To summarize, WhatsApp may be thought of as a social network that enables users to quickly access a great quantity of information. The program's user-friendly design makes it suitable for users of all ages and backgrounds. WhatsApp allows you to

¹⁶ Griesemer, J. A. "Using social media to enhance students' learning experiences". *Quality approaches in higher education*, 3(1) (2012):8-11.

chat with anyone who has a smartphone, an active internet connection, and the WhatsApp program installed.

3. Voice Chatting Through Whatsapp

Voice chat is useful for speeding up responses without the hassle of manually typing text. If you want to send a voice message, users just hold down the microphone icon during recording. Interestingly, the Voice chat feature provided by Whatsapp is different from the calling feature which allows you to call other people, so that both parties are indeed talking to each other at the same time. While Voice chat can be said to be more similar to chat, it's just that it uses a voice base. So, you don't have to bother typing at length. For some people, the existence of this Voice chat feature is very helpful. Because indeed sometimes, there are some conditions, where someone will be much more comfortable when replying to messages using voice. Especially when doing some activities that are not so possible to type messages. For example, when you are in a vehicle, eating, or other activities. So, with just one click, you can convey the intent and purpose of the chat reply that you want to reply to. Of course, this will really help you. In addition, this feature is also very helpful for those of you who are lazy to type at length. In fact, the existence of voice chat can also minimize misunderstandings. Where, by using it, the intent and purpose of the message can be understood more easily by the recipient of the message. Because usually, not everyone can read the text correctly, and

not everyone can write it correctly. There are punctuation marks that even though are considered in order to minimize this.

Below are the advantages and disadvantages of using voice chat through whatsapp :

a. The Advantages of Using Voice Chat

Some of the advantages of using voice chat, (Maimouna, 2020) found that voice chat allows interaction, namely:

1. Student to student to encourage analysis and timely discussion of subject matter online.
2. Develop effective communication skills using social networks.
3. Invite students to be more active in speaking.
4. Save time instead of typing.
5. Improve students' speaking ability.¹⁷

Based on the description above, it is reasonable to assume that students will be more engaged in speaking lessons that demonstrate interactions with one another and demonstrate how efficient and active they are while sending voice chats.

¹⁷ AKSA, M, *Investigating English As A Foreign Language Teachers' and Learners' Attitudes Towards The Use of Voice Chat in Developing speaking Skill*. (The Case of First Year Students of English at Mohamed Kheider University of Biskra, 1998), 102-123.

b. The Disadvantages of Using Voice Chat

Sometimes losses make us frustrated, there are two types of weaknesses, namely, Project/session management and technical problems¹⁸ :

i. Project /Session Management

Time to send voice chat or chat indirectly sometimes out of sync, because the chat is not directly answered by the other person, different from chatting face to face or directly.

ii. Technical Problems

Often a technical error while sending voice chat interrupted with a bad connection. Connection speed is very influential on fast or slow connection.

C. Theoretical Framework

English is extremely crucial in our lives in this era of globalization. In fact, it is the world's second most spoken language. As people became more conscious of globalization, the English language became more widely used. The ability to speak and write in English has become one of the most essential professional evaluation criteria in the world. Learning English in high school is critical since it not only prepares students for the globalization process, but also allows them to pursue further education. In our country, English is a

¹⁸ D'Eça , T.A. *The use of chat in EFL/ESL*. ESColA.E.B.2,3. (AntonioParede, Portugal 2002).

foreign language that has evolved into an international language. English has long been taught in secondary schools in order to have a wider influence on the modern world, and it has now become a worldwide language. It is also beneficial to expose pupils to a foreign language. It is also critical that pupils begin learning English at a young age. Talking is one approach to interact with people. As stated in the previous chapter, speaking is crucial in language acquisition since it is the initial method of communication. Speaking is sometimes thought to be a simple process.¹⁹ They are required to be able to communicate in English properly, clearly, and effectively in everyday situations. However, as noted in the previous chapter, the majority of learners struggle with English. Fear of making a mistake, bullying friends, not believing in your abilities. Students also find learning English less interesting because teachers' methods or strategies are less attractive to students and students have less vocabulary.

Therefore, researchers hope to solve this problem by word of mouth through Whatsapp. The WhatsApp voice chat strategy might help students enhance their public speaking skills. Through dialogue, the teaching is delivered in an engaging manner that can enhance students' thinking and speaking skills. Students have more opportunities to develop their oral skills. You need to actively and effectively talk to your teachers / friends using voice chat. This activity gave them a natural education and helped them improve their language skills. They can also practice speaking in order to enhance their

¹⁹ Bailey, K. M. *Speaking*. (Practical English language teaching, 2003). 47-66.

communication abilities. Furthermore, this technique might encourage people to get more active in the teaching and learning process, ensuring that everyone has an equal opportunity to practice the spoken English language. If this strategy is implemented correctly, the student's speaking achievement will be good, on the other hand, if this strategy is not implemented correctly, the student's speaking achievement will be poor. This strategy is supposed to tackle the problem and, if followed, to result in beneficial improvements in the teaching and learning processes.

D. Hypothesis

If By using voice chatting through whatsapp it can improve the students' speaking achievements in SMA Negeri 4 Kotabumi of XI IPA 3 .

CHAPTER III

RESEARCH METHODE

A. Variable and Operational Definition of Variable

Variable is the object of research or a point of attention in a study. To determine the correlation or relationship between the two variables to be researched, research that studies this kind of relationship has an independent variable (independent variable, a variable whose variation affects other variables) which is usually marked with X and the dependent variable (dependent variable, a research variable measured for its magnitude). Effect or the influence of other variables) is usually referred to as the symbol Y.

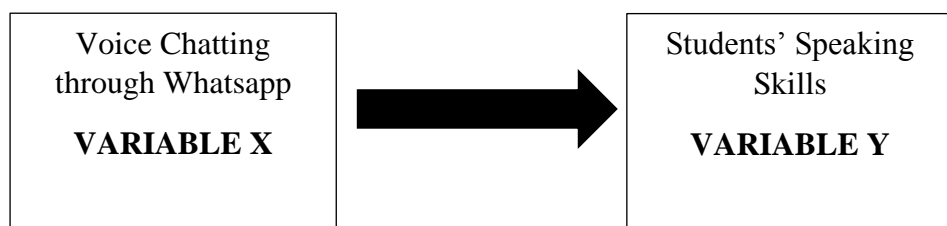


Figure 1 Significant Effect Between Variables

1. In this study the variables used are:

a. The Independent Variable

The independent variable is one that the researcher chooses, controls, and measures. The independent variable in this study is the use of voice chatting through WhatsApp as a medium that may be characterized as an engaging tool that can assist students enhance their English speaking abilities.

b. The Dependent Variable

In this study, the dependent variable is the variable that is observed and measured to determine the influence of the independent variable. The students' speaking achievements are the dependent variable in this study.

In addition, data collection techniques for this variable are tests and observations for this variable using questions that have been scored in the pre-test. The form of the question is to make a narrative text that has been given by the teacher. The indicators include, fluency, vocabulary, pronounciation, grammar.

2. Operational Definition of variables

To improve students' speaking achievement in high school, it is necessary to know the aspects that exist in speaking itself, namely the knowledge aspect. Aspects of knowledge, aspects that assess the ability of a student or students on a given material, knowing the extent to which students can understand it. In speaking activities, aspects of knowledge that must be achieved by students or students are:

1. Grammar

Grammar in speaking also needs to be considered because it is part of the assessment aspect, how to place word choices according to the rules of tenses. Be careful to speak well and carefully.

2. Pronunciation

Pronunciation is the first part of pronunciation that must be considered is the emphasis of words or emphasis on one or two certain syllables in a sentence.

3. Vocabulary

Vocabulary is an assessment aspect for a teacher, to what extent or how much vocabulary is mastered by a student in speaking.

Vocabulary in English is very important to facilitate students in speaking activities themselves.

4. Fluency

Speaking fluency is also one aspect of speaking assessment. The thing that needs to be assessed from fluency is whether the student is very fluent, fluent, not fluent, substandard and not fluent.

B. Research Location

The research will conduct the Classroom Action Research (CAR) at SMA Negeri 04 Kotabumi. The location of research is Ksatria street Number 54 B Skip, North Lampung district.

C. Subject and Object of Research

The subject of this research is the eleventh grade students of SMA Negeri 04 Kotabumi. Researcher chooses them as sample because most the students have problem in speaking English. The folowing is the data of students :

Table 1 The Whole Data of Class XI IPA 3**SMA Negeri 4 Kotabumi**

Class	Gender	
	Male	Female
XI	13	21
Total	34	

D. Action Plan

This is known as Classroom Action Research (CAR). Class Action research is action research done in the classroom by the instructor. Action research in the classroom is study that focuses on the teaching and learning process in order to improve the quality of learning activities. Furthermore, classroom action research is a problem-solving strategy that uses real action and develops the ability to detect and solve problems.

This action research attempts to discover difficulties that arise throughout the teaching and learning process in the classroom and then decides on solutions. The researcher noticed various issues with pupils' speech abilities in this study. Planning, action, observation, and reflection are the four steps of classroom action research. The four stages are carried out in two cycles, each cycle consists of 4 stages (planning, acting, observing, and reflecting).

After reflection which includes analysis, and assesment of the process and the result of these actions, new problems or thoughts usually arise that need attention, so that in turn they need to be re-planned, repeated actions, and re-

observation, and also followed up. With reflection repeat. These stages are followed over and over again, until a problem occurs considered resolved, then- usually-followes by the emergence of other problems which should also be treated similarly. The four phases of a cycle in a CAR are usually illustrated by a CAR spiral as follows: ²⁰

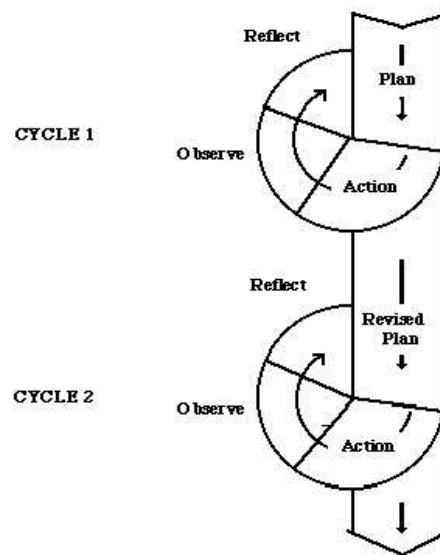


Figure 2 Kemmis and McTaggart Action Research Model
(1988, as cited in Burns, 2010)

Classroom Action Research (CAR) is divided into four stages, namely planning, acting, observing, and reflecting. the explanation of each step-by-step procedure for each cycle is:

²⁰ Wibawa, B. *Penelitian Tindakan Kelas*. (Jakarta: Dirjen Dikdasmen, 2003), 2721-2572.

