EXPLORING WHATSAPP AS MOBILE INSTANT MESSAGING IN FACILITATING STUDENTS' SPEAKING SKILL

THESIS

Submitted in Partial Fulfillment of the Requirement

for Gaining The Bachelor Degree

of English Language Education

Organized by

MOHAMMAD NUR FALAH

Student Number: 1603046016

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

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Name : **Mohammad Nur Falah**

Student Number : 1603046016

Department : English Education Department

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Semarang, March 15th, 2020

The Researcher,

Mohammad Nur Falah

Student Number: 1603046016

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Thesis with the following identity:

Title : Exploring WhatsApp as Mobile Instant Messaging in Facilitating Students' Speaking Skill
Name : Mohammad Nur Falah
Student Number : 1603046016
Department : English Education Department

had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor degree in English Language Education.

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Agus Prayogo, M.Pd.

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To

The Dean of Education and Teacher Training Faculty

Walisongo State Islamic University Semarang

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I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **Exploring WhatsApp as Mobile Instant Messaging in Facilitating Students' Speaking Skill**

Name : Mohammad Nur Falah

Student Number : 1603046016

Department : English Education

I state that this thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamu'alaikum, wr. wb.

Advisor,

Agus Prayogo, M.Pd

DEDICATION

Praise is given to Allah SWT who has blessed the researcher, so that the researcher could finish the thesis.

This thesis is dedicated to all English teacher and everyone who supported the researcher in accomplishing the thesis, especially to my beloved father and mother who always give support, motivation, and endless love.

MOTTO

"Living life in peace"

ABSTRACT

Title : Exploring Whatsapp as Mobile Instant Messaging in Facilitating Students' Speaking Skill

Author : Mohammad Nur Falah

Student Number : 1603046016

WhatsApp is an accessible messaging application for smartphone, computer, and tablet. Other of purposed as communicating tool, WhatsApp has invaded all aspects of life, including education field. However, this application has not been utilized well by English teachers in teaching English language, whereas it is potential to facilitate both for English teachers and students.

This thesis discusses about the implementation of WhatsApp as popular application to facilitate students' speaking skill by using voice note feature at the third grade of MTs NU 02 Al-Ma'arif Boja in the academic year of 2019/2020. The researcher designs the online conversation in which the atmosphere of direct conversation still exist by the use voice note. The data obtained shows that WhatsApp for online speaking class can build students' confidence and motivation to use English beside it is interesting for their daily communication. Hence, WhatsApp can be utilized for language teaching, especially for speaking class.

Keywords: *WhatsApp, Digital Media, Speaking Skill*

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Finally, the researcher realizes that this thesis is the way far from perfect arrangement. Therefore, the researcher will be happily accepting any constructive suggestion in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial to other especially for the researcher himself.

Semarang, March 9th, 2020
The Researcher,

Mohammad Nur Falah
NIM 1603046016

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CHAPTER I

INTRODUCTION

This chapter explains about the background of the research, reason for choosing the topic, research questions, objective of the research, limitation of the research, and significance of the research.

A. Background of the Research

Speaking is included into interactive process that is involving some processes such as producing and receiving information which is become a crucial part of second language teaching and learning. As one of two productive skills in language learning, speaking has been defined as a process of sharing information or meaning through the use of verbal symbols in a various context which become an important part of language for many years as a result that it was being evaluated as the main equipment of communication. [1] Formerly, high competence of grammar is needed when someone is about to speak or make an interaction. On the other hand, regardless to grammatical rules, speak confidently and comfortably is what people actually need to interact with others in daily life for it is a

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[1] A. L. Chaney, & T. L. Burk, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13.

primary need of human, especially for students who are still in learning process which need a lot of practice. [2] Hence, encouraging the students to speak confidently is important even for students with basic ability of English language. Developing students confidence and fluency in speaking is not always about the use of grammar, but relaxed situation, friendly atmosphere of trust, full of support and attractive way for several current context must be the aspects that have to be considered in learning speaking.[3]

According to the statement above, Allah SWT created humans in different kinds and abilities in their language, so they need to learn well as the prophet Muhammad did. As in the Hadith narrated by Imam Abu Dawud:

