

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF WHATSAPP VOICE NOTE
COMMUNICATION WITH FOREIGNERS IN ENGLISH
SPEAKING SKILL AMONG THE STUDENTS OF ENGLISH
EDUCATION DEPARTMENT FOURTH SEMESTER AT IAIN
METRO**

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023**

**AN ANALYSIS OF WHATSAPP VOICE NOTE COMMUNICATION WITH
FOREIGNER IN ENGLISH SPEAKING SKILL AMONG THE STUDENTS
OF ENGLISH EDUCATION DEPARTMENT FOURTH SEMESTER AT
IAIN METRO**

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

By :

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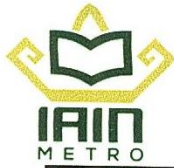
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APPROVAL PAGE

Title : AN ANALYSIS OF WHATSAPP VOICE NOTE
COMMUNICATION WITH FOREIGNERS IN ENGLISH
SPEAKING SKILL AMONG THE STUDENTS OF ENGLISH
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

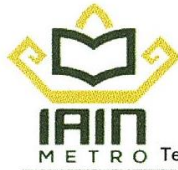
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

No: B-4130/ln-28.1/D/pp-00.9/07/2023

An Undergraduate thesis entitled: AN ANALYSIS OF WHATSAAP VOICENOTE COMMUNICATION WITH FOREIGNERS IN ENGLISH SPEAKING SKILL AMONG THE STUDENT OF ENGLISH EDUCATION DEPARTEMENT FOURTH SEMESTER AT IAIN METRO. Written by: LINDA DWIYANTI, Student Number 1701070117, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 27th, 2023 at 11.00-12:00 p.m.

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**AN ANALYSIS OF WHATSAPP VOICE NOTE COMMUNICATION WITH
FOREIGNER IN ENGLISH SPEAKING SKILL AMONG THE STUDENTS
OF ENGLISH DEPARTMENT FOURTH SMESTER AT IAIN METRO
ABSTRACT**

By:
Linda Dwiyanti

English in modern era is an important indicator in any field. Thus, mastering English skills today is not only an option but has become a basic necessity in life, especially for English language students. In the discussion of the analysis of English language skills, there are five indicators that are important subjects of discussion: mastery of English vocabulary, pronunciation, how to compose sentences, fluency, and understanding of the content presented by students.

The main objective of this study was to analyze students' English language skills in communicating with foreigners using the WhatsApp voice message application. This study used qualitative research using the observation method to collect data on the results of conversations between students and foreigners. The population in this study was 20 fourth-semester students majoring in English at IAIN Metro. To collect data, researchers use tests and documentation

The results of this study indicate that there are still many English Tadrsi students at IAIN Metro who have not mastered English well. Overall, only 20% of the data from the sample has a "Good" value, 50% has a value with an "Average" indicator, and 30% has a "Low" value. From the data that has been presented, the researcher found many errors in the pronunciation of English vocabulary, sentence construction, and correlation between sentences.

Keywords: Foreigner, Whatsapp voice note. Speaking skil

**ANALISIS KOMUNIKASI PESAN SUARA APLIKASI WHATSAPP DENGAN
ORANG ASING DALAM KETERAMPILAN BERBICARA BAHASA INGGRIS**

**PADA MAHASISWA JURUSAN BAHASA INGGRIS SMESTER IV IAIN
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ABSTRAK

Oleh:
Linda Dwiyanti

Bahasa inggris di zaman modern ini menjadi indicator penting dalam bidang apapun. Sehingga, menguasai skill berbahasa inggris saat ini bukan hanya sebagai pilihan, akan tetapi sudah menjadi kebutuhan pokok dalam kehidupan, khususnya untuk mahasiswa tadriss bahasa inggris. Dalam bahasan analisis kemampuan berbahasa inggris, terdapat 5 indikator yang menjadi pokok penting pembahasan diantaranya yaitu penguasaan kosa kata bahasa inggris, cara pengucapan, cara menyusun kalimat, kelancaran dan pemahan terhadap isi dari yang disampaikan mahasiswa.

Tujuan utama dalam penelitian ini adalah untuk menganalisis kemampuan berbahasa inggris mahasiswa dalam berkomunikasi dengan orang luar negeri menggunakan pesan suara aplikasi WhatsApp. Penelitian ini menggunakan penelitian kualitatif dengan menggunakan metode observasi dalam pengumpulan data hasil percakapan antara mahasiswa dengan orang luar negeri. Populasi pada penelitian ini adalah 20 mahasiswa semester empat jurusan Tadris Bahasa Inggris di IAIN Metro. Untuk mengumpulkan data, peneliti menggunakan tes dan dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa masih banyak mahasiswa Tadris Bahasa Inggris IAIN Metro belum menguasai kemampuan berbahasa inggris dengan baik. Secara keseluruhan data hanya 20% dari sampel yang memiliki nilai "Good", 50% mempunyai nilai dengan indicator "Average" dan 30% memiliki nilai "Low". Dari data yang telah dipaparkan tersebut, peneliti menemukan banyak kesalahan dalam pengucapan kosa kata bahasa inggris, penyusunan kalimat, dan korelasi antar kalimat.

Keywords: orang luar negeri, pesan suara whatsapp, keterampilan berbahasa inggris

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research.
In exception of certain parts which are quoted from bibliographies mentioned.

Metro, June 12, 2023
The Writer



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Linda Dwiyanti
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MOTTO

إِنَّ رَبِّي لَسَمِيعٌ عَلِيمٌ

“Surely, Allah hears all prayers”

(QS. IBRAHIM: 39)

“Keep praying, keep hoping, keep believing, and grow a lot”

DEDICATION PAGE

This undergraduate thesis specially dedicated to:

1. My beloved parents and my family who always support me.
2. My lecturer, Trisna Dilillah Harya, M.Pd who always guide me during the writing process of my undergraduate thesis.
3. My inspirational mentors Mr. Andianto, M.Pd, Dr. Dedi Irwansyah, M.Hum, Ahmad Madkur, M.Pd who always teach and share good things, amazing experience, and advice.
4. All of my lovely friends who always help and support me.
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First and foremost, The Highest Gratitude and Grateful reward are only for Allah SWT who has given blessing and ability to the researcher to complete this undergraduate thesis entitled “An Analysis of Whatsapp Voice Note Communication With Foreigner in English Speaking Skill Among The Students of English Department Fourth Smester at IAIN Metro”.

Secondly, the researcher would like to express her gratefulness to Rector of IAIN Metro, Dr. Hj. Siti Nurjanah, M.Ag.,PIA. Dean of Tarbiyah and Teacher Learning Faculty, Dr. Zuhairi, M.Pd. Head of English Education Department Study Program, Andianto, M.Pd. May Allah SWT give them the better reward for their spending time to support and guide during the writing process, the deepest gratitude will be addressed to my beloved parents who always give the highly motivation. The greatest gratitude will be addressed to my sponsor Trisna Dinillah Harya, M.Pd may Allah.SWT give her. The better reward for the guidance, advice, given the incredible suggestions and comments for her to settle this thesis on time.

The researcher realized that this undergraduate thesis is far from perfect. But the researcher hopes that this undergraduate thesis will be useful for the readers and other interested parties.

Metro, 12 June 2023



Linda Dwiyanti
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CHAPTER I INTRODUCTION

A. Background of Study

In the process of learning language, internet is one of the tools which can be implemented. The easiest way to connect with other people around the world, effectiveness in time and place is seen as the function of the implementation of online activities in learning language. On the other hand, it is the way to build the English environment to the learners. One of the easiest and useful online activities that can be used in language classes is voice chatting.¹ That is communicating in real time by sending voice message through an application in smartphones or computers so that it can be heard immediately or received by other users/receivers, even in another country.² By communicating with another people from the other country, the students will try to use English as a tool of communication.

Using voice note is very common on whatsapp because it is easy. Simple voice chatting communication that do regularly will build the habit. The students can access the online voice chatting in some social media application. In this research, WhatsApp was chosen as the mobile application used to conduct voice chatting due to the familiarity of this social medium which students use for online messaging. Nowadays, WhatsApp become one of the most popular mobile

¹ Nabila HasriAinun, Ari Nurweni and LiliSholihah, *"The Implementation of Voice Chatting Through WhatsApp In Improving Students' Speaking Achievement"*, 2.

²Baradaran, A. and Khalili, A. *"The Impact of Online Chatting on EFL Learners' oral fluency"*, 63-77

application which is used for providing instant messaging service in smartphones or computers. In Indonesia, WhatsApp is the most widely used mobile application of Indonesian especially in academic environment (schools and universities) such as students, teachers, and lecturers. Therefore, the researcher employed voice chatting activities through WhatsApp.

According to Awada, today's technology has a deep relation with the people around the world and become a part of human life. They cannot be separated by the technology and it will be hard to do some business without technology. Because, almost all scope of life are supported by technological advances. One issue is communication. Human are totally depends on the technology. Human can do communication by mobile phone easily. Beside the ability to connect to the internet, mobile phone always allows people to get all the information they want.³The usage of such social media and social networking sites would facilitate collaborative learning, according to a growing body of academic studies. In general, human psychology makes it seem as though such communication media technology is solely for amusement, but it should be noted carefully that if such communication technology is used with the appropriate care, it can actually be useful. It is crucial to note that most college students today use social media to communicate with classmates, teachers, and other group members as well as to keep in touch with old acquaintances and as a practical means of transferring resources.

³Hega Nurazizah, Lilies Youlia Friatin, dan Bambang Ruby Sugiarto, "Whatsapp Voice Note in Speaking Class," *Journal of English Education and Teaching* 3, no. 3 (9 September 2019): 343–60, <https://doi.org/10.33369/jeet.3.3.343-360>.

In the present era, the majority of the university students having diversified social media community groups like Whatsapp, Facebook pages following different academic web pages to upgrade their knowledge.⁴

Based on the explanation above, the writer assumes that this application could be used as one of facility in learning process in order to motivate the students especially in speaking skill. The media is enlarged by using one of features available in WhatsApp. It is called voice note. This service can be used as a media in learning.⁵ Moreover, *WhatsApp* is an online chat application and the most common social media that is used by everyone nowadays. It is easy to use, available for most phones and we could have a voice call, video call, do chatting, voice note messaging by using *WhatsApp*, also includes simple features for sharing files, photos, links and videos. Not only one-on-one text conversation feature, *WhatsApp* also has a group chat that allows the people to communicate with more than 2 people in it. By using *WhatsApp*, especially the voice note messaging feature, students would be able to enjoy a fun experience in learning speaking.