CYCLE I

1. Planning

The first stage is planning activities. Plan the implementation of CAR includes the following activities:

- a. Researcher conducted analyzed of content standards to find out Content Standards and Basic Competencies that will be taught to students,
- b. Researcher develop a Lesson Plan, taking into account indicators of understanding draft.
- c. Prepare supporting learning media establishment CAR.
- d. Aanlyzing various alternative solutions to problem that according to learning conditions.
- e. Develop guidelines or instruments used at CAR
- f. Arrange the end of the cycle test or learning evaluation accordingly with indicators.

2. Acting

The second stage of classroom action research is implementation which includes procedures and action that will be caried out. The thing that must be remembered in the implementation of the action is the teacher must remember and try to adhere to the things that have been formulated in design. In the implementation of learning activities, student use voice chat to improve their speaking.

3. Observing

In the third stage, namely the observation activities that carried out by observers, observation made on action in progress, observation includes procedures implementation of learning carried out by researchers and learning carried out by students with instruments prepared beforehand.

4. Reflecting

The fourth stage is an activity to express back what was done. Reflection activities describe about the procedure for analyzing the results of observations and reflections about the process and impact of corrective actions taken, as well criteria and action plans in the next cycle.

CYCLE II

Based on cycle 1 evaluating o the weakness the felt, and then the cycle of action are developed and so on. The step at the second cycle is same with the first cycle and the cycle will be succesful if the indicators of success have been achieved.

E. Data Collecting Technique

This study uses a random sampling technique. Researchers need to choose relevant data collection techniques. Below will describe research techniques as a way that can be taken for data collection.

1. Observation

Observation is described as systematic observation and recording of symptoms that develop on the research object or direct observation at the study location to gather information on teaching and learning activities

of students' speaking skills (such as pronunciation, vocabulary, grammar, and fluency to speak). The researcher took notes regarding the scenario in the classroom, including teaching performance, as well as images and videos.

2. Test

Tests are questions or activities designed to assess individuals' or groups' knowledge, intellect, abilities, or talents. In this study, tests were employed, namely an initial exam (Pre-test) provided to students prior to the learning or research process, and a final test (Post-test) given to students after voice chat was used in learning or research.

a. Pre-test

The pre-test was utilized during the first meeting to assess the students' abilities before to treatment. The researcher instructed students to talk on any topic they wanted like introduction. Then the teacher assesses the students' ability to speak English language skill in terms of pronunciation, grammar, vocabulary, and fluency.

b. Post test I and II

Post-test was utilized to know the improvement of students' speaking ability after the researcher gave the treatment to the students. The researcher also requested the students to speak about "certain topics" and they were required to prepare and practice their speaking using voice chat. The researcher used the same procedures as in the pre-test. The outcomes of the recorded student presentations

were evaluated to see if there was any improvement following treatment.

F. Data Collecting Instrument

1. Observation

Table 2 Observation sheets

	OBSERVATION ITEM	OBSERVATION SCORE					
		0	1	2	3	4	5
A.	Pre-Teaching						
	The teacher is admired by the students.						
	The students reply to the greeting.						
	The teacher inquiries about the students' condition.						
	The students inform the teacher of their situation.						
	The teacher goes over the attendance list.						
	The content is outlined by the teacher.						
	The teacher describes the purpose of teaching and learning.						
	The teacher introduces himself to the students by asking them questions regarding the content.						
B	Whilst teaching						
	Students are eager to study the content.						
	The content is explained by the teacher.						
	The teacher assesses the students' knowledge.						
	The teacher gives the test to the						

	students						
	The students uses voice chat						
C	Post-Teaching						
	The teacher recaps the lesson.						
	The teacher assigns tasks to students through voice chat.						
	The teacher rewards the students and encourages them to engage more at the next meeting.						
D	Class situation						
	The students' enthusiasm/motivation						
	Participation of the students						
	Time management						
	The teacher's guidance						

Description:

- 5 : Perfect.
- 4 : Excelent.
- 3 : Above averagee.
- 2 : Average.
- 1 : Unsatisfactory.
- 0 : No applicable.

Scoring :

Mark 1, with percentage 25 = low

Mark 2, with percentage 50 = enough

Mark 3, with percentage 75 = good

Mark 4, with percentage 100 = excellent

2. Test

Table 3 Categories aspects for students score

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	a. Unsatisfactory	Because of the limited vocabulary, comprehension is difficult.	1-6	
	b. Fair	Uses incorrect speech on a regular basis, with a restricted vocabulary.	7-12	
	c. Good	Because of a lack of vocabulary, they sometime use unsuitable linguistic words.	13-18	
	d. Very Good	Almost never has a problem	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Had to understand because of	1-6	
		sound, accent, pitch, difficult, incomprehensible		
	b. Fair	Mispronunciation of simple words	7-12	
	c. Good	There are just a few visible mistakes.	13-18	
	d. Very Good	Understandable	19-25	
3.	Grammar			
	a. Unsatisfactory	Usage is clearly poor; they usually have to restructure or limit themselves to basic structure.	1-6	
	b. Fair	Mistake in core structure, meaning occasionally hidden by grammatical error.	7-12	

	c. Good	Occasionally, there may be grammatical faults that do not hinder meaning.	13-18	
	d. Very Good	There are no more than two faults / the speech is typically natural.	19-25	
4.	Fluency			
	a. Unsatisfactory	Speech speed and utterance length are below average, there is a significant gap, and an utterance is left incomplete.	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue.	7-12	
	c. Good	Speech is generally natural.	13-18	
	d. Very Good	Understandable.	19-25	
	Total score		100	

G. Data Analysis Technique

When the action is conducted Classroom Action Research (CAR) is performed by calculating the mean outcomes. The following formula was used by the researchers:

$$X = \frac{\sum X}{N}$$

Where :

X = The average of the students' scores

$\sum X$ = The total score

N = The member of the students

The writer used the following formula to categorize master students:

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

Where:

P = The students' percentage

F = The students' Frequency

N = The total number of students who take the test²¹

H. Indicators of Success

Indicators of success are taken from the process and results of action research. The research is said to be successful if 70% of students get a minimum score of 72 in accordance with the standard of success criteria (KKM) for English lessons at the school and is an increase in students becoming more active in the teaching and learning process.

²¹ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 2008), hal. 43

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of SMA Negeri 4 Kotabumi

SMA Negeri 4 Kotabumi which was founded on August 23 1993, Operational date July 27 1997 is an educational unit with a high school level under the auspices of the Ministry of Education and Culture. SMA Negeri 4 Kotabumi has its address at JL. Ksatria N0.84 b Skip, South Kotabumi, North Lampung Regency, with post code 34511. is at latitude -4.8717 and longitude 104.8828. SMA Negeri 4 Kotabumi has an A Accreditation, in a week of learning which is carried out for five days. SMA Negeri 4 Kotabumi lead by head of the school named Mr. Haidir Yusuf, ST, MT.

b. The Total Teachers and Students of SMA Negeri 4 Kotabumi

SMA Negeri 4 Kotabumi has 72 teachers and education staff, 899 students, consisting of 387 male students and 512 female students.

2. Description of The Research Result

a. Initial Condition

In this study, the pre-test was conducted on March 22nd 2022, before the cycle one produce producer was completed. A pre-test is utilized at the first meeting to assess students' abilities before to treatment. The researcher asked

the students to talk on any topic they wanted. The following table displays the test results for the students:

Table 4 The Pre-test Result of Students Speaking Skills

Class XI IPA 3

NO	NAME	GENDER	CRITERIA OF THE SCORE				TOTAL	CATEGORY
			V	P	G	F		
1	AMR	P	10	13	10	12	45	INCOMPLETE
2	AK	L	0	0	0	0	0	INCOMPLETE
3	AM	L	18	20	15	20	73	COMPLETE
4	APA	P	12	13	10	12	47	INCOMPLETE
5	AL	P	13	15	13	13	54	INCOMPLETE
6	AKS	L	15	10	12	14	51	INCOMPLETE
7	DP	P	19	18	16	20	73	COMPLETE
8	DAA	L	15	12	12	13	52	INCOMPLETE
9	ENA	P	17	19	15	18	69	INCOMPLETE
10	F	P	15	11	13	14	53	INCOMPLETE
11	HA	L	16	13	14	14	57	INCOMPLETE
12	H	P	18	19	16	19	72	COMPLETE
13	INY	L	14	13	14	15	56	INCOMPLETE
14	JIP	P	18	17	18	18	71	INCOMPLETE
15	J	P	17	16	15	17	65	INCOMPLETE
16	KN	P	16	15	13	16	60	INCOMPLETE
17	LTP	P	13	12	10	12	47	INCOMPLETE
18	M.R	L	10	11	12	14	47	INCOMPLETE
19	MT	P	17	17	18	18	70	INCOMPLETE
20	MAY	L	0	0	0	0	48	INCOMPLETE
21	MAN	L	13	12	10	12	47	INCOMPLETE
22	NRS	P	16	15	15	16	62	INCOMPLETE
23	N	P	17	18	17	18	70	INCOMPLETE
24	PH	P	17	16	15	16	64	INCOMPLETE
25	RAP	P	13	13	14	14	54	INCOMPLETE
26	RC	L	12	12	12	13	49	INCOMPLETE