حَدَّثَنَا عُثْمَانُ، وَأَبُو بَكْرٍ ابْنَا أَبِي شَيْبَةَ قَالاَ حَدَّثَنَا وَكِيعٌ، عَنْ سُفْيَانَ، عَنْ أُسَامَةَ، عَنِ الزُّهْرِيِّ، عَنْ عُرْوَةَ، عَنْ عَائِشَةَ، رَحِمَهَا اللَّهُ قَالَتْ كَانَ كَلاَمُ رَسُولِ اللَّهِ صلى الله عليه وسلم كَلاَمًا فَصْلاً يَفْهَمُهُ كُلُّ مَنْ سَمِعَهُ .

Narrated Aisha, Ummul Mu'minin: "the messenger of Allah spoke in a district manner so that anyone who listened to

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[2] Muhammad Nafi Annury, "Childhood and Literacy (A Critical Study of Media Education as Contemporary Culture)", *Journal Vision for Language and Foreign Language Learning*. 4 (1), 2015, p. 74.

[3] C. Billington. "How Digital Technology Can Support Early Language and Literacy Outcomes in Early Years Settings: A Review of the Literature", *London: National Literacy Trust*, 2 (1), 2016, p. 5.

him could understand it" (Abu Dawud).[4] Hadith above explains when Prophet Muhammad was communicating with other people with his utterance that could be understood clearly by them. Therefore, learning how to speak well is important in order to deliver our message and idea in proper way.

In teaching speaking, there might be some problems encountered when the researcher did a preliminary research in MTs NU 02 Al-Ma'arif Boja such as students often grumble and even do not courage to speak when they are asked to present in front of the class, less active students during class, and less attention of students toward teachers' explanation which makes the teaching and learning process may not meet the objective maximally. There are some reasons that emanate the problems in learning speaking including the number of meeting which can not cover the whole components of teaching speaking, students who afraid of being criticized and humiliated, unfavorable class environment, uninteresting media and lacked of students' confidence.[5]

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[4]Sunnah Abu Dawud no. 4839 (Book of General Behaviour [Kitab Al-Adab]. In-book reference: Book 43, Hadith 67. English Translation: Book 42, Hadith 4821. http://sunnah.com/abudawud/43 accessed on 15/08/2019 at 10:00.

[5] W. Urrutia Leon, & E. Vega Cely, "Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School", *PROFILE*, 12 (1), 2010, p. 12-13.

From time to time, language is developed by the following world new trends, culture and needs of communication skills. According to nowadays era, technology is also one of the factors which can influence the development of language following to its rapid growth.[6] The development of language and technology led to the breakthrough of teaching language namely technology-enhanced language learning (TELL).[7] Hence, drills and up-to-date techniques of teaching speaking are needed which is regarding to the current social demands, speaking goals (clear sound, fluent articulation, grammatically and phonologically correct) and cultural rules that is integrated with the use of technology. In this case, teacher must have an ability to overcome problems of teaching speaking by using appropriate, interesting and up-to-date ways for current 21st century era which requisites the use of digital media and technology.[8] Proper strategy in employing teaching media for conducting digital-based language learning is also needed for each student may have different capacity in learning process. It has to be managed well in order to

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[6]Lina Lee, "Autonomous Learning Through Task-Based Instruction in Fully Online Language Courses", *Language Learning, and Technology*, 20 (2), 2016, p. 81.

[7] Jeong Bae Son, Sang Soon Park, and Moonyoung Park, "Digital Literacy on Language Learning in Two Different Context", *The JALT CALL Journal*, 13 (2), 2017, p. 78.