Recently studies have reported, Hega NurAzizah, Lilies Youlia Frihatin, Bambang Ruby Sugiarto in Their Research entiteld *WhatsApp voice Note In Speaking Class*.⁶ the researcher focus on the use of whatsapp voice note in speaking class. Moreover, other studies reported, Sigit Hasan Fahrudin,

⁴Fathqi Gustiar, "*Learning English Through Social Media*" (Mei 2021).

⁵ Amelia Mike, "*Whatsapp Goes To Classroom : Using Whatsapp To Foster Students' Speaking Skill In Speech*" (September 2019)

⁶Nurazizah, Friatin, dan Sugiarto, "*Whatsapp Voice Note in Speaking Class*."

Retno Winarni Winarno in their journal entitled –Analysis Of Learning Speaking Skill Using the WhatsApp Application In Elementary School.||⁷ in this research, the writer focus about the implementation of online learning in through whatsapp application in the process of learning speaking skill that conducted in elementary school. Furthermore, other studies reported, Azizah Maulina Erzad, Suciati in their journal entitled –Social Media For Improving Student’s English Quality In Millennial Era.||⁸ the researcher focus on using social media to improve student’s English quality because it is easier to connect to the internet, modern vitur is also available on social media so it can make learning process more interesting. Then, the other studies reported, Kheryadi in his journal entitled – The Implementation of “WhatsApp” As A Media of English Language Teaching.||⁹ This research foccus about the implementation of WhatsApp as one of the current beneficial devices to assist students in communicative language learning. It allows them to engage actively in online conversation and create confidence to independent and dependent conversation. Furthermore, the researcher prefers whatsapp voice note communication between student and foreigner as an object of research. In this research , the students get the number of the foreigners from the researcher. Based on the explanation above, to prove about there is the benefit of doing whatsapp voice note communication with foreigner or not, the researcher is interested to do

⁷Sigit Hasan Fahrudin, Retno Winarni, dan Winarno, “*Analysis of Learning Speaking Skills Using the WhatsApp Application in Elementary Schools*,” *Journal of Physics: Conference Series* 1808, No. 1 (1 Maret 2021): 012033, <https://doi.org/10.1088/1742-6596/1808/1/012033>.

⁸Erzad Azizah Maulina, Suciati, “*Social Media for Improving Student’s English Quality in Millennial Era*” Vol.11 no.1. (1 Juni 2018)

⁹Kheryadi, “*The Implementation of “Whatsapp” As A Media of English Language Teaching*”. Vol.10, No.2, (2017)

analysis. especially in IAIN Metro at 4th semester entitled *"An Analysis of WhatsApp Voice Note Communication With Foreigners In English Speaking Skill Among The Students Of English Department Third Semester At IAIN Metro ."*

B. Problem Identification

Based on the background above, the researcher would like to identify the problems as follows :

1. The students are difficult in learning English.
2. The students don't have support environment to speak English.
3. The students don't have self-confidence to speak English
4. The students are difficult to understand when the other people speak English

C. Problem Limitation

Based on the background and identification of the problem above, the writer limited the research problem. The limitation of research focused on An Analysis of WhatsApp Voice Note Communication With Foreigner In English Speaking Skill Among The Students of English Department Third Semester At IAIN Metro.

D. Problem Formulation

Based on the limitation of the problems above, the writer formulated the problem as follows:

1. How the way the students speak English with foreigners?
2. How is the students speaking skill?

E. Objective and Benefit of the Study

1. The Objective of the Study

- a. To identify the importance of English environment in the process of learning English.
- b. To identify what makes the students be able to speak English confidently with foreigner.

2. Benefit of the Study

- a. **For the readers**, the results of this research can understand one of the ways to learn English (Speaking)
- b. **For the English students**, hopefully, this research will provide a reference for learning speaking
- c. **For English teachers**, hopefully, this research can reference teaching speaking in the teaching process.
- d. **For institutions**, this research is intended to be one reference to the research on the speaking skill especially whatsAap voice note communication with foreigner.

CHAPTER II

TEORITICAL REVIEW

A. The Concept of Speaking

Speaking is a productive skill when the teacher can see students occupying the target language actively for real communication.¹⁰ Cameron said that speaking is the active language usage to express meanings so that the target of the communication can get the point. Same like writing, Speaking is productive language skill. As the productive language, speaking should pass the mental process or it is called as a process of thinking. When the people want to say something and transmit information, they need communication. Moreover, Speaking is interaction between two people or more in getting information where there is a speaker and a listener. Brown states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. When someone speaking, they have to be able to make meaning depending on the context of the information occur and consider some circumstances.

As a foreign language, Speaking English is difficult skill to be taught and learned because the learners should master some aspects such as mastery vocabulary, correct pronunciation, know about grammar, and other.

¹⁰Kurniawan Muhammad Afdhal “*Improving the Students’ Ability Through Project-Based Learning*”(September 2020)

When the learners want to speak, they also should think about all of those aspects. Speaking is not only about memorizing the sentence, but also speaking is spontaneous the people to show the idea and feeling by orally.¹¹ In addition, Speaking is part of the 4C skill, namely communicating.¹²

Speaking is a crucial component of learning a language, whether it be a second language or a foreign language, according to Nunan (2003). The degree to which pupils are fluent in communicating in the target language or other foreign languages can be used to gauge how well they have mastered speaking and comprehension. If the student can talk clearly, it will be simple for both pupils to converse and share their perspectives.¹³

Speaking is the process of creating and exchanging meaning in a range of circumstances using verbal and nonverbal symbols. We can communicate our ideas to others orally based on this definition. Speaking is typically a way to communicate our feelings to others. Humans are able to connect their minds in every area of life through speech. The students' communication fluency will increase as a result. Because People make assumptions about your character and your thoughts and motivations while you speak because they are aware of what you are

¹¹Hariani "*Improving Students' Speaking Skill Through the Power of Two Strategy at SMP Negeri 4 Balusu*"(Agustus 2018)

¹²Fahrudin, Winarni, dan Winarno, "*Analysis of Learning Speaking Skills Using the WhatsApp Application in Elementary Schools.*"

¹³Nunan (2003)

thinking and feeling when you speak. Speaking, according to Harwood, is a special sort of communication that serves as the foundation for all human relationships and the main avenue for the expression and growth of personal identity. Its specific style is more prevalent in literate nations and cultures.

B. The Types of Speaking

There are some types of speaking that will be explained below:

a. Imitative

At the imitative level, the student's intent is probably already evident. At this level, the learner is merely attempting to repeat what was spoken to them in an understandable manner and with some conformity to the teacher's prescribed pronunciation. Whether the student understands what they are saying or is having a discussion is irrelevant. The primary objective is to repeat what was spoken to them. An instance of "repeat after me" in the classroom is a typical illustration of this. According to Darjowijoyo's theory of psycholinguistics (2005:1)

Don't believe that language use is very difficult in general. Language usage is simple since it is done frequently and out of habit. At the age of one and a half years, a baby will imitate the word he hears without understanding its meaning. The mimicked one-word phrases develop into two-word phrases, and finally become complex

sentences. Additionally, students should frequently record native speaker speech using a tape recorder, DVDs, or another method before practicing it. This is done to identify a specific vowel sound or to test an intonation counter. The goal of imitation is to concentrate on a specific aspect of language form rather than on a meaningful interaction. Brown (2007:328) claims that learners who are experiencing phonological or grammatical difficulties should be given the chance to listen to and repeat certain strings of language aloud.

b. Intensive

A limited amount of language is produced during intensive speaking in a tightly controlled environment. To illustrate this, read aloud a book or respond directly to a straightforward question. At this level, proficiency is demonstrated by reaching a specific degree of grammatical or lexical competence. The expectations of the teacher will determine this. Imitative is not the same as intensive. In contrast to intense instruction, which also stresses meaning in order for students to complete certain tasks, imitation places an emphasis on pronunciation or phonological aspects. Intensive speaking, which extends beyond imitation to include any speaking performance intended to practice a particular phonological or grammatical

component of language, is defined by Brown (2007:329) as going beyond imitation.

c. Responsive

Although the line between responsive and intensive is, to put it mildly, hazy, responsive is marginally more complex. At this level, the discourse consists of a straightforward query and one or more follow-up inquiries. By this time, conversations are having place, although the topics spoken are basic. Responding appropriately to questions and comments is crucial in discussion since it might inspire students to learn how to do so. An example might be when a teacher inquires, "How are you today?" Students can reply with "quite good, very well, fine, or other" and ask the other person a follow-up question like "how about you? Speakers are so encouraged to talk clearly and quickly. This is typically done in response to a brief dialogue, a straightforward request, a statement, or other.

C. The Characteristic of Successful Speaking

Practice is the key to speaking English fluently, but it can be difficult to state for nonnative English speakers since they need an environment that supports their language because it is not our language and we need habits to speak English well. As a result, if students wish to attain their learning goal,

they must demonstrate specific features of successful speaking activity.

Some characteristics of effective public speaking include:

1) High motivation

Students want to talk as much as they can because they are engaged and excited about the issue being discussed and have something unique to say about it, or they want to contribute to the objective of studies. The other factors that influence their motivation are as follows:

- a) The students can speak with foreigners that they met in every place, especially in abroad.
- b) Getting high score in their class and to be the first rank in teaching learning process.
- c) They want to go around the world by their ability in speaking English.
- d) Getting some scholarship in abroad to continue study as magister or doctor.
- e) After graduating, they want to work in famous foreign company.

2) Students can speak as much as possible

The pupils learn English every time and practice it in every daily conversation so that they may speak English fluently and without difficulty. Aside from that, there are several ways to improve your English speaking skills, which are as follows: Students read English books, listen to native speakers on YouTube in English, sing English songs, watch English movies, and practice speaking in front of mirrors..

3) The students participate in discussion

Classroom discussions are not dominated by a small group of students who participate actively as speakers. However, all participants have an equal opportunity to speak and contribute fairly. As a result, students are not frightened to make mistakes when speaking English because mistakes may be used to learn and improve. Language practice can occur not only in the classroom, but also in the agenda or student organization that applies the issue of English. They want to be master of ceremonies, participate in debate competitions, and join an English club.