27	RMAP	L	13	14	13	15	55	INCOMPLETE
28	RA	P	14	15	15	15	59	INCOMPLETE
29	RPS	L	15	15	14	15	59	INCOMPLETE
30	SB	P	15	16	15	18	64	INCOMPLETE
31	SA	P	14	13	14	17	58	INCOMPLETE
32	TR	L	12	10	12	10	44	INCOMPLETE
33	WL	P	14	14	15	17	60	INCOMPLETE
34	YLY	P	18	18	18	18	72	COMPLETE
	ΣX		1820					
	AVERAGE		53,52					
	HIGH SCORE		73					
	LOWEST SCORE		0					

Source: The result of Pre-test on 22nd March 2022

Table 5 The Precantage of Student's Speaking Skills Through Voice Chat

Pre-Test Score

No	Score	Frequency	Precentage	Category
1	≥ 72	4	12%	COMPLETE
2	< 72	30	88%	INCOMPLETE
Total		34	100%	

Source: The result of Pre-test on 22nd March 2022

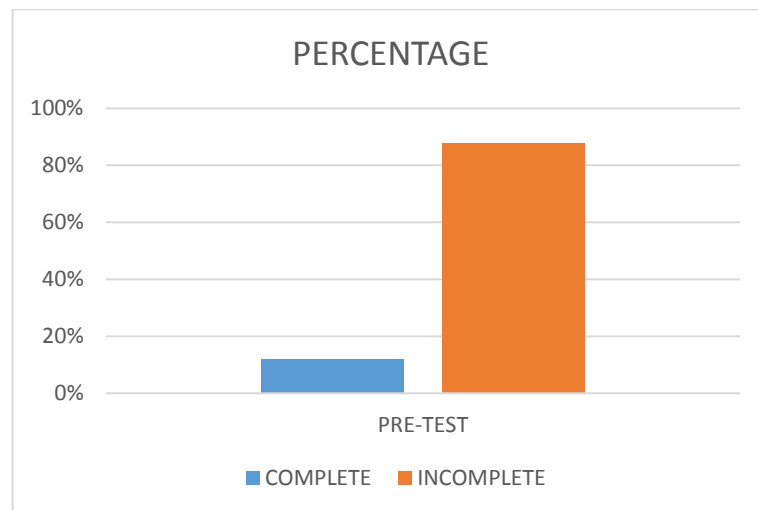


Figure 3

Chart of The Students Result in Speaking Skills Through Voice Chat Pre-Test Score

According to the table above, the highest result for the pre-test was 73, and the lowest was 0. There are just 8 students in the full category and 30 students in the incomplete category. SMA Negeri 4 Kotabumi's standard minimum for English lessons is 72. So, the research chooses Voice chatting through whatsapp in improving students speaking skills at eleventh graders of SMA Negeri 4 Kotabumi.

b. Cycle I

1) Planning

The research produced numerous items linked to the teaching and learning process for the action based on the challenges encountered by students regarding speaking ability in this plan. The research also created

the post-test 1 in order to collect data on whether any students' scores improved from pre-test to post-test 1.

2) Acting

The cycle 1 was done on March 24nd 2022. Before incorporating students in the action learning strategy, the researcher served as the teacher in the meeting, and she completed the lesson plan before. First, the research greeting and checking students attendance. Second, discussing the material with students, english teaching materials regarding monologue in the form of narrative. Third, the study introduced the content by providing an example of a monologue in the form of a narrative text. Fourth, the study provides feedback to students by offering vocal encouragement to students who have completed their assignments. Fifth, students are expected to write a narrative written summary of the speech content. Then, using voice chat, students offer a synopsis of the narrative text. Following that, students and instructors reflect on the activities that have taken place. Finally, the lesson plan will be delivered at the following meeting.

Table 6 The Post-test I Result of Students Speaking Skills Class XI IPA 3

NO	NAME	GENDER	CRITERIA OF THE SCORE				TOTAL	CATEGORY
			V	P	G	F		
1	AMR	P	15	15	15	16	61	INCOMPLETE
2	AK	L	15	14	14	15	58	INCOMPLETE
3	AM	L	19	20	20	20	79	COMPLETE
4	APA	P	15	14	14	15	58	INCOMPLETE
5	AL	P	16	16	15	16	63	INCOMPLETE
6	AKS	L	16	15	15	14	60	INCOMPLETE
7	DP	P	19	19	18	18	74	COMPLETE
8	DAA	L	19	18	18	17	72	COMPLETE
9	ENA	P	19	19	18	18	74	COMPLETE
10	F	P	17	15	15	14	61	INCOMPLETE
11	HA	L	19	18	18	18	73	COMPLETE
12	H	P	20	19	18	19	76	COMPLETE
13	INY	L	17	15	16	17	65	INCOMPLETE
14	JIP	P	19	19	19	19	76	COMPLETE
15	J	P	19	18	19	19	75	COMPLETE
16	KN	P	18	19	18	18	73	COMPLETE
17	LTP	P	16	16	16	13	61	INCOMPLETE
18	M.R	L	16	16	16	15	63	INCOMPLETE
19	MT	P	18	19	18	18	73	COMPLETE
20	MAY	L	16	15	15	15	61	INCOMPLETE
21	MAN	L	14	13	13	12	52	INCOMPLETE
22	NRS	P	17	16	16	17	66	INCOMPLETE
23	N	P	18	18	18	18	72	COMPLETE
24	PH	P	18	17	17	16	68	INCOMPLETE
25	RAP	P	16	16	15	15	62	INCOMPLETE
26	RC	L	13	12	12	13	50	INCOMPLETE
27	RMAP	L	14	14	14	15	57	INCOMPLETE
28	RA	P	18	19	18	18	73	COMPLETE
29	RPS	L	16	16	16	15	63	INCOMPLETE
30	SB	P	18	18	18	18	72	COMPLETE
31	SA	P	14	13	14	17	58	INCOMPLETE
32	TR	L	14	14	13	13	54	INCOMPLETE

33	WL	P	18	19	18	18	73	COMPLETE
34	YLY	P	20	19	19	19	77	COMPLETE
ΣX			2253					
AVERAGE			66,26					
HIGH SCORE			79					
LOWEST SCORE			52					

Source: The result of Post-test on 24th March 2022

Table 7 The Precentage of Student's Speaking Skills Through Voice Chat

Post-Test I Score

No	Score	Frequency	Precentage	Category
1	≥ 72	15	44%	COMPLETE
2	< 72	19	56%	INCOMPLETE
Total		34	100%	

Source: The result of Post-test on 24th March 2022

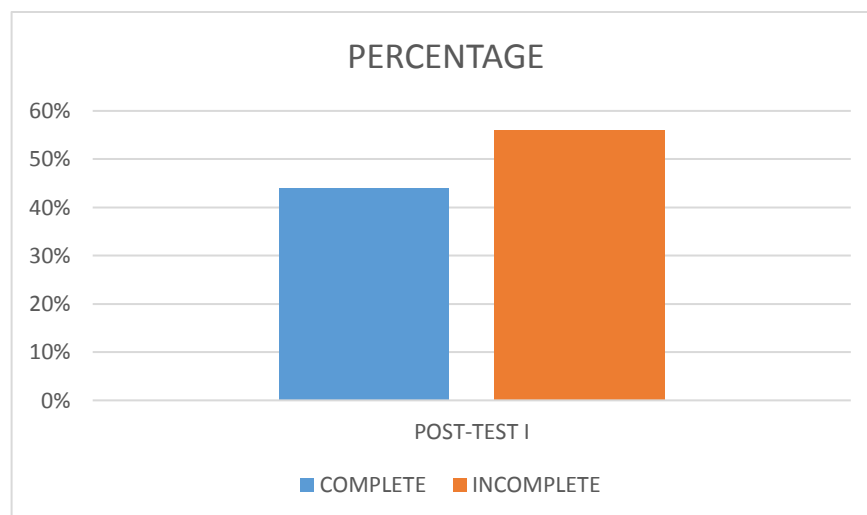


Figure 4

Chart of The Students Result in Speaking Skills Through Voice Chat Post-

Test I Score

According to the table above, the highest result for the post-test I was 79, and the lowest was 52. There are just 15 students in the full category and 19 students in the incomplete category. SMA Negeri 4 Kotabumi's standard minimum for English lessons is 72. So, the research chooses Voice chatting through whatsapp in improving students speaking achievement at eleventh graders of SMA Negeri 4 Kotabumi.

**Table 8 The Result of Students' improving
for Pre-Test and Pots-Test I**

NO	NAME	GENDER	PRE-TEST	POST-TEST I	INCREASING SCORE	NOTE
1	AMR	P	45	61	16	INCREASE
2	AK	L	0	58	58	INCREASE
3	AM	L	73	79	6	INCREASE
4	APA	P	47	58	11	INCREASE
5	AL	P	54	63	9	INCREASE
6	AKS	L	51	60	9	INCREASE
7	DP	P	73	74	1	INCREASE
8	DAA	L	52	72	20	INCREASE
9	ENA	P	69	74	5	INCREASE
10	F	P	53	61	8	INCREASE
11	HA	L	57	73	16	INCREASE
12	H	P	72	76	4	INCREASE
13	INY	L	56	65	9	INCREASE
14	JIP	P	71	76	5	INCREASE
15	J	P	65	75	10	INCREASE
16	KN	P	60	73	13	INCREASE
17	LTP	P	47	61	14	INCREASE
18	M.R	L	47	63	16	INCREASE
19	MT	P	70	73	3	INCREASE
20	MAY	L	0	61	61	INCREASE
21	MAN	L	47	52	5	INCREASE
22	NRS	P	62	66	4	INCREASE
23	N	P	70	72	2	INCREASE
24	PH	P	64	68	4	INCREASE

25	RAP	P	54	62	8	INCREASE
26	RC	L	49	50	1	INCREASE
27	RMAP	L	55	57	2	INCREASE
28	RA	P	59	73	14	INCREASE
29	RPS	L	59	63	4	INCREASE
30	SB	P	64	72	8	INCREASE
31	SA	P	58	58	0	CONSTANT
32	TR	L	44	54	10	INCREASE
33	WL	P	60	73	13	INCREASE
34	YLY	P	72	77	5	INCREASE
	ΣX		1913	2253		
	AVERAGE		56,26	66,26		
	HIGH SCORE		73	79		
	LOWEST SCORE		44	52		