[8] Ayesha Sadaf & Barbara L. Johnson, "Teachers' Beliefs About Integrating Digital Literacy Into Classroom Practice: An Investigation Based on the Theory of Planned Behavior", *Journal of Digital Learning in Teacher Education*, 33 (4), 2017, p. 1.

get an expected result in the end.[9] There are top challenges in teaching and learning with technology include the development of information, digital, and visual literacies to ensure that students are equipped with the skills needed which is become a requirement in digital era to succeed in college and future careers.[10]

Digital media is the new topic for education matter, even the development of it in nowadays era is also impacted to the entity of education.[11] Both teachers and students have to acquire a level of digital skill to follow up with the growing of digital people which is regarding to an ability to use digital tools, create something, represent, and share.[12] Governments and some higher education institutions are making all out efforts by providing e-Learning which common among digital people to gain some levels of digital literacy of the masses at large. Overall, the aim of using digital media is considered as strategy to give an

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[9] Kartika Ayu Septianingrum, Siti Mariam, & Siti Tarwiyah, "A Portrait of Learner's Autonomy Through Metacognitive Strategy on Reading Comprehension", *Journal Vision for Language and Foreign Language Learning*. 7 (1), 2018, p. 68.

[10] Klara Nelson, "Teaching Tip: An Investigation of Digital Literacy Needs of Students", *Journal of Information System Education University of Tampa*, 22 (2), 2011, p. 95.

[11] Vladimír Rambousek, Jiří Štípek, & Petra Vaňková, "Contents of Digital Literacy from the Perspective of Teachers and Pupils", *Procedia: Social and Behavioral Science*, 217, 2016, p. 354.

[12] Kshema Jose, "Digital Literacy Matters: Increasing Workforce Productivity Through Blended English Language Programs", *Higher Learning Research Communication,* 6 (4), 2016, p. 2.

opportunity to students in developing the ability to use and create something by using digital technology as well as understand the affects toward individual and society.[13] Digital matter is related to one form of a communication breakthrough namely instant mobile messaging which is also become a part of an information and communication technologies (ICTs) that have injected all areas of contemporary life.[14] This breakthrough leads to the improvement of communication environment, and new trends of communication style which may be efficient and suitable for an educational-oriented technologies.[15]

In nowadays era, there are new genres of speaking for digital societies such as online video call WhatsApp that can be used for English language learning which is up-to-date, innovative and interesting among digital students. WhatsApp is one of the well-known social media that has a lot of features which can be used as a media for English language learning. It

[13] Maria Spante, Sylvana Sofkova Hashemi, Mona Lundin, and Anne Algers, "Digital Competence and Digital Literacy in Higher Education Research: Systematic Review of Concept Use", *Cogent Education,* 5 (1), 2018, p. 2.

[14] Lavern Byfield, "Digital Literacy and Identity Formation in 21st Century Classrooms: Implications for Second Language Development", *International Journal of Applied Linguistics & English Literature (IJALEL)*, 5 (1), 2016, p. 39.

[15] Raúl Cremades, Juan Lucas Onieva-López, Eugenio Maqueda-Cuenca, & John J. Ramírez-Leiton, "The Influence of Mobile Instant Messaging in Language Education: Perceptions of Current and Future Teachers", *Interactive Learning Environments*, DOI: 10.1080/10494820.2019.1612451, 2019, p. 2.

utilizes information and communication technology for a learning activities.[16] Hence, this media may be intuitive and interesting for students besides it is easy to use. The use of WhatsApp application is not only a peer to peer interaction, but also human-computer interaction which known as primarilysocietal. [17] WhatsApp released on a demand of 21st century era which related to a distance communication of people which different from conventional peoples' need of communication that tends to a real-time communication. This is what so-called a digital revolution of communication.[18] This revolution emanated a bunch of new vocabularies, and styles that affect to language learning by reforming literacy practices and curriculum policies. [19] Once, WhatsApp is popular for worldwide internet users, suitable for an online distance speaking class, reliable and easy to use,[20] can

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[16] Daviq Rizal, "Hybrid Learning of daviq.com in the Subject of Teaching Listening, and Speaking", *Journal Vision for Language and Foreign Language Learning*, 6 (2), 2017, p. 195.

[17] Galena Mikhaleva, "Media Culture and Digital Generation", *International Journal of Media and Information Literacy,* Vol. 1, Issue (2), 2016, p. 116.

[18] Jose Gómez Galán, "Media Education as Theoretical and Practical Paradigm for Digital Literacy: An Interdisciplinary Analysis", *European Journal of Science and Theology*, 11 (3), 2016, p. 31.