1. Students explore their skill about English,

Even though they always make mistakes. They have to do on and on until they achieve the goal of learning. However, the student who does not have skill in speaking, does not understand the English words that are said by native speaker. As a result, they cannot understand the meaning of the speaker talk. One of the way to be able to speak English well, they are : adding English vocabulary, listening native English speakers when they speak both directly or through media. On the other hand, the students have to increase intensity of communication with classmate using language that easy to understand in order to the information can achieve well.¹⁴

Doing speaking skills in English is a mainly for many second and foreign language learners. Several language experts have effort to manage the

¹⁴ Novisuryati, *inwww.novvie92english.blogspot.co.id,dowloade* on june 11,2020.

functions of speaking in daily communication. Based on the Brown and Yule there are three functions of speaking, they are : talks as interaction, talk as transaction, talk as performance. Each of these speech activities is quite clear in term of form and function and necessary different teaching approaches.¹⁵

a) Talk as interaction

Speaking as interaction is interaction in which persons perform primarily social functions. When people meet, they exchange greetings, participate in small group discussions, and chit chat with one another in the hopes of being easygoing and creating a comfortable environment in which to communicate with others. The emphasis is on the speaker and how they desire to be seen by others.

b) Talk as performance

Speaking as a performance is when you speak in front of a large number of people; it is talking that transmits information to an audience, including public announcements and speeches. Depending on the situation, speaking as performance may take the form of a monologue or a dialogue. It is more akin to a written language than a spoken language..

c) Speaking as transaction

¹⁵ Jack C. Richards, (2008). *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. p.21

Speaking as a transaction refers to a circumstance in which the emphasis is on the message of what is conveyed, how we can grasp it, or how we can achieve it so that people fully understand it...¹⁶

3. The Measurement of Speaking Skill

According to professor Weir Cyril, there are some indicators that be supposed to score to test speaking:¹⁷

Table 2.1

Indicators of Speaking Measurement

Aspect	Category	Indicators
Fluency	(Very Good)	The students are very good in their explanation. They can fluency what they are want to speak up
	74-85 (good)	The students are good int their speaking.
	74-75 (Average)	The speaker's speech is sluggish and hesitant. Maintains passive speech and requires speaking subject.

¹⁶Jack C. Richards, (2006), *Communicative Language Teaching*: Cambridge University Press, p. 19-23.

¹⁷ Cyril J. Weir, "*Language Testing and Validation*", United States: Palgrave Macmillan, (2005), 195-196.

	65-74 (Poor)	There is no such thing as 'fluent' speech in this student's vocabulary.
Pronunciation	4 (excellent)	The students are clear in their pronounce, intonation, material, and rhythm.
	3 (good)	The students pronunciation may occasionally result in incomprehension
	2 (adequate)	There are some words that students said are not understanding
	1 (fair)	The students are miss understand about their speaking topic.
Vocabulary	4 (excellent)	With few exceptions, effective use of terminology for the task.
	3(good)	The majority of the time, efficient use of terminology for the task, with a few examples of unsuitable use.
	2 (adequate)	A limited vocabulary is used with frequent in suitable.
	1 (fair)	Inappropriate and insufficient vocabulary.
Grammatical accuracy	4 (excellent)	There are only a few grammatical faults to be found.
	3 (good)	There are some faults in sentence structure and grammatical forms, but they do not impair comprehension.

	2 (adequate)	Errors frequently interrupt and distort speech.
	Below 65 (Very Poor)	Inability to construct understandable sentences.
Interactional Strategies	4 (excellent)	Students are very well about the material that they were spoken
	3 (good)	The students comprehend the topic is good
	2 (adequate)	Its good enough for comprehend the material.
	1 (fair)	The understanding the topic are low

d. Interactive

Because it typically involves more interpersonal interaction than transactional interaction, intensive speaking has a special quality. Interpersonal refers to communication that is used to uphold relationships. Speaking in a transactional manner is a frequent practice at the response level for exchanging information. Interpersonal speaking is difficult because of the pragmatics or context that the speaker must consider while using slang, humor, ellipsis, etc. to communicate. Saying yes or no or giving directions to the bathroom in a foreign language are considerably simpler than this. The terms interactive and responsive are nearly identical. Both of these two ways

of speaking have the same aim, which is to answer to the other person's discourse, whether it be a question or a statement. The number of participants in the conversation determines whether it is responsive or interactive. The number of speakers matters in interactive situations since conversations often require more than two persons.

e. Extensive

It's common for monologs to involve a lot of communication. A few examples are speaking and telling stories. This requires extensive planning and is not often improvised communication. Surviving a discussion with someone in your second language is one thing. You can overcome communication problems by relying on each other's body language. But with a lot of communication, either the student can talk clearly without needing criticism, or they can't. Extensive speaking involves a wide range of speech production. The greatest level of speaking is extensive, or you might say that extensive is the most challenging sort of speaking performance because it involves expanding your speaking range. It's not just like answering in a quick chat; the speaker needs to improve his speaking ability in lengthy conversations. Typically, considerable work is performed in a monologue while engaging in tasks like oral

reports, speeches, summaries, storytelling, and others. Additionally, extended speaking can be viewed as the pinnacle of speaking abilities that demand powerful linguistic elements.

D. Speaking assessments

In speaking, we have to pay attention about some aspects as follows:

a. Fluency

This entails speaking naturally, appropriately, rapidly, and without frequently pausing. Language fluency is a sign of a well-delivered speech production in a conversation. Have faith in your ability to speak, and be able to react to a certain theme without any doubt. Speaking with ease refers to the capacity to create utterances or oral productions that can be comprehended by both the speaker and the listener.¹⁸

b. Pronunciation

The process of making speech sounds, such as intonation, stress, and articulation. The assessment criteria for pronunciation deal with how frequently pronunciation mistakes occur and how they affect how people communicate.

¹⁸Hariyanto, "The assessment Procedures Of Speaking Fluency Using Retelling Technique" *Journal of Edulingua*, Vol.3 no.2. (2 July-December 2011)

c. Vocabulary

The vocabulary of a given language. The scope, accuracy, and application of vocabulary in a discussion by test-takers reflect their degree of proficiency.¹⁹

d. Accuracy

This speaks to how effectively language users use the language system. include vocabulary, pronunciation, and grammar. Additionally, reading and listening abilities had an impact on pupils' fluency and accuracy.²⁰

e. Interaction

This refers to the skill to connect with others during communicative tasks. The good relation built by the good interaction between speaker and listener.

f. Communication

This refers to the students' skill to transmit their mind. By the communication, the people can give or get the information. The main tool of communication is language. It means that if the people can use language well, the communication process will be good too.

¹⁹Ertin, Rahmawati Yenny "Developing Assessment for Speaking" Vol.1 no.2 (2014)

²⁰Sujariati, Abdul Bte Nurdevi, utri Andi Atika "The Students Ability In Speaking Accuracy and Fluency At SMA Negeri 9 Gowa" *Journal of Language Testing and Assessment*, Vol.1 no.1 (January 2021)

E. Social Media

1. Definition of Social Media

The set of interactive Internet application that facilitate (collaborative or individual) creation and sharing of user-generated content called social media.²¹ People utilize social media as an information and communication technology (ICT) tool for online communication. People of all ages and educational levels frequently utilize social media. Because of modern technology's advancements, social media exists. A collection of online applications known as social media enable the development of many types of content worldwide. Social media platforms include Facebook, Twitter, Instagram, YouTube, and many others. It's simple to sign up for free on these social media platforms. It is one of the factors that contribute to the widespread use of social media.²²

In the past ten years, a variety of social media platforms have emerged, including Facebook, Twitter, Instagram, Youtube, etc (Monica & Anamaria, 2014). People frequently utilize these social media platforms, particularly college students, because they are enjoyable for them. Social media has some traits including interactivity, a high-quality platform, and a mechanism for knowledge sharing. Therefore, students have a lot of options thanks to social

²¹ L. Dalvis Jenny, "Social Media" (January 2016)

²² Fathqi Gustiar, "Learning English Through Social Media" (24 May 2021)

media. They can connect with and become friends with people from every location, city, and nation, for instance. Students can use social media sites like Instagram to access images and videos on the state of the world from various nations. Social media allows students to update knowledge about events in their environment more quickly than other media, such as a newspaper. The pupils might also pick up English language skills from social media.

2. The Role of social Media In Education

Education institutions are incorporating these changes into their systems and relying on collective resources and procedures to enhance the experience of students. Social media use in the classroom enables students, teachers, and parents to connect with learning communities and other convenient educational systems, as well as to get more helpful information. Students and institutions have numerous potential to improve learning methods thanks to social networking applications. You can use social media plugins on these networks to enable engagement and sharing. Online lessons on YouTube, distance learning courses from other universities through Skype, and a wealth of information that is shared on social media are all helpful to students. Social media can provide useful information for research purposes, such as analytics and insights on numerous topics or

concerns. Being involved on as many social media platforms as you can as a school is essential because it helps you develop better student training programs and impacts student culture.

The beautiful thing about using social media in education is that you can quickly identify the authorities in many disciplines and fields. By starting to follow these professionals, you may learn more about them and get helpful content from them, which gives you the ability to achieve excellent results. Social media can help you get a broader perspective on a variety of topics and can provide fresh, immediately enlightening knowledge. You can consult professionals to gain information on subjects in which you might require assistance. Learning institutions can communicate with students via social media sites like Facebook, Google Plus groups, and YouTube. These channels can be utilized to notify students of important information, disseminate school news, and make announcements. This increases interaction between the college and the students, which aids in resolving many student difficulties through group discussions.

Institutions can distribute encouraging and uplifting posts to all students who are logged into the networks and pages. You can start hashtag discussions on social media to get students involved and have useful online conversations. You can share movies that excite students and assist them in their course material using this popular and efficient

tool in social media trends. Students and the school can maintain their engagements using social media platforms like YouTube, Facebook, or Instagram live video. Social media's advantages in the classroom don't have to end with the teacher-student interaction. When social networking is used at a higher level, there are a ton of additional advantages that may be gained. Principals or administrators, for instance, may discover a fresh approach to integrating social media. For instance, posting school announcements on social media, hosting a parent online meeting, or even beginning a fundraising campaign for various initiatives.

We have fast-paced lives, and since parents are typically preoccupied at work and unable to attend school meetings, social media can easily replace other forms of communication. However, this doesn't imply that they can't occasionally check in on their children or stay informed about developments. One of the finest platforms for data extraction is social media, which provides audience and subject monitoring capabilities. Create an Instagram or Facebook poll to find out what the majority of people think about a subject. You can also use Survey Monkey or Google Forms to collect data. You can also use forums like Quora to find out what experts think about a subject and get their advise. This can assist students in gathering and producing pertinent study information. Some of the best data and

outcomes may be gleaned from social media, whether students are working on an assignment, working on a project, or seeking to acquire more insight on a subject. Presentations of such data may be made with the aid of Slideshare.