Table 9 The Result of Students' Score for Pre-Test and Pots-Test I

MEETING	STUDENTS WHO GET SCORES >72	PERCENTAGE
PRE-TEST	4	12%
POST-TEST I	15	44%

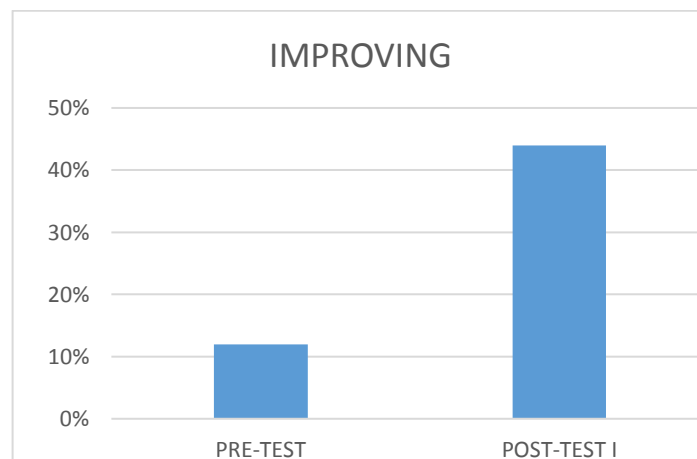


Figure 5

Chart of The Students Result in Speaking Skills Through Voice Chat

Between Pre-test and Post-Test I Score

Based on the statistics presented above, it is clear that in the pre-test only 4 students were included in the complete group and 30 students who were included in the complete category, and in post-test I students who were included in the complete group there were 15 students and 19 students who were included in the incomplete category, this achieved a 56% increase in students' speaking in post-test I. If 70% of students get a minimum score of 72, then the learning process becomes considered complete.

3) Observing

In this phase, researchers try to pay attention to all physical activity class activity. From the observation sheet data, the activeness of student activities can be said to be good if it is equal to or exceeds the percentage of 75, in this section students have a total score of each observation item, namely, from pre-teaching the students get a score of 29 out of score 40 whilst teaching 19 scores out of a total score of 25, post-teaching got a score of 12 out of a score of 15, and finally in the class situation students got a score of 16 out of a total score of 20. From the observation data above, the learning process can be said to be going well because more students are active than the average inactive students It was found that the students had difficulty in speaking. some students have enthusiasm in learning, while some students have low motivation in the lesson. Some students are serious in the class but there are some students who still noise,

and disturbing his friends. Observations were carried out carefully because the data taken from this activity are used as the basis for reflection.

4) Reflecting

Reflection is carried out based on observation data analysis and assessment actions. In the second cycle, reflection is carried out to determine the amount to which media may enhance students' speaking abilities, as well as the strengths and weaknesses of the execution of the learning process that has been conducted to avoid repetition and overcome barriers. According to the data, students are not regarded to have improved during post-test I. Furthermore, children appear to accept the content effortlessly when adopting action learning tactics. Based on the above reflection, greater efforts must be made to develop students' speaking abilities; this effort will be carried out in the following lesson plan cycle two.

c. Cycle II

1) Planning

The actions in the second cycle planning are the same as those in the first cycle planning. The second cycle's planning stage is based on the outcomes of the activity cycle I reflection. Planning is done to prevent the shortcomings and hurdles that happened in the previous cycle, both for students and in the implementation process learning to improve the students' speaking ability.

2) Action

The cycle II was done on March 29th 2022. In the meeting, before involving students in action learning strategy, the research acts as the teacher and she done based on the lesson plan before. First, the research greeting and checking students attendance. Second, discussing the material with students, english teaching materials regarding monologue in the form of narrative. Third, the research providing feedback to students by giving verbal reinforcement to students who have been able to complete their assignments. Fifth, students are asked to make a summary of the monologue material in the form the picture of narratife text. Then, students send a retell of narrative text through voice chat. Next, explaining the teacher gives task with the tittle and picture that has been given. Finally, the researcher summarized the topic before closing the class and praying together.

Table 10 The Post-test II Result of Students Speaking

Skills Class XI IPA 3

NO	NAME	GENDER	V	P	G	F	TOTAL	CATEGORY
1	AMR	P	18	18	18	18	72	COMPLETE
2	AK	L	19	18	18	17	72	COMPLETE
3	AM	L	21	21	21	21	84	COMPLETE
4	APA	P	17	17	17	17	68	INCOMPLETE
5	AL	P	19	18	19	17	73	COMPLETE
6	AKS	L	18	17	18	17	70	INCOMPLETE
7	DP	P	20	20	20	19	79	COMPLETE
8	DAA	L	20	20	20	19	79	COMPLETE
9	ENA	P	20	20	20	18	78	COMPLETE

10	F	P	20	17	18	18	73	COMPLETE
11	HA	L	20	19	20	19	78	COMPLETE
12	H	P	20	20	20	20	80	COMPLETE
13	INY	L	19	18	19	17	73	COMPLETE
14	JIP	P	20	20	20	20	80	COMPLETE
15	J	P	20	19	20	20	79	COMPLETE
16	KN	P	20	20	20	20	80	COMPLETE
17	LTP	P	19	18	19	18	74	COMPLETE
18	M.R	L	19	17	19	18	73	COMPLETE
19	MT	P	20	19	20	19	78	COMPLETE
20	MAY	L	19	18	18	17	72	COMPLETE
21	MAN	L	17	16	17	16	66	INCOMPLETE
22	NRS	P	20	18	20	19	77	COMPLETE
23	N	P	20	19	20	18	77	COMPLETE
24	PH	P	19	17	19	17	72	COMPLETE
25	RAP	P	19	17	19	17	72	COMPLETE
26	RC	L	17	15	17	15	64	INCOMPLETE
27	RMAP	L	17	17	16	17	67	INCOMPLETE
28	RA	P	20	21	20	20	81	COMPLETE
29	RPS	L	19	18	18	17	72	COMPLETE
30	SB	P	20	20	20	20	80	COMPLETE
31	SA	P	18	16	17	17	68	INCOMPLETE
32	TR	L	17	17	17	17	68	INCOMPLETE
33	WL	P	20	19	20	19	78	COMPLETE
34	YLY	P	21	20	20	20	81	COMPLETE
ΣX			2.538					
AVERAGE			74,64					
HIGH SCORE			84					
LOWEST SCORE			66					

Source: The result of Post-test on 28th March 2022

Table 11 The Precantage of Student's Speaking SkillsThrough Voice Chat**Post-Test II Score**

No	Score	Frequency	Precentage	Category
1	≥ 72	27	79%	COMPLETE
2	< 72	7	21%	INCOMPLETE
Total		34		

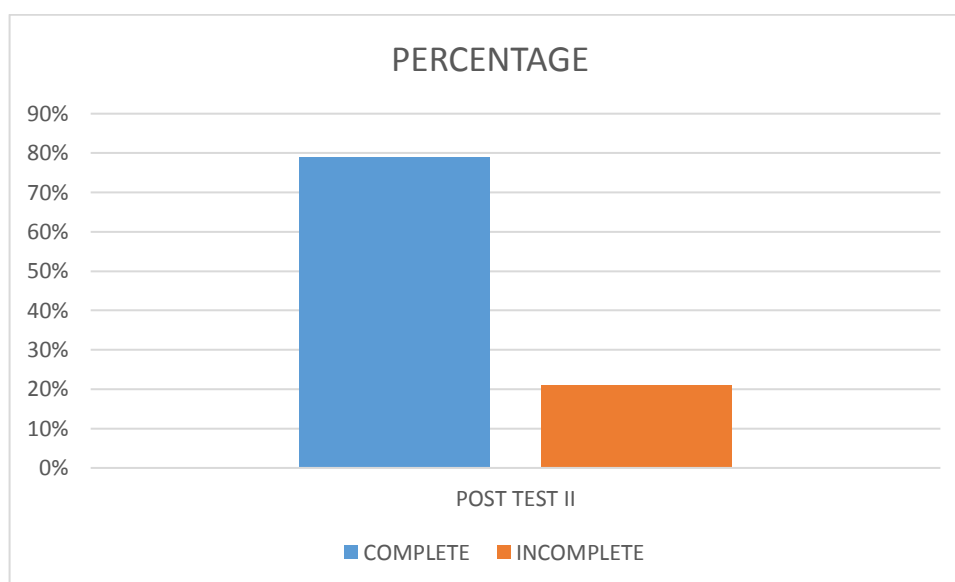
**Figure 6**

Chart of The Students Result in Speaking Skills Through Voice Chat Post-Test II Score

Based on the table above, it can be seen that the highest score for the post-test II was 88 and the lowest one was 64. There are 27 students who belong to the complete category and only 7 students who belong to the incomplete group. The standard minimum for English lesson at SMA Negeri 4 Kotabumi is 72.

**Table 12 The Result of Students' improving
for Post-Test I and Pots-Test II**

No	NAME	POST TEST I	POST TEST II	INCREASING SCORE	NOTE
1	AMR	61	72	11	INCREASE
2	AK	58	72	14	INCREASE
3	AM	79	84	5	INCREASE
4	APA	58	68	10	INCREASE
5	AL	63	73	10	INCREASE
6	AKS	60	70	10	INCREASE
7	DP	74	79	5	INCREASE
8	DAA	72	79	7	INCREASE
9	ENA	74	78	4	INCREASE
10	F	61	73	12	INCREASE
11	HA	73	78	5	INCREASE
12	H	76	80	4	INCREASE
13	INY	65	73	8	INCREASE
14	JIP	76	80	4	INCREASE
15	J	75	79	4	INCREASE
16	KN	73	80	7	INCREASE
17	LTP	61	74	13	INCREASE
18	M.R	63	73	10	INCREASE
19	MT	73	78	5	INCREASE
20	MAY	61	72	11	INCREASE
21	MAN	52	66	14	INCREASE
22	NRS	66	77	11	INCREASE
23	N	72	77	5	INCREASE
24	PH	68	72	4	INCREASE
25	RAP	62	72	10	INCREASE
26	RC	50	64	14	INCREASE
27	RMAP	57	67	10	INCREASE
28	RA	73	81	8	INCREASE
29	RPS	63	72	9	INCREASE
30	SB	72	80	8	INCREASE
31	SA	58	68	10	INCREASE

32	TR	54	68	14	INCREASE
33	WL	73	78	5	INCREASE
34	YLY	77	81	4	INCREASE
ΣX		2253	2538		
AVERAGE		66,26	74,64		
HIGH SCORE		79	84		
LOWEST SCORE		52	66		

Table 13 The Result of Students' Score for Post-Test I and Pots-Test II

No	Score	Post test I		Post test II		Category
		Ferquency	Percentage	Ferquency	Percentage	
1	≥ 72	15	44%	27	79%	COMPLETE
2	<72	19	56%	7	21%	INCOMPLETE



Figure 7

**Chart of The Students Result in Speaking Achievements Through Voice Chat
Between Post-test I and Post-Test II Score**

Based on the statistics presented above, it is clear that in the post-test I only 15 students were included in the complete group and 19 students who were included in the complete category, and in post-test II students who were included in the complete group there were 27 students and only 7 students who were included in the incomplete category, this achieved a 79% increase in students' speaking in post-test II. If 70% of students get a minimum score of 72, then the learning process becomes considered complete. It means that the implementation of voice chatting through whatsapp can improving the students speaking achievements.