[19] Barbara Comber, Annette Woods & Helen Grant, "Literacy and Imagination: Finding Space in a Crowded Curriculum", *The Reading Teacher*, 71 (1), 2017, p. 116.

[20] Dedi Jasrial, "Utilizing WhatsApp Application for Teaching English Language: Why and How?", *Graduate Program in English Language Education*, 1 (1), 2016, p. 152.

increase students' enthusiasm,[21] close to daily use,[22] can reduce students' speaking anxiety,[23] and fully made for social interaction with many kind of features such as *voice note*, *forward*, *share*, and *story* feature.[24]

The previous research conducted by Hega, Lilies, and Bambang in 2019 was figuring out the way of using WhatsApp as digital literacy media for speaking skill with focus on *voice note* feature and its perspective to improve speaking skill on narrative text. This study results a positive response that WhatsApp is attractive for teaching speaking activities beside it is easy to use which is supported with a bunch of features. This result leads to perspective that WhatsApp is an useful tool for providing the students opportunity to practice speaking on narrative text at any time even out of classroom.[25] However, this previous research only focused on the *voice note* feature which

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[21] Mona M. Hamad, "Using WhatsApp to Enhance Students' Learning of English Language 'Experience to Share'"*, Higher Education Studies of King Khalid University Saudi Arabia*, 7 (4), 2017, p. 74.

[22] Khaeryadi, "The Implementation of 'WhatsApp' as a Media of English Language Teaching", *LOQUEN UIN Sultan Maulana Hasanudin Banten,* 10 (2), 2017, p. 1.

[23] Turgay Han, & Firat Keskin, "Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety". *GIST-Education and Learning Research Journal*, (12), 2016, p. 4.

[24] Hega Nurazizah, Lilies Youlia Frihatin, & Bambang Ruby Sugiarto, "WhatsApp Voice Note in Speaking Class, *Journal of English Education Teaching*, 3 (3), 2019, p. 345.

[25] Hega Nurazizah, Lilies Youlia Frihatin, & Bambang Ruby Sugiarto, "WhatsApp Voice Note in Speaking Class, *Journal of English Education Teaching*, 3 (3), 2019, p. 356.

means has not covered the other features of WhatsApp. Hence, this will become the gap between the previous research toward the researcher's study.

Regarding to the explanation above, the researcher will conduct a research about the use of WhatsApp with employing its features as instant mobile messaging to facilitate students' speaking skill. This research will involve some features of WhatsApp including *voice note* feature, *forward* feature, *story* feature, and *share* feature in order to distinguish between this research and previous research. In addition, this research will be done outside the classroom and out of school hours to explore that WhatsApp works for conducting an interesting and attractive online class which can be done at any time and any place. The research of using WhatsApp as an instant mobile messaging media for English language speaking class is expected to be succeed for junior high school students.

B. Reason for Choosing the Topic

This research discussed about the use of WhatsApp as instant mobile messaging to facilitate students' speaking skill. The reasons of choosing this topic are as follow:

1. The researcher investigated the use of WhatsApp as instant mobile messaging for holding an interesting speaking class for current era.

2. The researcher realized that the current speaking class needs a new way or a breakthrough to make the speaking class meets the objectives maximally.

C. Research Questions

Here are some research questions to lead the researcher gets the expected results and goals in the future:

1. How does WhatsApp as instant mobile messaging facilitate students' speaking skill in junior high school level?
2. What are the benefits of WhatsApp as instant mobile messaging in facilitating students' speaking skill in junior high school level?

D. Objective of the Research

Based on the research questions, the objectives of the research can be stated as follow:

1. To describe how WhatsApp as instant mobile messaging facilitates students' speaking skill in junior high school level.
2. To find out the benefits of the use of WhatsApp as instant mobile messaging in facilitating students' speaking skill in junior high school level especially at the third grade of MTs NU 02 Al-Ma'arif Boja.