A networking application called a learning management system allows schools to carry out additional administrative tasks in addition to delivering educational programs. The LMS's social media learning features can include video, forums for information sharing, and other lesson tools to aid students. The LMS system improves student engagement and facilitates team project collaboration. This method was put in place to address concerns with students and learning in order to enhance educational programs. For the highest reach and impact through the system, institutions should adopt well-known learning management systems with social media integration. Live conferencing tools, webinar functionality, the opportunity to share group reviews, blogs, and a lot more are further advantages of social learning.

Additionally, teachers use social media as a networking tool and to stay up to date on what is going on in classrooms across the world as well as to find new resources to supplement their lessons, activities to teach certain concepts, ideas for bulletin boards, and information on new apps. The bottom line is that social media plays a

significant role in our daily lives, thus there is no need to exclude it from the educational process. Staff at schools, colleges, and universities should be encouraged to use technology to communicate with parents and students. The advantages are clear, beginning with improved parent-teacher interactions and extending all the way to a long-term transformation of our children's learning.

3. The Advantages and Disadvantages of Using Social Media

1. The Advantages

a. Connectivity

The main benefit of social media for students is connectivity. Students can connect with people all over the world through social media. Students will be able to connect with their family, meet new acquaintances, and share ideas thanks to this tool. Anytime a student has a question about a subject, they are free to ask their teachers or friends for help.

b. Collaboration

Some pupils find it awkward to voice their concerns in front of their other peers. Social media offers the chance to quickly collaborate with others for pupils who are naturally timid. In fact, a lot of students feel more at ease discussing their

assignments and schoolwork on social media than they do in the classroom.

c. Information

Students can access a wealth of useful information when utilizing social media. Students can get the most recent updates in news from across the world through social media newsfeeds. Students can subscribe to specific educational pages that offer information about their subject of study. Social media has made it feasible to learn at a distance.

d. Learning

Education makes extensive use of social media. It is a useful tool in situations like pandemics, in particular. The ability to learn from home is given to the students. Even many teachers are eager to assist pupils in using social media. Due to the fact that they are spared the inconvenience of interstate travel, this is especially advantageous for international students.

e. Entertainment

Using social media Social media is undoubtedly a well-liked entertainment medium. In social media, there are

numerous entertainment alternatives. Social networking can be used by students to reduce the stress they experience while studying. They are pleased when people like and remark on their posts. Additionally, some students play online games on social media. often used for education.

2. The Disadvantages

a. Addiction

Excessive use of social media after a certain stage will lead to addiction. Eventually the addiction level may reach to a point where it causes distraction from studies. After starting use of social media, many students are unable to focus their attention during lessons. Always the students are wasting time scrolling their newsfeeds and publishing posts.

b. Socialization

While it is true that social media helps to build distant friendships, the same could negatively impact the relationships of their close ones. Students who use social media excessively may lose relationships with their beloved persons. They might

be highly addicted to social media such that they forgot to spend time with their friends and family.

c. Cyber bullying

As social media lets people to be anonymous, it could be used as a platform for cyberbullying. Attackers tends to create fake accounts in social media so that they can tease and hurt other people. Students, particularly teenagers are often targeted by the bullier through hurtful messages. Often due to this, the students could face anxiety, depression, stress and other mental problems.

d. Inappropriate Content

Not all the contents available on social media may be appropriate for students. Students, especially underage children are exposed to inappropriate content both intentionally or unintentionally. This includes pornography as well. All of a sudden it can be shown while playing a game or scrolling a newsfeed. Eventually the students might get mentally disturbed. It is the responsibility of the parents to monitor how their child is using social media.

e. Health Concern

Students that use social media excessively often, like the majority of users, frequently experience several health issues. Students who are dependent on social media spend all day and all night using a computer or a smartphone. Obesity may occur from this because there aren't many physical movements made. Even some college students forego their sleep in order to use social media. This may cause a variety of sleeping difficulties, which may have other harmful effects.

F. WhatsApp

1. Definition of WhatsApp

WhatsApp is an application that operates on nearly all of types of devices and operating system. This application can be downloaded for free and allows the user to keep in contact with other WhatsApp users.²³Text messages, photos that can be added, music files, video files, and links to web addresses are just a few of the features offered by WhatsApp. Whatsapp has gained popularity worldwide during the past two years, particularly among students. It is rated as the most downloaded program in 127 countries and has amassed over 350

²³ Amelia Mike “*WhatsApp Goes To Classroom :Using WhatsApp To Foster Students’ Speaking Skill In peech*” (September 25-26 2009)

million users. The application has a very cheap overall cost, and many of people want to use it.

Whatsapp includes a lot of features. Group chat is one of them. With a maximum capacity of 250 participants, the function allows users to communicate with a big number of individuals inside its confines. Whatsapp's group conversation can be created with no prerequisites. According to Bouhnik (119:2014). The following cooperative WhatsApp platform features:

1. Give online students the option to send and receive texts
2. Videos, voice notes and images to their social network or group and contacts
3. Give students or instructors the option to create a group (social network) with up to 250 members that supports social interactions and allows participants to participate in discussion forums. The group administrator has the ability to add and remove group members. They are able to increase the number of members up to the user limit.

Moreover, According to Aburezeq (2012), WhatsApp messenger has the following collaborative features:

1. Multimedia: It lets the user to send and receive videos, text messages, voice notes, and images.

2. Group Chat: the limitation of the member is up to 50 group members.
3. Unlimited Messaging: There is no limitation to share the messages. The application uses 3G/EDGE internet data plan or Wi-Fi to ensure continuous data transmission across platforms.
4. Cross-Platform Engagements: can do Interactions with different devices (personal digital assistants, Galaxy Tablets, smartphones) can send message one another through various media (images, text messages, videos, voice notes).
5. Offline Messaging: Messages are saved on room chat automatically.
6. No Charges involved: there are no charges involved in using WhatsApp as it uses same internet data plan which is used for email or web browsing.
7. Pins and Users Name: Because WhatsApp uses phone numbers and integrates with users' address books, users do not need to remember their usernames or passwords.

G. Foreigner

1. Definition of foreigner

Several authors have defined the term "foreigner" or "foreigners' talk." The consensus among all of these definitions is

that it is a register "employed by speakers of a language to outsiders who are perceived to have limited command of a language or no knowledge of it."²⁴ A foreigner, on the other hand, is a person who was born and raised elsewhere. They each speak an own language. Research on prejudice often examines prejudice toward immigrants using data on outsiders.²⁵ "A person born in or coming from a nation other than one's own" is the definition of the word "foreigner" (New Oxford Dictionary of English 1998, p. 718). It can also refer to "a person who does not belong to a specific region or group; a foreigner or outsider" in its second definition. According to the dictionary, speaking a particular language in a nation where it is not spoken constitutes one of the fundamental criteria for classifying someone as a foreigner. By this reasoning, English-speaking Americans are not outsiders in the United Kingdom.

²⁴ Al FallajFahadSalehSuleiman "Foreigner Talk and Communication Strategies: A Socio-linguistic Study of Interactions with Foreigners in Saudi Arabia" Vol.6 No.1(Januari 2016)

²⁵Frank Asbrock dkk., "Who Are These Foreigners Anyway?' The Content of the Term *Foreigner* and Its Impact on Prejudice," *SAGE Open* 4, no. 2 (1 Januari 2014): 215824401453281, <https://doi.org/10.1177/2158244014532819>.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristic of The Research

The researcher use qualitative methods. The characteristic of this research is chosen based on its purpose. On the basis of Creswell, qualitative research is most appropriate to address research problems where you do not know the variables and need to be explored.²⁶ It is very different from a quantitative that is associated with frequency' while qualitative relates to even abstract characteristics. It means that the most appropriate qualitative research that does not know its variables needs to be explored.

Qualitative research is a general term that embraces various interpretive techniques that attempt to represent, decode, translate and otherwise pertain to the meaning rather than the frequency of the phenomena that occur in the natural social world.⁴⁷ Therefore, in this research, the researcher will use qualitative descriptive research to examine *whatsaap voice note communication with foreigners In English Speaking Skill Among The Students Of English Department Third Semester At IAIN Metro.*

²⁶John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 16.

B. Data Source

For gathering accurate information, the researcher needs accurate data from a qualified source. In conducting this research, the researcher has used WhatsApp voice note communication with foreigners as a source of data. Basically, data sources are divided into two kinds of data: primary and secondary data. In the analysis of documentary history, primary and secondary sources' quality is the primary qualification to be included in the database.

As explained by Donald Ary, historians classify the material as a Primary and secondary source. Primary sources are original documents (correspondence, journals, reports, etc.), relics, remains, or artifacts. These are the direct result of the events or records of participants. Secondary sources are then the mind of observer between the event and the user of the document.²⁷ It means that primary sources and secondary sources are different. In this research, the primary source is a conversation between students and foreigners, and the data source is the English voice note communication with a foreigner. The researcher then uses secondary data to other sources outside the conversation that are closed to the subject and can support primary data, such as textbooks, another undergraduate thesis, and internet sources.

²⁷Donald Ary et al. "Introduction to Research in Education", 8th ed. (Canada: Worth Cengage Learning, 2010), 467.

C. Data Collecting Technique

Based on Creswell, in many qualitative studies, in quires collect various forms of data and spend significant time in general settings gathering information.²⁸ Data collection measures include governing study boundaries, gathering unstructured or semi-structured interviews, and observations, documents, and sets rules for recording information. It means that data collecting for information have interviews, observation, and documentation.

In collecting data, the researcher needs instruments. The instrument to be used by the researcher is its documentation. On the basis of O'Leary, the term 'document' can refer to a more just paper and include photos, televise on programs, and even artwork.²⁹ Documentation is the science of information in general, covering all academic and professional disciplines that handle recorded information.³⁰ It means that documentation is a way used to obtain information from written sources or otherwise.

In obtaining data, the researcher has used a documentation method to get detailed data on the idiom used in *An Analysis of Whatsaap Voice Note Communication With Foreigners In English Speaking Skill Among The Students Of English Department Third*

²⁸John W. Creswell, "Research Design", Third Edition (United States: Sage Publication, 2009), 178.

²⁹Zina O'Leary, "The Essential Guide to Doing Research" (London: Sage Publication, 2004), 177.

³⁰SANKU BILAS ROY and Moutusi Basak, "Journal of Documentation: A Bibliometric Study," n.d., 3.