3) Observing

In this phase, researchers try to pay attention to all physical activity class activity. From the observation sheet data, the activeness of student activities can be said to be good if it is equal to or exceeds the percentage of 75, in this section students have a total score of each observation item, namely, from pre-teaching the students get a score of 33 out of 40 scores, whilst teaching 19 scores out of a total score of 25, post-teaching got a score of 12 out of a score of 15, and finally in the class situation students got a score of 16 out of a total score of 20. Based on the observations above, the learning process can be said to be very good because more students are active than those who are not active in learning. It was found that students had difficulty in speaking. some students have more enthusiasm in post-test II than in post-test I in learning activities. so it can be concluded that there is a good increase in student activity in learning.

4) Reflecting

Based on the results in cycle 2, the average the student's score in improving speaking was successfully increased from 66.26 in post-test I to 74.64 in post-test II. Equally, the students' activity also increased.

After passing cycle II, the researcher decided not to continue the cycle forward as the result shows that student grades have increased.

B. Discussion

In this section, the researcher wants to discuss the findings of the teaching and learning process to speak through the voice chat method, the problems of students in learning to speak through voice chat produced by the students of class XI SMA Negeri 4 Kotabumi semester 2 of the 2021/2022 academic year which have been observed. Regarding to the process in cycle I and II the result can be summarized as follow:

a. Cycle I

No	Score	Frequency	Percentage	Category
1	≥ 72	15	44%	COMPLETE
2	< 72	19	56%	INCOMPLETE
Total		34	100%	

Based on student learning outcomes, it can be seen that the highest score for the post-test I was 79 and the lowest one was 52. There are only 15 (44%) students who belong to the complete category, and 19 (56%) students who belong to the incomplete group. The standard minimum for English lesson at SMA Negeri 4 Kotabumi is 72.

Problems related to the theory is pronunciation and memorization. Students have difficulty pronouncing and memorizing the meaning of words. Based on observations, mispronounced phonemes such as “unfortunately” are read the same as “unfortunately”, “monkey” is read the same as writing, as well as for grammatical errors, for example “he is walking here and there”, it should be “he walked here and there”. on fluency, most of the students want to say something but they forget the word, so they say something like "ee..." and many others. students also do not focus on learning so it looks crowded and seems to disturb other students.

b. Cycle II

No	Score	Frequency	Precentage	Category
1	≥ 72	27	79%	COMPLETE
2	< 72	7	21%	INCOMPLETE
Total		34		

Based on student learning outcomes, it can be seen that the highest score for the post-test II was 88 and the lowest one was 64. There are 27 (79%) students who belong to the complete category and only 7 (21%) students who belong to the incomplete group. The standard minimum for English lesson at SMA Negeri 4 Kotabumi is 72. So in cycle II students can improve their speaking skills through voice chat. it happened because the component of their speaking errors were very few compared to cycle II, and the students' activities were very good, they had the enthusiasm to learn and reduce noise in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

Consedering from all data gathered in the classroom research, the researcher got some conclusion of the research and some suggestion in the research result.

A. Conclusion

Based on the results of classroom action research, researchers can conclude the average score of students in class XI IPA 3 SMA Negeri 4 Kotabumi, the results of observation sheets and student activities in learning to speaking skills. Action learning strategy activities can improve students' speaking skills as indicated by the scores they get. It can be conclude that students are more active and participate in learning process of speaking.

Therefore, using voice chat through whatsapp can be an alternative strategy for teachers in teaching speaking that can improve and maintain their speaking skills. In the first test (pre-test) students who passed the KKM 72 were 4 students out of 34 students (12%). In the second test (post-test I) students who get up to 72 or pass the KKM as many as 15 students from 34 students (44%). in the third test (post-test II) students who passed the KKM 72 were 27 students out of 34 students (79%). This means that there is an increase in student scores from pre-test to cycle I and Cycle II, so the application of voice chat through whatsapp can improve the students' speaking skills in SMA Negeri 4 Kotabumi class XI IPA 3.

B. Sugestion

Referring for the data in the prvious cchapter and conclusion, several advice is recommended.

1. For the English Teachers

Teachers must use a variety of approaches, particularly when teaching speaking, to make the teaching and learning process more entertaining and appealing to pupils. In addition, the instructor must establish instructional objectives that must be met. That Teachers must be able to make learning enjoyable, such as by selecting a fresh text or instructional material, such as voice chat.

2. For the Students

Students should be more engaged and driven to learn and practice English in and out of school in order to enhance their speaking abilities. Students must practice saying what they have learnt in regular life when learning to speak. Students should continue to work hard and be good students as normal, while also making less noise in the classroom.

3. For the Headmaster

Principals are advised to support English learning process by preparing facilitation and instrument completely. This research is about developing students' speaking skill.

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QS. Al-Rahman (55);1-4. Use the "Insert Citation" button to add citations to this document.

APPENDICES I

STUDENTS ATTANDANCE LIST

NO	STUDENT'S NAME	NIS	L/P
1	ABEL MERANDA RAHMA	7237	P
2	ADE KURNIAWAN	7238	L
3	AKBAR MAULANA	7239	L
4	ALSENI PRECILIA ANUGRAH	7240	P
5	ANNISA LUTHFIA	7241	P
6	ARYA KUSUMA SANI	7242	L
7	DEBBY PUSPITA	7243	P
8	DIO ALIF AFFANDI	7244	L
9	ELIZA NUR AZIZAH	7245	P
10	FITRIANA	7246	P
11	HANIVAN ARDO	7247	L
12	HASANAH	7248	P
13	IRFAN NURANDA YUSUF	7249	L
14	JENNI INDAH PRASTIWI	7250	P
15	JESIKA	7251	P
16	KAMELIKA NIHAYATI	7252	P
17	LISA TANIA PRATIWI	7253	P
18	M. RADHITYA	7254	L
19	MEIDA TRIASTUTI	7255	P
20	MUHAMMAD ADITYA YUSUF	7256	L
21	MUHAMMAD ARYO NUGROHO	7257	L
22	NABILA RAHMA SAFITRI	7258	P
23	NURCAHYATI	7260	P
24	PEBY HANDAYANI	7261	P
25	REFINA AULIA PUTRI	7262	P
26	RENDIKA CANDRA	7263	L
27	RIFKY MEIDI AL PUTRA	7264	L
28	RISSA APRILIA	7265	P
29	RONAL PUTRA SANJAYA	7266	L
30	SAWITRI BERLIANA	7267	P
31	SYFA AULIA	7268	P
32	TIO REVALDO	7269	L
33	WIDYA LESTARI	7270	P
34	YUYUN LUTFHIA YUMNA	7271	P

LESSON PLAN

School Name	: SMA NEGERI 4 KOTABUMI
Subjects	: English
Class/Semester	: XI / 2
Time Allocation	: 2 x 45 minute (2x meeting)
Learning Topic	: Narrative Text: The Mouse Deer and The Monkey
Meeting	: The First and Second meeting

A. Competency standards

Listen

1. Understanding the meaning of short functional texts and monologues in the form of narrative.

Speak

2. Expressing meaning in short functional texts in the form of narrative in the context of daily life.

B. Basic competencies

- 1.1 Responding to the meaning of short functional texts, both formal and informal, that use a variety of spoken languages accurately, fluently and acceptable in the context of everyday life.

- 1.2 Responding to meanings in monologue texts that use a variety of spoken languages accurately, fluently and acceptable in the context of daily life in the form of narrative text.

C. Indicators of Competence Achievement

1. Identify the topic of a short functional text heard.
2. Identify the specific information of the text that is heard.
3. Use spoken language in delivering short functional texts, grammatically accurate, fluent, correct pronunciation, and have good vocabulary.

D. Learning Objective

At the end of learning students can:

1. Respond to monologue discourse: narrative
2. Do a monologue in the form of narrative

E. Subject matter

For pre-test: students' introduce their self

For post-test I:

Monologue discourse in the form of narrative, for example:

The Mouse Deer and The Monkey

One day, the mouse deer was very hungry. He walked here and there, but did not get food. Finally, the deer saw monkey engrossed in eating bananas in a tree. "It looks good," said mouse deer. Mouse deer wanted to eat the banana. However, how do you take the banana? Climbing a tree, he can't. Asking monkey, surely he didn't give bananas. The monkey is stingy. Thought mouse deer. He was looking

for a way to get bananas from monkey, finally he got the sense to get the bananas from monkey. He pelted the monkey with a small stones. At first monkey didn't care. Mouse deer did not despair, he continued to pelt monkey. He tried to upset the monkey with his actions. Eventually monkey became angry and annoyed. He finally threw back at mouse deer. At first the monkey threw the mouse deer with a banana peel. After the banana peel was finished, the monkey pelted mouse deer with bananas. With his clever sense, mouse deer pretended to be in pain. Monkey was increasingly excited about throwing bananas until all the bananas were thrown at mouse deer. The monkey is satisfied and leaves the tree. After he left, mouse deer began collecting bananas scattered and eating bananas casually. "Hmmm ... This banana is delicious"

F. Learning Methods/Techniques:

Cellphone voice recording

G. Learning strategies

Structured	independent
<ol style="list-style-type: none"> 1. Asking questions about monologues in the form of narratives that have been read or heard. 2. Discuss the values contained in the monologue in the form of: narrative. 3. Discusses the elements and steps of rhetoric in narrative texts. 4. Listening to stories (live or by electronic media). 5. Read the story to the group or class (monologue). 	<ol style="list-style-type: none"> 1. Students carry out various activities related to narrative and structured discourse given by the teacher. 2. Students collect each work in paper, and report the things that have been obtained and the difficulties faced regularly to the teacher. 3. Students retell the narrative text.