E. Limitation of the Research

Due to limited time and access to the students, the investigation of this research only concerns on the use of WhatsApp for speaking class in MTs NU 02 Al-Ma'arif Boja in

which the implementation range is January 24th - January 26th, 2020. The researcher will analyze whether the use of WhatsApp can facilitate the students' speaking skill so that the speaking class will meet the objective maximally. Finally, this study explores on the benefit of using WhatsApp for speaking class which is up-to-date and proper for current social demand and world trend.

F. **Significance of the Research**

In order to conduct a depth and focused research, the researcher also formulates the significances of the research so that the result of the study will be useful both theoretically and practically for others. Here are the significances of the research:

1. Theoretical benefit

   The researcher hopes that the result of the study will give a sight to the readers about how WhatsApp as instant mobile messaging facilitates students' speaking skill in junior high school level, and benefit of the WhatsApp employment for a speaking class. The research findings are also able to enhance the awareness of teachers that nowadays era needs a new way of speaking class so that it will lead them to use WhatsApp as the one of popular social media as an interesting media for their speaking class.

2. Practical benefit

   a. For the students

This study can result a reference for students in making an interesting online speaking class activity for junior high school level.

   b. For the teachers

By reading the findings of this research, hopefully teachers will be interested to implement WhatsApp for online speaking class so that it will become a brand new way of teaching speaking in the future.

   c. For the researcher

By the result of this research, the researcher hopefully can give some benefits for many people and upcoming future research.

   d. For the next researchers

Hopefully, this study will be a good reference for the next researchers and becomes a base research to make a future research which is more perfect and informative.

   e. For institution

In a way to be a researcher of Walisongo State Islamic University, the researcher tries to be developed in research field and hopes that the research will be a good research journal for the institution.

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f. For school

The research result which refers to the implementation of WhatsApp for an online speaking class hopefully will be implemented for a long term as a new way of speaking class by the school especially for English language teaching. Hence, it will result to a brand new English speaking class which is appropriately accepted in English language teaching curriculum to implement at school.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains previous research, and theory which are related to the research.

A. Previous Research

Technology plays a significant part in every aspect of language learning. It happened also to the teaching and learning speaking as well as its components. Many researchers conduct a research about technology with the relation of language learning. There are some researches that are related to the researcher's study which currently will be conducted.

First, the journal article by Mona M. Hamad which examines the use of WhatsApp as a learning media which can be used for sharing the material. In addition, the meaning of 'Experience to Share' refers to the breakthough of technology development which can be used in language learning. [26] This research mostly examines about the use of WhatsApp for English language learning which same with the researcher's study. This study was conducted in English Department of Science & Arts

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[26] Mona M. Hamad, "Using WhatsApp to Enhance Students' Learning of English Language 'Experience to Share'", *Higher Education Studies of King Khalid University Saudi Arabia*, 7 (4), 2017, p. 55.

Majarda King Khalid University. The population of the study were 36 female students from the 1ˢᵗ level who were studying Listening & Speaking 1 course in the 1ˢᵗ semester of 2013/2014. The researcher used analytical descriptive method in conducting this research in King Khalid University. The instruments used in this research which are including questionnaire and instructor observation were the tools for collecting the data, which then were coded manually and analyzed using SPSS to obtain the primary data. All study-findings and research subject supported the implementation of WhatsApp to enhance students learning and enthusiasm, using WhatsApp helped students to develop English skills, enriched their vocabulary and learn from their mates mistakes, although the study emanated some disadvantages of the experience such as preparing the materials and having discipline in the group. However, the researcher adds recording on data collection techniques for deeper information and specified the research for speaking class on an online WhatsApp group.