Semester At IAIN Metro. The technique being used in collecting data is:

1. Listening the voice note between student and foreigner
2. Identifying vocabulary mastery in the conversation
3. Analyzing pronunciation used in the conversation
4. Analyzing the fluency of the conversation between student and foreigner
5. Identify the interaction during the communication between student and foreigner
6. Identify communication skill between the student and the foreigner

D. Data Analysis Technique

The data analysis technique that researchers use is recording or coding units. The researcher uses coding because based on Dr.Klaus and H. Krippendorff recording or coding units is a unit distinguished for separate descriptions, transcriptions, recording, or coding. Thus, information about the recording unit can be distributed to the entire text. After analysis described the recording units, this description, which is then compared to, analyzed, summarized, and uses as the basis for the conclusion intended.³¹

In an analyzing the data,the researcher uses the following procedures:

1. Listening the voice note between the student and foreigner

³¹Mack Shelley and Klaus Krippendorff, “*Content Analysis: An Introduction to ItsMethodology*” Journal of the American Statistical Association79, no.385 (March 1984): 99–100.

In this step, the researcher focus about the use of pronunciation that students produced the sound of speech. Including articulation, words stressing and intonation.

2. Analyzing the scoring list of students speaking with foreigner.

In this step, the researcher analyze students scoring list that was given by the foreigner. The researcher ask foreigner to make scoring list based on the conversation with students.

3. Identify communication skill

In this step, the researcher identify the ability of the students to transfer idea to the others.

4. Drawing the idea

After the data is shown and interpreted, the researcher concludes. The conclusion was made clear in order to make it easier for the readers to know the result of the study.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

1. History of State Islamic Institute (IAIN) of Metro

State Islamic Institute of Metro (IAIN) is a campus in Metro which previously was known as STAIN Jurai Siwo Metro. It was established on April 23-25, 1997. The establishment of STAIN Jurai Siwo was based on the letter from the President of the Republic of Indonesia No. 11 of 1997. The change of this status was based on Presidential Regulation No. 71 on August 1, 2016. The historical background of IAIN Metro is inseparable from IAIN Raden Intan Lampung which has changed the status to UIN Raden Intan Lampung (UIN RIL).

Short description about the establishment of IAIN Raden Intan Lampung was from the efforts of religious figures which were incorporated in Lampung Islamic Welfare Foundation (YKIL). YKIL was founded by RD. Muhammad Sayyid in 1961. In the discussion of YKIL, it was discussed to build two faculties, namely Tarbiyah faculty and Sharia faculty. The location of this faculties was in Tanjung Karang, the capital city of Lampung province. Further, the third faculty which named Ushuludin faculty was available in 1965. The Ushuludin faculty was established as a requirement to build STAIN Al-Jami'ah in Lampung.

Furthermore, the establishment of STAIN Al-Jami'ah has changed in the year of 1993 to STAIN Raden Intan Lampung. It was because the change of capital name of Lampung province from Tanjung Karang to Bandar Lampung. Hence, the name of STAIN Al-Jami'ah was also changed to STAIN Raden Intan Bandar Lampung. After that, the people of Metro, one of city in Lampung province, asked for the establishment of Tarbiyah faculty and Sharia faculty in Metro city.

The history of establishment of campus in Metro city was from handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about settlement of Institutional Faculties STAIN. Then, the name of STAIN was STAIN Jurai Siwo Metro considering the "Nine Balancing Clans" in Metro city. The campus is located at Ki Hajar Dewantara street 15 A, Metro Timur. Currently, STAIN Jurai Siwo that is known as IAIN Metro, has four faculties which are divided into two campus. The faculties are Tarbiyah and Teacher Training Faculty, Sharia Faculty, Economic and Business Faculty, and Islamic Announcement and Communication Faculty. The second campus is located close to the first campus at Ki Hajar Dewantara street 15 A, Batanghari, Lampung Timur.

IAIN Metro has facilities that owned by IAIN Metro. The facilities are aimed to support teaching and learning process. Further, the facilities can be used for all the students, lectures, and academic staff. The facilities are

classroom, computer laboratory, language laboratory, micro teaching laboratory, mosque, library, students committee office, canteen, futsal field.

2. Profile of English Education Department of IAIN Metro

English Education Department (TBI) was established in 2007. This department is one of department in Tarbiyah and Teacher Training Faculty (FTIK). The aims of TBI are to produce graduates who are knowledgeable and qualified in teaching English.

Vision of English Education Department (TBI) is to make English study programs highly qualified in educational insight and knowledge of English and literature based on faith and 41nsane, moral and ethical values. Then, mission of English Education Department is to create an English language education program in both high quality and beneficial for Indonesian people to meet the needs of real world of work in the field of education and non-education at the national and international levels. Further, the aim or goal of English Education Department is to produce graduates who are knowledgeable, skilled, and qualified in teaching English and/or carrying out non-educational task: secretarial and banking in order to fulfill the world of work both at the domestic and foreign levels.

B. Discussion of the Research

The data were obtained through observe the conversation the foreigner and the participants with using whatsapp voice niote. The participants of this research are 15 students of English education department of IAIN Metro at the third semester of 2022-2023 academic year.

Researcher was analysis the data from conversation between the foreigner and the participants through whatsapp voice note application. Researcher ask to the foreigner to give them score based on the conversation. The assessment of scoring list based on David P Haris, the scoring list are :

Table 4.1
The assessment of scoring list

Score	Category
95-100	Very Good
85-94	Good
75-84	Average
65-74	Poor
Below 65	Very Poor

Furthermore, the foreigner were give students score based on the category that researcher need, they are :

1. Vocabulary

The scoring list of vocabulary mastery that was given by foreigner are :

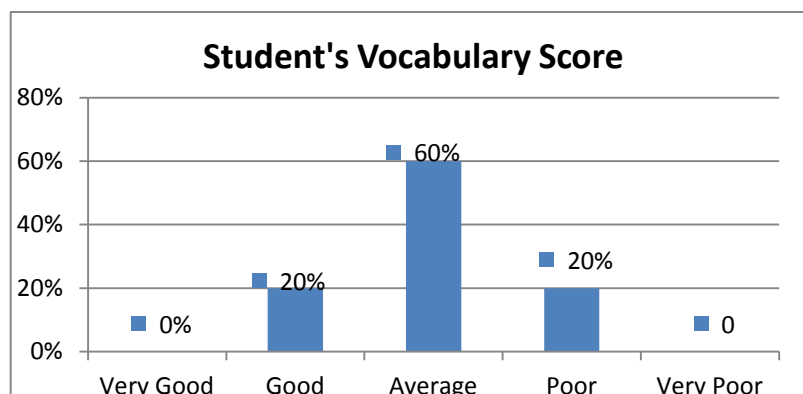
Table 4.2
Scoring List of Students Vocabulary

No.	Initial Name	Vocabularies Score	Category
1	AM	78	Average
2	MD	80	Average
3	NA	76	Average
4	DR	86	Good
5	MF	80	Average
6	AML	78	Average
7	ASR	70	Poor
8	AS	82	Average
9	BL	80	Average
10	RS	80	Average
11	DS	74	Poor
12	IM	76	Average
13	EM	74	Poor
14	FR	76	Average
15	AN	86	Good
16	BS	74	Poor
17	CAF	76	Average
18	KL	86	Good
19	TM	72	Poor
20	DA	88	Good

The table was obtained from speaker Mr. G

Based on the table above, the researcher describes the data through the following graphic :

Graphic 1
Students Vocabulary Scoring list



Based on the Diagram above, The data shows that the highest score are 20% of the total participants have many vocabularies in their mind. 60% of the students have a middle class in mastering English vocabularies. The lowest score are 20% of all students.. it can be conclude that there are 4 students got *good* score, 4 students got *poor* score, and the other, 12 students got *average* score.

From the explanation above, the researcher conclude that the students have less vocabulary. Most of students only use repetitive vocabulary and filler word such a : *eeee, aaa, emmm, etc.* students using filler word because did not know the meaning in English.

2. Pronunciation

The students scoring list of pronunciation that was given by foreigner are :

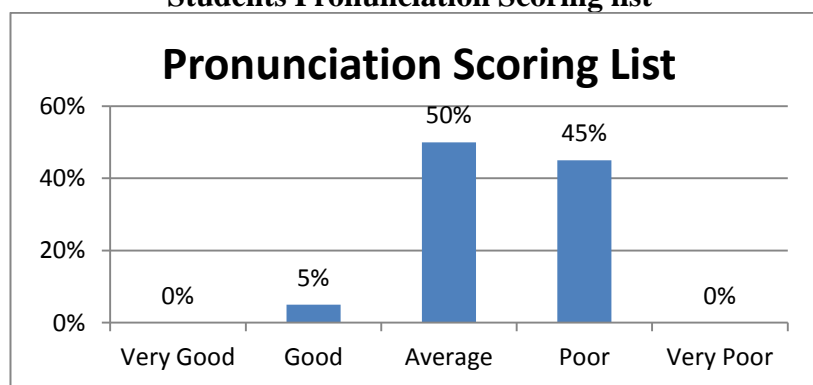
Table 4.3
Scoring List of Students Pronunciation

No.	Initial Name	Pronunciation Score	Category
1	AM	76	Average
2	MD	78	Average
3	NA	74	Poor
4	DR	78	Average
5	MF	76	Average
6	AML	70	Poor
7	ASR	76	Average
8	AS	72	Poor
9	BL	78	Average
10	RS	76	Average
11	DS	70	Poor
12	IM	72	Poor
13	EM	76	Average
14	FR	74	Poor
15	AN	86	Good
16	BS	72	Poor
17	CAF	76	Average
18	KL	74	Poor
19	TM	82	Average
20	DA	72	Poor

he table was obtained from speaker Mr. G

Based on the table above, the researcher describes the data through the following graphic :

Graphic 2
Students Pronunciation Scoring list



Based on the Diagram above, The data shows that the highest score are 5% of the total participants have good pronunciation. 50% of the students have a good enough in their pronunciation. The lowest score are 45% of all students have a incorrect pronunciation.. It can be conclude that there are a students got *good* score, 9 students got *poor* score, and the other, 10 students got *average* score.

From the explanation above, the researcher conclude that the students still confuse how to spell some word. A half of participants are in average level, it can be conclude that in the third semester of English education department need more attention to develop students pronunciation. 45% of the participants were in *poor level*, the students make many mistake in produce words. Such e *environment, daily, collage, lecture, and etc.* in other condition, there are 5% of the participants have *good* score in their pronunciation. Students able spell the words correctly and more confidently when students speak up.