6. Retelling the story (monologue) through voice chat. 7. Discuss the difficulties faced by students in carrying out structured and independent activities.	
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Learning Activity Steps

Initial Activities

1. Greeting students in a friendly manner when entering the classroom and pray (instilled values: polite, caring)
2. Checking student attendance (instilled values: discipline, diligent)
3. Linking the material/competence to be studied with the character
4. Referring to the syllabus, lesson plans, and teaching materials, convey the items of character to be developed other than those related to SK/KD
5. Students discuss the questions given by the teacher

Core Activities

Exploration

Teacher exploration activities:

1. Providing a stimulus in the form of giving monologue material in the form of narrative
2. Discussing the material with students. English Teaching Materials regarding monologue in the form of narrative.

3. Providing opportunities for students to communicate orally or present monologues in the form of narrative
4. Asking the students are asked to discuss examples of questions regarding monologue in the form of narrative.

Elaboration

In teacher elaboration activities:

1. Familiarize students to make monologues in the form of: narrative

Confirmation

In teacher confirmation activities:

1. Providing feedback to students by giving verbal reinforcement to students who have been able to complete their assignments.
2. Confirming the work that has been done by students.
3. Facilitating students to reflect to gain the learning experience that has been done. Provide motivation to students who are lacking and have not been able to follow the material on monologue in the form of narrative.

Final Activity

1. Students are asked to make a summary of the monologue material in the form of narrative.
2. Students and teachers reflect on the activities that have been carried out.

3. Delivering the lesson plan at the next meeting.
4. Closing the lesson with greetings.

H. Sources/Materials/Tools

- 1.Dictionary
- 2.Script: the mouse deer and the monkey
- 3.Handphone (whatsapp application)

Knowing :

Subject Teacher



Endah Setyo Pangestutik,SS,S.Pd

NIP.197905192009042001

Researcher

Alfina

NPM 1801070003

LESSON PLAN

School Name	: SMAN 4 KOTABUMI
Subjects	: English
Class/Semester	: XI / 2
Time Allocation	: 2 x 45 minute
Learning Topic	: Narrative Text: The Fox and Grapes
Meeting	: The Third Meeting

A. Competency standards

Speak

2. Expressing meaning in short functional texts in the form of narrative in the context of daily life.

B. Basic competencies

1.3 Expressing meaning in formal and informal short functional spoken texts accurately and fluently in the context of everyday life.

C. Indicators of Competence Achievement

1. Able to express the meaning of a simple monologue in the form of a narrative with a variety of spoken language in an accurate grammar, fluent, correct pronunciation, and has vocabulary.

D. Learning objectives

At the end of learning students can:

1. Respond to monologue discourse narrative
2. Conduct a monologue in the form of narrative

E. Subject matter

Monologue discourse in the form of narrative, for example:

The Fox and Grapes



Learning Methods/Techniques:

Voice Chatting through whatsapp

G. Learning strategies

Structured	Independent
<ol style="list-style-type: none">1. Asking questions about monologues in the form of narratives that have been read or heard.2. Discussing the values contained in the monologue in the form of: narrative.3. Discusses the elements and steps of rhetoric in narrative text.4. Retelling the story through voice chat (monologue).5. Discusses the difficulties faced by students in carrying out structured and independent activities.	<ol style="list-style-type: none">1. Students carry out various activities related to narrative and structured discourse given by the teacher.2. Students collect each work in paper, and report the things that have been obtained and the difficulties faced regularly to the teacher.3. Students tell narrative texts based on pictures that have been given by the teacher.

Learning Activity Steps

Initial activity

1. Greeting students in a friendly manner when entering the classroom and pray to start learning (instilled values: polite, caring).
2. Checking student attendance (instilled values: discipline, diligent).
3. Linking the material/competence to be studied with the character.
4. Referring to the syllabus, lesson plans, and teaching materials, convey the items of character to be developed other than those related to SK/KD.

Core activities

Exploration

In teacher exploration activities:

1. Providing a stimulus in the form of giving monologue material in the form of narrative.
2. Discussing the material with students (English Teaching Materials regarding monologues in the form of narrative).
3. Providing opportunities for students to communicate orally or present monologues in the form of narrative through voice chat.
4. Asking the students to discuss examples of monologue questions in the form of pictures through voice chat.

Elaboration

Teacher elaboration activities:

1. Familiarize students to make monologues in the form of narrative

Confirmation

In teacher confirmation activities:

1. Providing feedback to students by giving verbal reinforcement to students who have been able to complete their assignments.
2. Facilitating students to reflect to gain the learning experience that has been done.
3. Providing motivation to students who are lacking and have not been able to follow the material on monologue in the form of: narrative.

Final Activity

1. Students and teachers reflect on the activities that have been carried out.
2. The teacher closes the meeting by greeting and praying.

H. Sources/Materials

1. Picture: The fox and Grapes
2. Dictionary
3. Handphone (Whatsapp application)

I. Evaluation

NO	CATEGORIES	ASPECTS	RANGE	SCORE
1.	Vocabulary			
	a. Unsatisfactory	Because of the limited vocabulary, comprehension is difficult.	1-6	
	b. Fair	Uses incorrect speech on a regular basis, with a restricted vocabulary.	7-12	
	c. Good	Because of a lack of vocabulary, they sometime use unsuitable linguistic words.	13-18	
	d. Very Good	Almost never has a problem	19-25	
2.	Pronunciation			
	a. Unsatisfactory	Had to understand because of	1-6	
		sound, accent, pitch, difficult, incomprehensible		
	b. Fair	Mispronunciation of simple words	7-12	

	c. Good	There are just a few visible mistakes.	13-18	
	d. Very Good	Understandable	19-25	
3.	Grammar			
	a. Unsatisfactory	Usage is clearly poor; they usually have to restructure or limit themselves to basic structure.	1-6	
	b. Fair	Mistake in core structure, meaning occasionally hidden by grammatical error.	7-12	
	c. Good	Occasionally, there may be grammatical faults that do not hinder meaning.	13-18	
	d. Very Good	There are no more than two faults / the speech is typically natural.	19-25	
4.	Fluency			
	a. Unsatisfactory	Speech speed and utterance length are below average, there is a significant gap, and an utterance is left incomplete.	1-6	
	b. Fair	Some definite stumbling, but manage to rephrase and continue.	7-12	
	c. Good	Speech is generally natural.	13-18	
	d. Very Good	Understandable.	19-25	
	Total score		100	

Knowing:

Subject Teacher



Endah Setyo
Pangestutik,SS,S.Pd

NIP.197905192009042001

Researcher

Alfina

NPM 1801070003

Observation Sheet

1. Observation in post-test I

	OBSERVATION ITEM	OBSERVATION SCORE						TOTAL
		0	1	2	3	4	5	
A.	Pre-Teaching							
	The teacher is admired by the students.					√		29
	The students reply to the greeting.					√		
	The teacher inquiries about the students' condition.					√		
	The students inform the teacher of their situation.	√						
	The teacher goes over the attendance list.						√	
	The content is outlined by the teacher.					√		
	The teacher describes the purpose of teaching and learning.					√		
	The teacher introduces herself to the students by asking them questions regarding the content.					√		
B	Whilst teaching							
	Students are eager to study the content.			√				19
	The content is explained by the teacher.					√		
	The teacher assesses the students' knowledge.				√			
	The teacher gives the test to the students.						√	
	The students uses voice chat						√	

C	Post-Teaching					√		
	The teacher recaps the lesson.					√		12
	The teacher assigns tasks to students through voice chat.						√	
	The teacher rewards the students and encourages them to engage more at the next meeting.				√			
D	Class situation							
	The students' enthusiasm/motivation.		√					16
	The students' involment.						√	
	Time management.						√	
	The teacher's guidance.						√	
	TOTAL SCORE							78

Observation sheet in post-test II

	OBSERVATION ITEM	OBSERVATION SCORE						TOTAL
		0	1	2	3	4	5	
A.	Pre-Teaching							
	The teacher is admired by the students.					√		33
	The students reply to the greeting.						√	
	The teacher inquiries about the students' condition.						√	
	The students inform the teacher of their situation.			√				
	The teacher goes over the attendance list.						√	
	The content is outlined by the teacher.					√		

	The teacher describes the purpose of teaching and learning.					√		
	The teacher introduces herself to the students by asking them questions regarding the content.					√		
B	Whilst teaching							
	Students are eager to study the content.			√				19
	The content is explained by the teacher.					√		
	The teacher assesses the students' knowledge.				√			
	The teacher gives the test to the students						√	
	The students uses voice chat						√	
C	Post-Teaching							
	The teacher recaps the lesson.					√		12
	The teacher assigns tasks to students through voice chat.						√	
	The teacher rewards the students and encourages them to engage more at the next meeting.				√			
D	Class situation							
	The students' enthusiasm/motivation						√	20
	The students' involment						√	
	Time management						√	
	The teacher's guidance						√	
	TOTAL SCORE							84

Description:

- 5 : Perfect.
- 4 : Excelent.
- 3 : Above averagee.
- 2 : Average.
- 1 : Unsatisfactory.
- 0 : No applicable.

Scoring :

Mark 1, with percentage 25 = low

Mark 2, with percentage 50 = enough

Mark 3, with percentage 75 = good

Mark 4, with percentage 100 = excellent

Pre-test

Introducing your self!