3. Grammar Structure

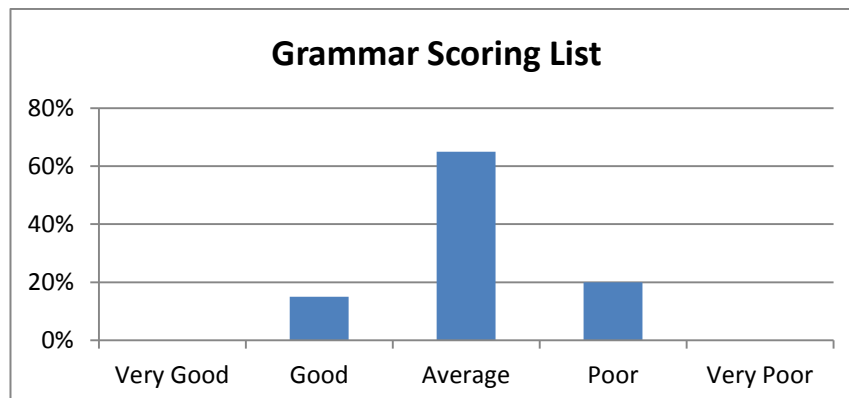
The students scoring list of grammar structure that was given by foreigner are :

Table 4.4
Scoring List of Students Grammatical Construction

No	Initial Name	Grammar Score	Category
1	AM	86	Good
2	MD	82	Average
3	NA	76	Average
4	DR	80	Average
5	MF	84	Average
6	AML	80	Average
7	ASR	74	Poor
8	AS	80	Average
9	BL	82	Average
10	RS	86	Good
11	DS	70	Poor
12	IM	72	Poor
13	EM	78	Average
14	FR	76	Average
15	AN	88	Good
16	BS	80	Average
17	CAF	82	Average
18	KL	84	Average
19	TM	76	Average
20	DA	74	Poor

Based on the table above, the researcher describes the data through the following graphic :

Graphic 3
Students Grammar Scoring list



Based on the Diagram above, The data shows that the highest score are 15% of the total participants have a good grammar and the students can apply it in their conversation. 65% of the students have a middle class in arranged structure of grammar. The lowest score are 20% of all students have a bad grammatical structure, the students still confuse how to arrange correct grammar. It can be conclude that there are 3 students got *good* score, 4 students got *poor* score, and the other 13 students got *average* score.

The data shows most of the participants are in *average level*. The students able to arrange basic structure in grammar, but sometimes students make a mistake in their grammar. For example: *i have a cat black, like go to travel, I 'm live in Lampung, I have three sibling.*

4. Fluency

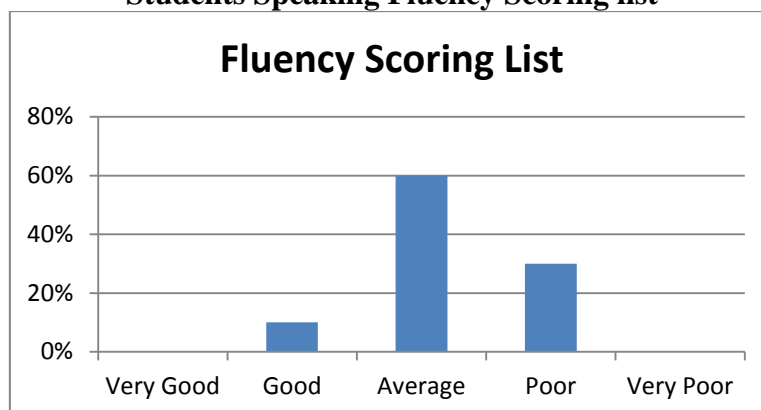
The students scoring list of grammar structure that was given by foreigner are :

Table 4.5
Scoring List of Students Fluency

No.	Initial Name	Fluency Score	Category
1	AM	80	Average
2	MD	80	Average
3	NA	74	Poor
4	DR	76	Average
5	MF	74	Poor
6	AML	76	Average
7	ASR	86	Good
8	AS	80	Average
9	BL	80	Average
10	RS	74	Poor
11	DS	76	Average
12	IM	74	Poor
13	EM	76	Average
14	FR	84	Average
15	AN	86	Good
16	BS	80	Average
17	CAF	80	Average
18	KL	74	Poor
19	TM	76	Average
20	DA	74	Poor

Based on the table above, the researcher describes the data through the following graphic :

Graphic 4
Students Speaking Fluency Scoring list



Based on the Diagram above, The data shows that the highest score are 10% of the total participants have many vocabularies in their mind. 60% of the students have a middle class in mastering English vocabularies. The lowest score are 30% of all students.. it can be conclude that there are 2 students got *good* score, 6 students got *poor* score, and the other, 12 students got *average* score.

From the explanation above, most of students are in the average score, it can be conclude that students have stuck on their step. The factors of fluency were students have less vocabulary, grammatical construction, and self confident to speak.

After all, based on the data above, there is no student have ability in *very good* score and there is no students have *very poor* score in this research. The researcher conclude that the students of English education department specially for students third semester

are in the beginner to intermediate level. The students have ability to speak in English, but need more practice to speak up intensively. Students have weakness in their speaking skill such a lack of vocabulary, pronunciation, grammatical structure, and fluency.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion of this research is based on the result findings and discussions from the previous chapter. While, the suggestion could lead further research under this topic or same fields.

A. Conclusion

After analyzing and discussing the data, the researcher conclude that there are some weakness of students in mastering English speaking. The weakness are vocabulary, pronunciation, grammar, fluency, and comprehension the context. Besides, this research was conducted to look at and gain description of students conversation with the foreigner, the researcher take English speaking score from the foreigner.

The percentages of students speaking skill over all there are 20% students have a good skill in all indicator, 50% students of all participants have average skill in English, and the other one 30% of the students still have low skill in speaking.

The factors that causing errors were categorized into three reason like cognitive reason, anxiety reason, and social reason. Cognitive reason here was the lack of knowledge of target language specifically in English language. English students as participants in this research found difficulties to express message through the use of correct words. Moreover, anxiety reason could be

factor because some of English students had mental block while speaking. They faced it mostly because of being nervous. Lastly, the factor of errors in speech production was social reason with the environment of students itself. After all, students have no much time to practice it.

B. Suggestion

This research gave the suggestion as below for

1. The students

This research suggest that students especially English student department, the students have to improve speaking skill by practice speaking intensively.. Practicing speak in English language with using whatsapp application through voice note is very usable for students. With using whatsapp application it's more efficient to develop students speaking skill. students can practice speaking everywhere and anytime.

2. To lectures

The researcher expected that this research could give valueable information or be references for supporting English learning process through voice note in whatsapp application. Further, this research hopefully could give solution of English students' problem in speaking by knowing the students ability in speaking and the student factors in their speaking lack.

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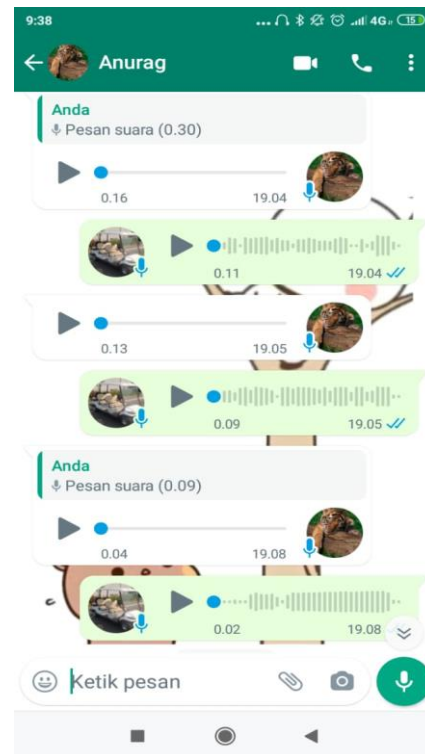
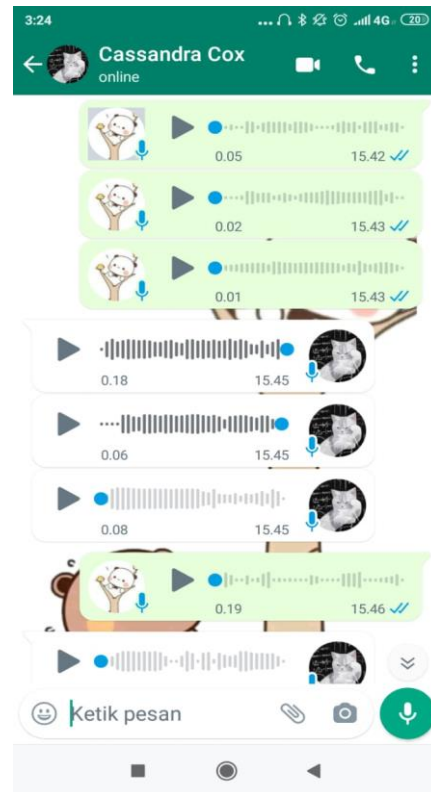
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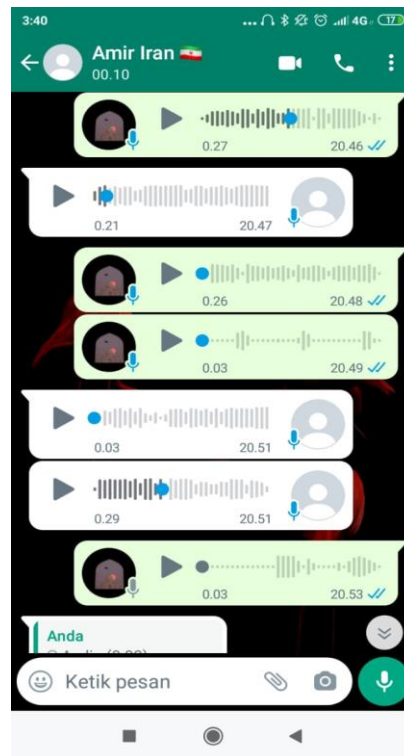
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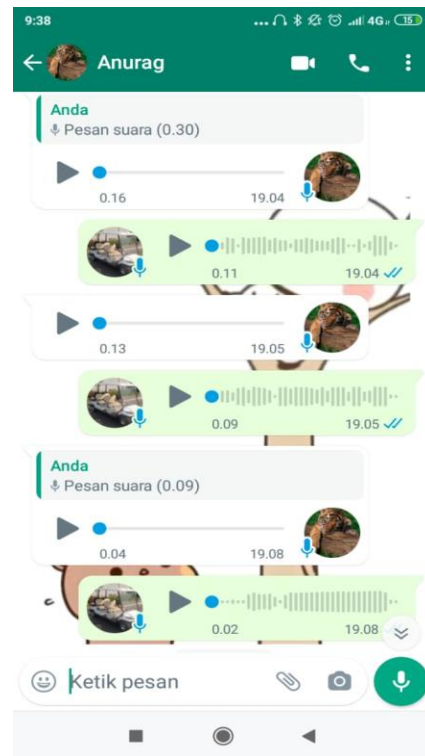
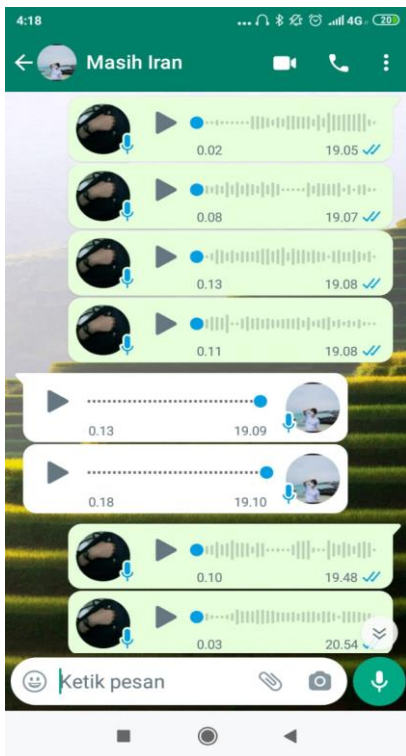
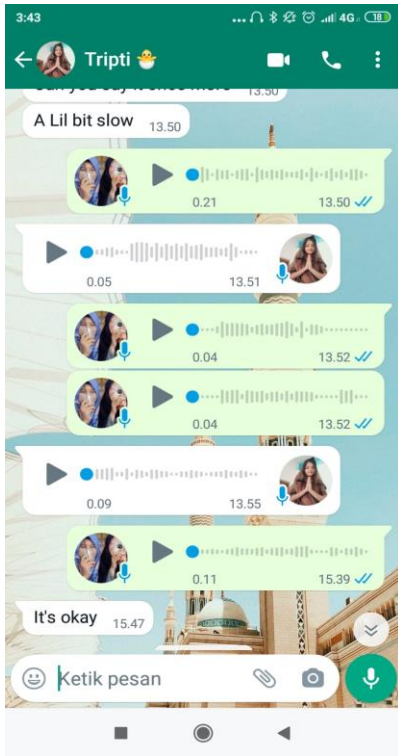
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APPENDIX