POST-TEST I

Retell the narrative text in your own language through Voice chat!

The Mouse Deer and The Monkey

One day, the mouse deer was very hungry. He walked here and there, but did not get food. Finally, the deer saw monkey engrossed in eating bananas in a tree. "It looks good," said mouse deer. Mouse deer wanted to eat the banana. However, how do you take the banana? Climbing a tree, he can't. Asking monkey, surely he didn't give bananas. The monkey is stingy. Thought mouse deer. He was looking for a way to get bananas from monkey, finally he got the sense to get the bananas from monkey. He pelted the monkey with a small stones. At first monkey didn't care. Mouse deer did not despair, he continued to pelt monkey. He tried to upset the monkey with his actions. Eventually monkey became angry and annoyed. He finally threw back at mouse deer. At first the monkey threw the mouse deer with a banana peel. After the banana peel was finished, the monkey pelted mouse deer with bananas. With his clever sense, mouse deer pretended to be in pain. Monkey was increasingly excited about throwing bananas until all the bananas were thrown at mouse deer. The monkey is satisfied and leaves the tree. After he left, mouse deer began collecting bananas scattered and eating bananas casually. "Hmmm ... This banana is delicious.

Post-test II

Tell the narrative text based on the image below through voice chat!

The fox and grapes



A Fox one day spied a beautiful bunch of ripe grapes hanging from a vine trained along the branches of a tree. The grapes seemed ready to burst with juice, and the Fox's mouth watered as he gazed longingly at them.

The bunch hung from a high branch, and the Fox had to jump for it. The first time he jumped he missed it by a long way. So he walked off a short distance and took a running leap at it, only to fall short once more. Again and again he tried, but in vain.

Now he sat down and looked at the grapes in disgust.

"What a fool I am," he said. "Here I am wearing myself out to get a bunch of sour grapes that are not worth gaping for."

And off he walked very, very scornfully.

Moral

There are many who pretend to despise and belittle that which is beyond their reach.

A fox tries to get grapes to eat but cannot. The fox goes away in disgust saying he didn't want them anyhow.

It is easy to despise what you cannot get.

DOCUMENTATION

DAFTAR HADIR SISWA
XI MIPA-3
SEMESTER GENAP TP. 2021/2022

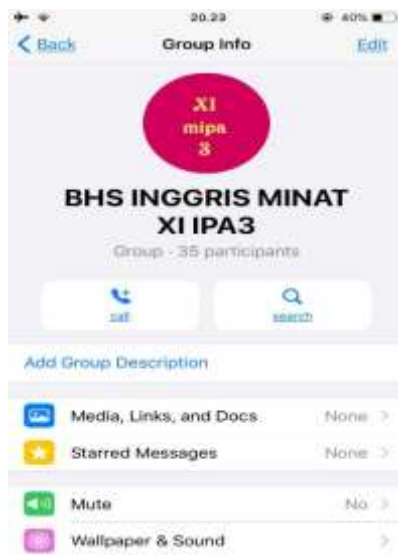
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01	ABEL MERANDA RAHMA	7237	P																														
02	ADE KURNIAWAN	7238	L																														
03	AKBAR MAULANA	7239	L																														
04	ALSENI PREOLIA ANUGRAH	7240	P																														
05	ANNISA LUTHFIA	7241	P																														
06	ARYA KUSUMA SANI	7242	L																														
07	DEBBY PUSPITA	7243	P																														
08	DIO ALIF AFFANDI	7244	L																														
09	ELIZA NUR AZIZAH	7245	P																														
10	FITRIANA	7246	P																														
11	HANIVAN ARDHO	7247	L																														
12	HASANAH	7248	P																														
13	IRFAN NURANDA YUSUF	7249	L																														
14	JENNI INDRAH PRATIWI	7250	P																														
15	JESIKA	7251	P																														
16	KAMELIKA NURHAYATI	7252	P																														
17	LISA TANIA PRATIWI	7253	P																														
18	M. RADHITYA	7254	L																														
19	MEIDA TRIASTUTI	7255	P																														
20	MUHAMMAD ADHYA YUSUF	7256	L																														
21	MUHAMMAD ARYO NUGROHO	7257	L																														
22	NABILA RHIMA SAFTRI	7258	P																														
23	NURCAHYATI	7260	P																														
24	PESBY HANDAYANI	7261	P																														
25	REFINA AULIA PUTRI	7262	P																														
26	RENDIKA CANDRA	7263	L																														
27	RIKY MEIDI AL PUTRA	7264	L																														
28	RISSA APRILIA	7265	P																														
29	RONAL PUTRA SANJAYA	7266	L																														
30	SAWITRI BERIANIA	7267	P																														
31	SYFA AULIA	7268	P																														
32	TIO REVALDO	7269	L																														
33	WIDYA LESTARI	7270	P																														
34	YUYUN LUTHFAH YUMNA	7271	P																														
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36																																	

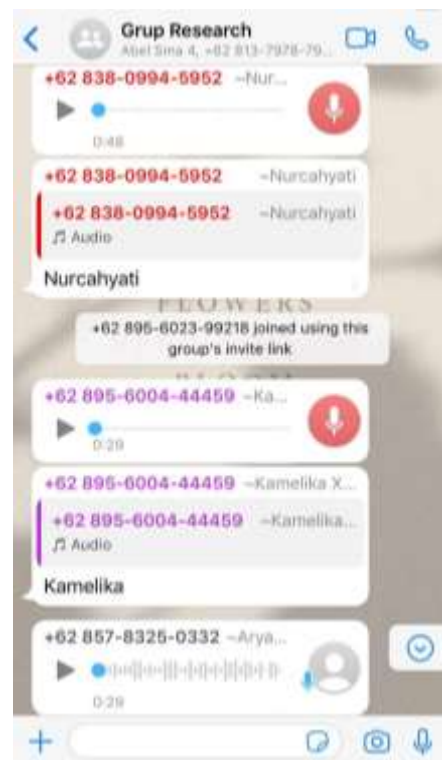
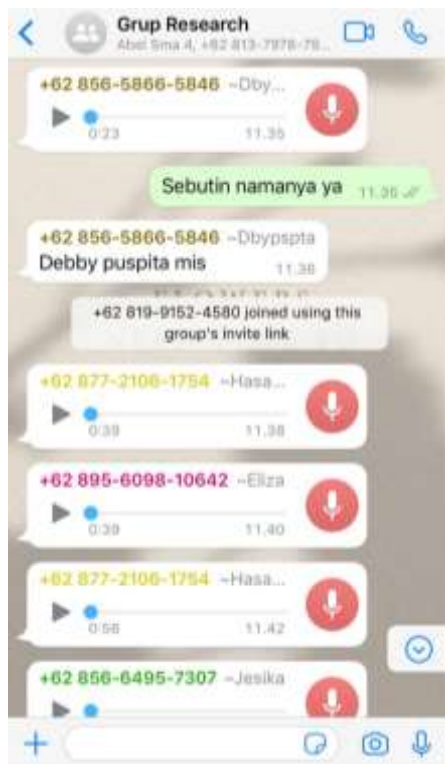
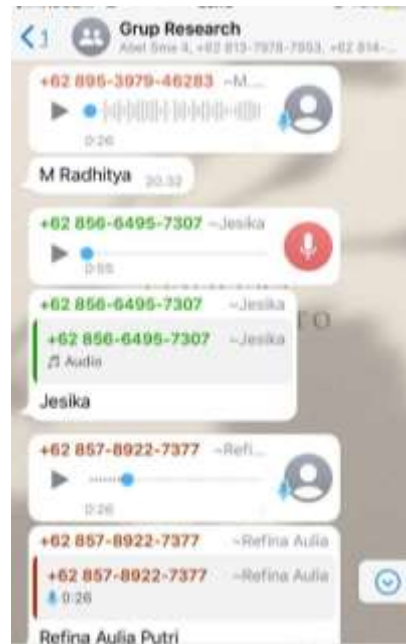
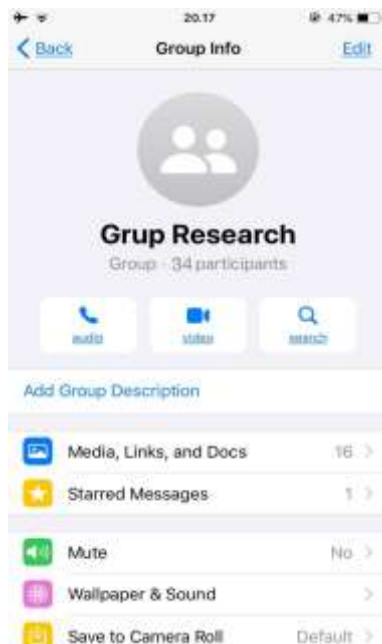
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Wali Kelas

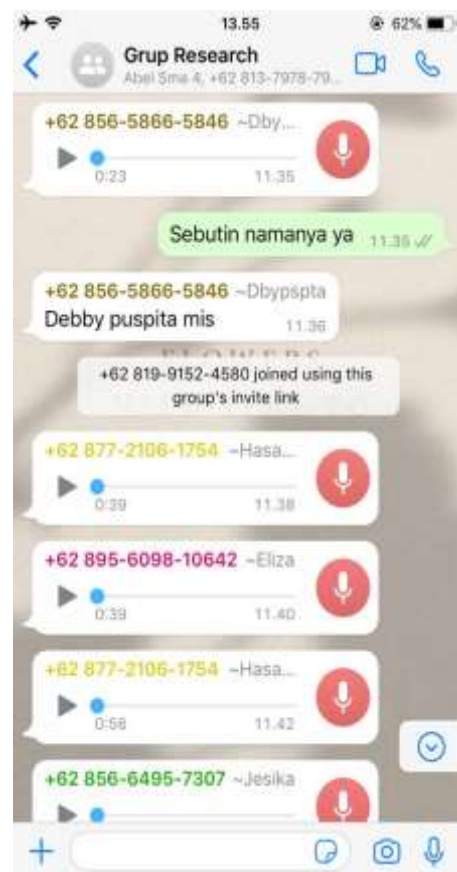
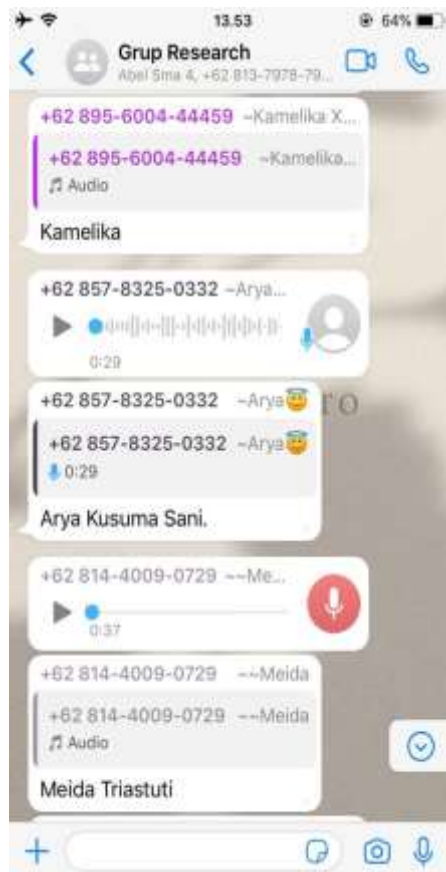
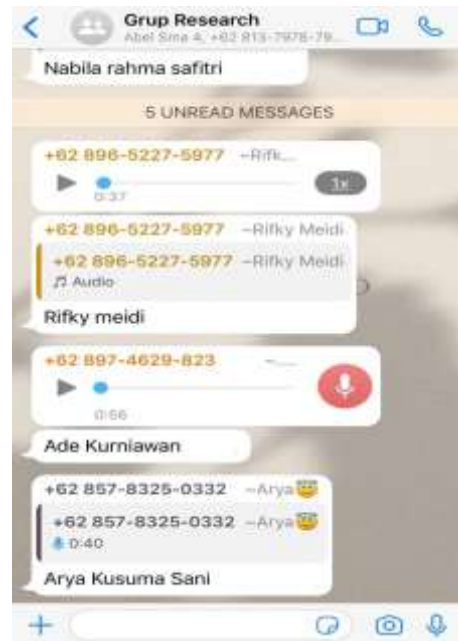
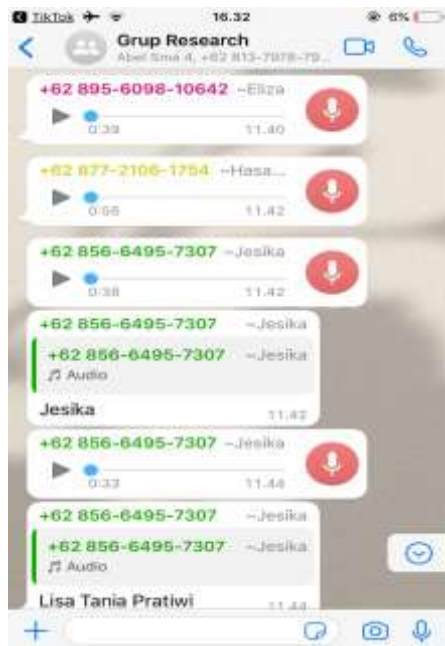
Kepala Sekolah
HAIDIR YUSUF, ST, MT
NIP. 19760126 200903 1 001

Dra. MGT. Tri Iswerowati, MPd
NIP. 19650207 199903 2 002



Result of Pre-test, Post-test I, and Post-test II







APPENDICES II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2944/In.28/J/TL.01/07/2021
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 KEPALA SMA NEGERI 4
 KOTABUMI
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ALFINA**
 NPM : 1801070003
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 Judul : **THE IMPLEMENTATION OF VOICE CHATTING
 THROUGH WHATSAPP IN IMPROVING STUDENTS'
 SPEAKING ACHIEVEMENTS IN SENIOR HIGH
 SCHOOL**

untuk melakukan prasurvey di SMA NEGERI 4 KOTABUMI, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Juli 2021
 Ketua Jurusan,



Andianto M.Pd
 NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 4 KOTABUMI



NPSN : 10803025 Terakreditasi : A NSS : 301120301086
Jl. Ksatria No. 84 B Skip Tlp. (0724-22523) Kotabumi Lampung Utara 34511, Email: sman04ktb@gmail.com, web: sman04kotabumi.sch.id

SURAT IZIN PRASURVEY

Nomor : 846/L.12.4/SMA.4/LL/2021

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor : B-2944/In.28/J/TL.01/07/2021 tanggal 23 Juli 2021 perihal : Izin Pra Survey. Maka yang bertanda tangan di bawah ini atas nama Kepala SMA Negeri 4 Kotabumi menerangkan bahwa :

Nama : ALFINA
NPM : 1801070003
Semester : VII (Tujuh)
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : *The Implementation of Voice Chatting Through Whatsapp in Improving Students' Speaking Achievements in Senior High School*

Bahwa benar nama tersebut diatas diizinkan melaksanakan Pra Survey di SMA Negeri 4 Kotabumi.

Demikian surat izin ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kotabumi, 16 September 2021

an Kepala Sekolah
Waka. Kurikulum



ELIS K WIDIARTO, S.Pd..M.M
19691010 199203 1 012



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0816/In.28.1/J/TL.00/03/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ALFINA**
NPM : 1801070003
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE IMPLEMENTATION OF VOICE CHATting THROUGH
WHATSAPP IN IMPROVING THE STUDENTS' SPEAKING
ACHIEVEMENTS IN SENIOR HIGH SCHOOL

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Maret 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0846/In.28/D.1/TL.00/03/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 4 KOTABUMI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0847/In.28/D.1/TL.01/03/2022, tanggal 15 Maret 2022 atas nama saudara:

Nama : **ALFINA**
NPM : 1801070003
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 4 KOTABUMI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF VOICE CHATTING THROUGH WHATSAPP IN IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT IN SENIOR HIGH SCHOOL".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Maret 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

SURAT TUGAS

Nomor: B-0847/In.28/D.1/TL.01/03/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : ALFINA
NPM : 1801070003
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMAN 4 KOTABUMI, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF VOICE CHATTING THROUGH WHATSAPP IN IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT IN SENIOR HIGH SCHOOL".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 15 Maret 2022

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003





PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 4 KOTABUMI

NPSN : 10803025 Terakreditasi : A NSS : 301120301086
Jl. Ksatria No. 84 B Blok Tlp. (0724-22523) Kotabumi Lampung Utara 34511, Email: sman04ktb@gmail.com, web: sman04kotabumi.sch.id



SURAT KETERANGAN

Nomor : 102/1.12.4/SMA.4/LL/2022

Berdasarkan Surat Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro Nomor : B-0846/In.28/D.1/TL.00/03/2022 tanggal 15 Maret 2022 perihal : Izin Research. Maka yang bertanda tangan di bawah ini atas nama Kepala SMA Negeri 4 Kotabumi menerangkan bahwa :

Nama	: ALFINA
NPM	: 1801070003
Semester	: VIII (Delapan)
Jurusan	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul Skripsi	: <i>The Implementation of Voice Chatting Through Whatsapp in Improving the Students' Speaking Achievements in Senior High School</i>

Bahwa benar nama tersebut diatas diizinkan dan telah melaksanakan Research di SMA Negeri 4 Kotabumi tanggal 22 s.d 24 Maret 2022 berjalan dengan lancar.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kotabumi, 24 Maret 2022

Kepala Sekolah
Kurikulum



ELISAK WIDIARTO, S.Pd., M.M

NIP. 19691010 199203 1 012



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Alfina
NPM : 1801070003

Jurusan : TBI
Semester : Tujuh(7)

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	03/01/2022		ACE for Proposal Seminar	

Mengetahui
Ketua Jurusan/TBI

Andianto, M.Pd
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Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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IAIN METRO

Nama : Alfina
NPM : 1801070003

Jurusan : TBI
Semester : Delapan (8)

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	16/02/2022		1) Revise mechanical aspects 2) Please Understand every single word.	
	08/03/2022		Free for Research Instrument. Please continue to collect the Research Data.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Alfina
NPM : 1801070003

Jurusan : TBI
Semester : Delapan (8)

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	20/06/2022		good progress - Mechanical aspects - Clupto 1- ✓ - References Please revise soon and bring the revision on Tuesday 21/06/2022 @ 7-30 a.m I will approve it.	
	21/06/2022		Approved for Muningsyah	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-894/In.28/S/U.1/OT.01/06/2022

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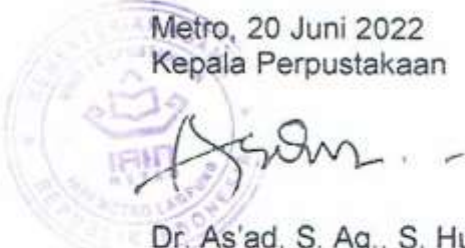
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NPM : 1801070003
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Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070003

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 Juni 2022
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



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Nama : ALFINA
NPM : 1801070003
Jurusan : TADRIS BAHASA INGGRIS

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

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Metro, 20 Juni 2022
Ketua Jurusan TBI

Andanto, M.Pd
NIP. 1987 1102 201503 1 004

THE IMPLEMENTATION OF VOICE CHATTING THROUGH WHATSAPP IN IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENTS IN SENIOR HIGH SCHOOL

by Alfina 1801070003

Submission date: 21-Jun-2022 10:28AM (UTC+0700)

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File name: ALFINA_1801070003_1.docx (700.38K)

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The name of writer is Alfina. She was born in Kotabumi, on July 04th 2000. She is the second daughter from third siblings, Mr. Gunawan and Mrs. Misdawati. She was enrolled her study in Kotabumi at TK Asiah Kotabumi in 2005 and graduated in 2006. She continued her study at SD Negeri 1 Kotabumi and graduated 2012. She continued her study at SMP Negeri 3 Kotabumi, North Lampung and graduated in 2015. Having graduated from junior high school continued her study at SMA Negeri 4 Kotabumi and graduated in 2018. In the same year of 2018, she registered as S-1 students of English Education Department of the State Institute for Islamic College (IAIN) Metro. She hopes that one day she can continue her study to Post Graduate Program.