1. Documentation of the conversation between students and foreigner







APD

Dalam Penelitian ini, Peneliti menggunakan metode qualitative lapangan dengan metode pengumpulan data berupa *dokumentasi*. Dokumentasi yang peneliti lakukan yakni :

1. Mengumpulkn bukti percakapan *students* dengan *foreigner*

Sebagai bukti nyata yang telah peneliti lakukan untuk memastikan apakah *students* melakukan percakapan langsung dengan *foreigner*

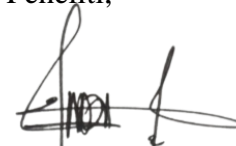
2. Hasil penilaian *foreigner* setelah melakukan komunikasi dengan *students*

Peneliti meminta *foreigner* untuk memberikan *assessment* atau penilaian terkait percakapan dengan *students*. Adapun penilaian tersebut berdasarkan indicator :
1) Vocabulary; 2) Pronunciation; 3) Grammar; and 4) Fluency.

3. Script Percakapan *students* dan *foreigner*

Setelah peneliti melakukan penelitian berdasarkan nilai yang *foreigner* berikan, peneliti juga melakukan penelitian dengan meneliti secara langsung proses percakapan tersebut. Peneliti meminta *students* untuk mengirimkan *voice note* percakapannya dengan *foreigner* untuk dilakukanya penelitian. Setelah mendengarkan percakapan tersebut peneliti membuat teks *script* dari *voice note* tersebut.

Peneliti,



Linda Dwiyantri

SCORING LIST OF STUDENTS SPEAKING SKILL

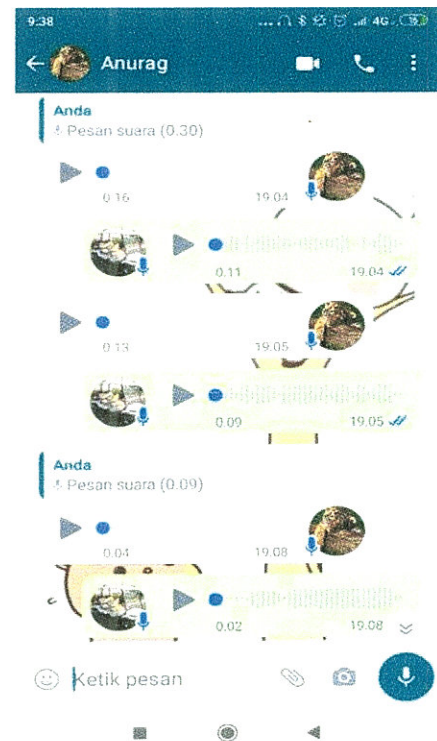
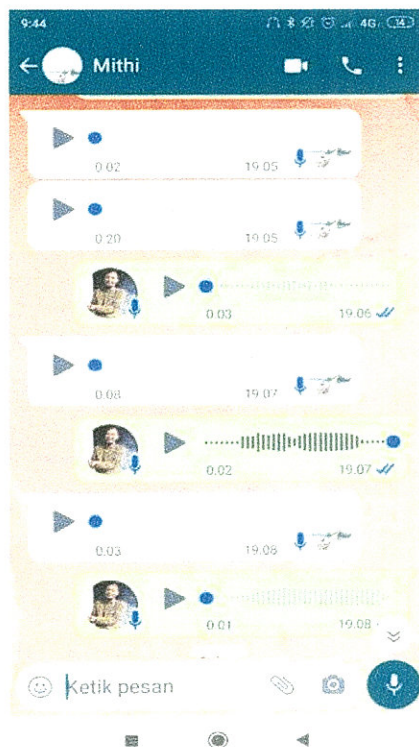
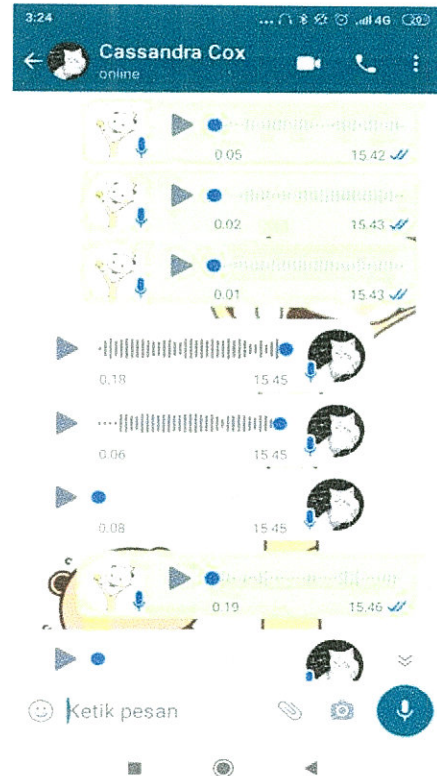
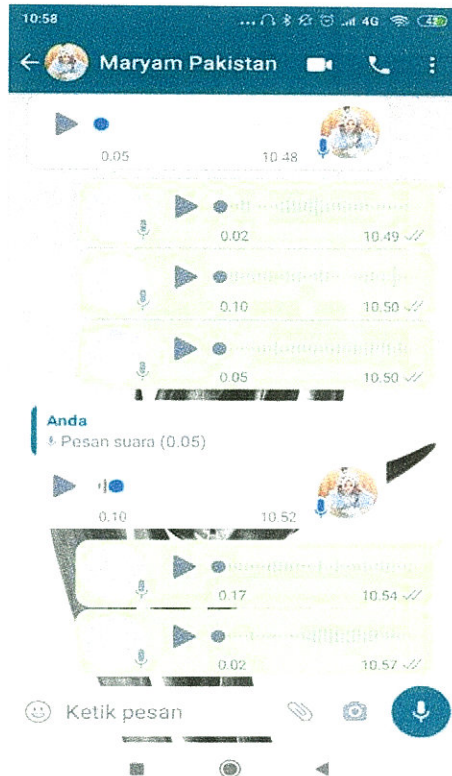
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2	MD	80	78	82	80
3	NA	76	74	76	74
4	DR	86	78	80	76
5	MF	80	76	84	74
6	AML	78	70	80	76
7	ASR	70	76	74	86
8	AS	82	72	80	80
9	BL	80	78	82	80
10	RS	80	76	86	74
11	DS	74	70	70	76
12	IM	76	72	72	74
13	EM	74	76	78	76
14	FR	76	74	76	84
15	AN	86	86	88	86
16	BS	74	72	80	80
17	CAF	76	76	82	80
18	KL	86	74	84	74
19	TM	72	82	76	76
20	DA	88	72	74	74

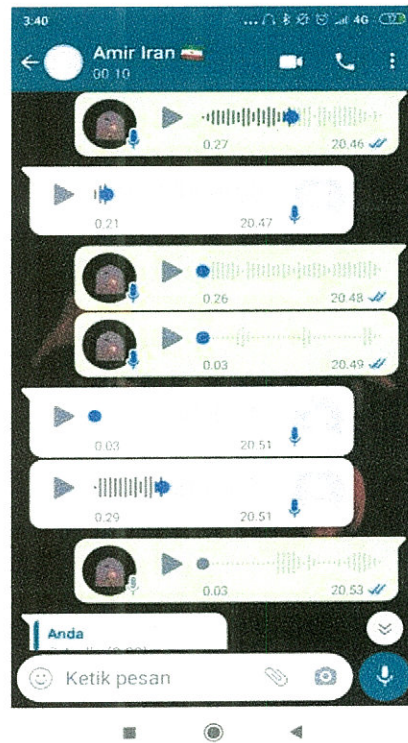
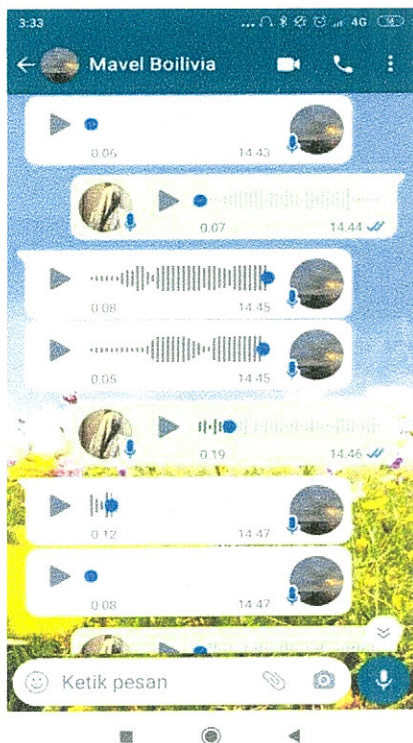
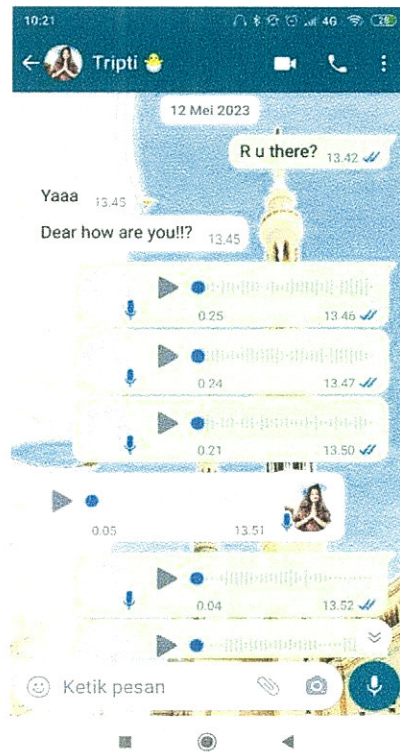
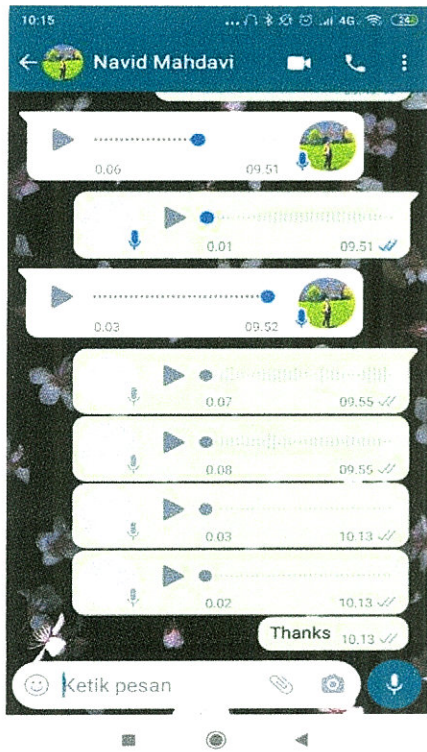
The data conducted from conversation using whatsapp voice note.

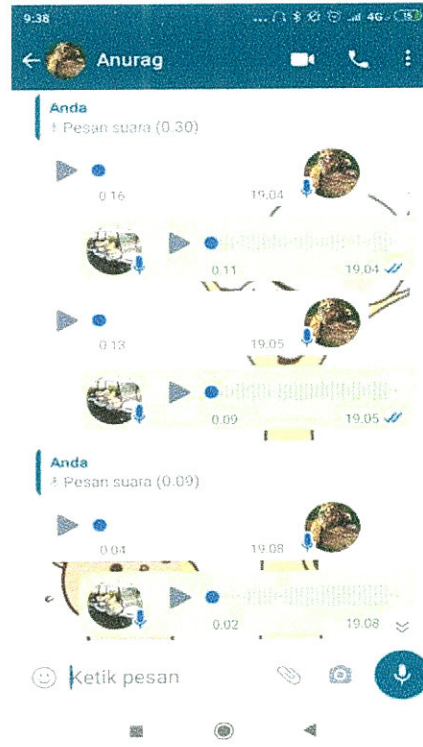
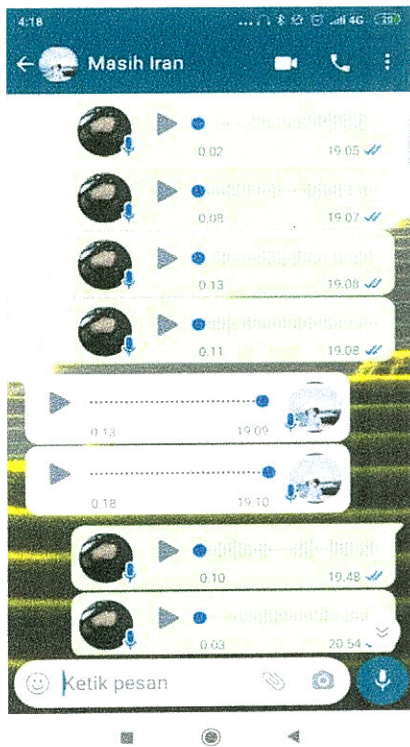
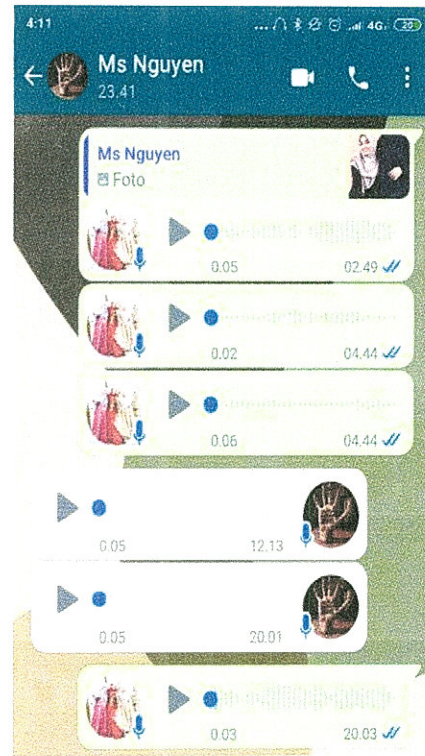
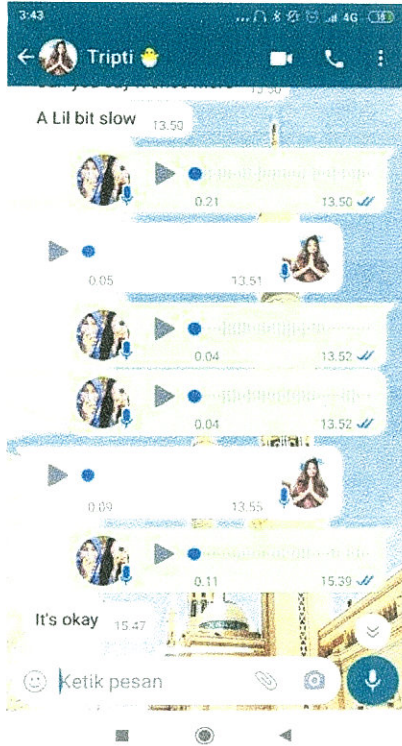
STUDENTS CONVERSATION WITH FOREIGNER

- S : *hello good morning sir, I'm silmi from english education department. I'm very happy to make a conversation with you.*
- G : *Hi, good morning. I'm George from India. Nice to meet you silmi,*
- S : *wow! That's great Mr Goerge, are you mrs Linda's friend sir?*
- G : *yes, I am. Linda is my interesting friend. I like her cause of she is very funny.*
- S : *I think so. I like her too. She is very smart and I like how she say something in English. because she pronounce well.*
- G : *you mean she has good pronunciation and fluent right? Yaa I have deal with you about it.*
- S : *off course sir.*
- G : *well silmi, what's your semester now?*
- S : *for this academics year, I'm the fourth semester sir.*
- G : *owh I see. That's great. While you are in the fourth semester, you have a good pronunciation*
- S : *thank you sir. I'm still beginner, I need more practice sir*
- G : *yaa, that's good for you to practice with me*
- S : *really sir? Yeah that's awesome. Thanks a bunch sir.*
- G : *You are welcome silmi. Let practice three times a week yaa*
- S : *alright sir.*
- G : *well silmi, have a good day yaa, I wanna continue my job first, we can talk again at 08.00 p.m.*
- S : *Ok sir.th*

1. Documentation of the conversation between students and foreigner









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Jurusan : Tadris Bahasa Inggris

NPM : 1701070117

Semester: XI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
		I		
1.	Selasa 13 September 2022		Bab I. Revisi tambahan problem limitation/ Formulation	A
2.	Kamis, 15 September 2022		Bab II Revisi - Concept of speaking - Definition of social media	
3.	Senin 19 September 2022		Revisi bab III	A.
4.	Selasa 20 September 2022		Acc seminar Paper Id. Meet with sponsor to get suggestion	A

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Pembimbing Skripsi

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Jurusan : TBI

NPM : 1701070117
Semester : XII

No	Hari/Tanggal	Pembimbing	Materiyang dikonsultasikan	TandaTangan Dosen
1.	Senin, 22/05 2023	✓	Bab 4	
2.	Selasa, 23/05 2023	✓	Bab 4 & bab 5	
3.	Kamis 25/05 2023	✓	Bab 8	
4.	Senin 29/05 2023	✓	Acc bab 4	

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IAIN METRO**

Nama : Linda Dwiyanti
Jurusan : TBI

NPM : 1701070117
Semester : XII

No	Hari/Tanggal	Pembimbing	Materiyang dikonsultasikan	Tanda Tangan Dosen
5	Selasa 30/05/2023	✓	ACC Bab 5	
6	Rabu 31/05/2023	✓	APD	
7	Senin 05/06/23	✓	ACC APD.	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing

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Nomor : B-4579/In.28/J/TL.01/10/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Ketua Jurusan Tadris Bahasa In IAIN
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **LINDA DWIYANTI**
NPM : 1701070117
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF WHATSAPP VOICE NOTE
COMMUNICATION WITH FOREIGNERS IN ENGLISH
SPEAKING SKILL AMONG THE STUDENTS OF ENGLISH
DEPARTMENT THIRD SEMESTER AT IAIN METRO

untuk melakukan prasurvey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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Andianto M.Pd
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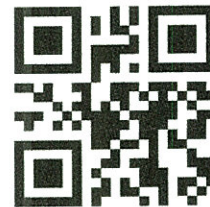
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Semester : 12 (Duabelas)
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NPM : 1701070117
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

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Andianto, M.Pd
NIP.19871102 201503 1 004

AN ANALYSIS OF WHATSAPP
VOICE NOTE COMMUNICATION
WITH FOREIGNER IN ENGLISH
SPEAKING SKILL AMONG THE
STUDENTS OF ENGLISH
DEPARTMENT FOURTH
SEMESTER AT IAIN METRO

by David Renaldo

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The name of writer is Linda Dwiyantri. The writer was born in Dadirejo, 8th November 1998. The writer is alumnus of SD N1 Gaya Baru 6. SMP N. 1 Seputih Surabaya , and SMA N.1 Seputih Surabaya.

The writer is a student at Islamic State Institute (IAIN) Metro for taking undergraduate degree in the field of English Education Program (TBI). The writer really loves English since she was at junior high school. She joined many competition such as debate and storytelling. Before the writer finished her study at IAIN Metro, she joined National storytelling competition which conducted in UIN Syarif Hidayatullah Jakarta and she become the 6th winner from 54 participants.