Second, the journal article by Hega Nurazizah, Lilies Youlia Frihatin, and Bambang Ruby Sugiarto. This research focuses on employing voice note as feature for conducting a long distance learning method for brand new speaking class.[27] This study examines the use of WhatsApp voice note for speaking

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[27] Hega Nurazizah, Lilies Youlia Frihatin, and Bambang Ruby Sugiarto, "WhatsApp Voice Note in Speaking Class"*, Journal of English Education Teaching,* 3 (3), 2019, p. 76.

class which is aimed to figure out the teacher's way in using WhatsApp voice note for teaching speaking on narrative text and investigating its perspective on WhatsApp voice note in improving students' speaking skill. In designing this research, the researcher uses qualitative approach to be applied as a research design. The participant of this research was 35 students of the tenth grade and one English teacher. This research uses classroom observation, interview, and questionnaire as the instruments for data collecting technique which is analyzed by using coding and summarizing. The results showed that nine steps were used by the teacher in the teaching and learning process through WhatsApp voice note in speaking class on narrative text. Mostly, students gave their positive response toward the speaking class which is conducted by the researcher. The teacher gave the opinion that WhatsApp voice note is useful which can be used to provide an opportunity for students to speak especially on narrative text beside can be used to share information. It also allows the students for direct help in speaking English by directly message the teacher. According to the results, it can be referred that using WhatsApp voice note learning for English learning is an attractive, and positive activity, which can be continuously implemented. Finally, this study recommends this brand new way of teaching and learning speaking to be implemented in this era which requires the use of technology for a distance communication. Finally, this study only focused on the

use of *voice note* feature in WhatsApp, otherwise the researcher takes wider scope including *voice note* feature, *forward* feature, *story* feature, and *share* feature. The researcher also formulates that there are some steps which can be used by the teacher in implementing WhatsApp voice note for English language teaching speaking on narrative text. Based on the classroom observation, it showed that the WhatsApp voice note implementation by the teacher is well designed which leads to the students' good response toward the teaching and learning process. The implemenation of WhatsApp voice note for teaching speaking also motivates the students to use the application for an educational matter beside for their daily use. From the observation, the students seem enthusiastic and enjoy the class while learning the material. From the explanation above, it is appropriate that WhatsApp can be used to facilitate the students in learning language better beside for enhancing their English proficiency, as the students should be encouraged to improve their speaking skill with the collaboration between low and high achievers.

Third, the journal article by Khaeryadi that generally discusses about the use of WhatsApp as a medium for language teaching which focused on documentation for its data collection technique. This research mostly discusses about the use of WhatsApp as an up-to-date popular application which is useful to facilitate students in learning English speaking. It allows them to

be actively involved in online conversation and build confidence in using English for daily communication through independent and dependent conversation. The independent communication facilitates students in interacting among themselves to discuss about several undetermined topics or interesting topics in which the teacher is not involved in their online conversation. However, in acquiring students' activeness, the teacher guides the whole processes from the beginning, and then they have to continue to actively participate in the online conversation on WhatsApp. From the result of the study, this application can facilitate students to build their confidence and motivation in practicing speaking. According to the questions which are distributed to the research subject, it revealed that they are confident, independent, enthusiasm, and having a positive motivation to learn English using WhatsApp which is popular in recent era. However, this research is different to the researcher's study which scope is specified on speaking skill which is supported by more data collection technique including observation, questionnaire, and recording instead of only focusing on the documentation for its data collection technique.[28]

Last, the undergraduate thesis by Indah Rohmawati which is aimed to examine the effect of WhatsApp use on students' speaking of SMKN 2 Kediri. 37 students was involved

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[28] Khaeryadi, "The Implementation of 'WhatsApp' as a Media of English Language Teaching", *LOQUEN UIN Sultan Maulana Hasanudin Banten,* 10 (2), 2017, p. 112.

in this research as the subject which consist of 3 males and 34 females of XI Banking class of SMKN 2 Kediri in the academic year of 2017/2018. This research was a pre-experimental quantitative research using pre-test and post-test design. The primary data was collected by comparing the pre-test and post-test score with the mean score 20,108 and standard deviation 17,658, and then the data analyzed using Paired Sample T-test on IBM SPSS Statistic version 23. The calculation showed that t-score 6,927 with the significance (2-tailed) value was higher than t-table at the level of significance 0.01 which was 2,719. It can be referred that the use of WhatsApp has significant effect on students' speaking skill which includes the aspect of fluency, vocabulary, pronunciation, and especially in the grammar aspect. This technique is recommended for the teachers who is interested in implementing WhatsApp for English teaching learning process which is up-to-date for nowadays era. Mostly, this research was a quantitative research which focuses on the effectiveness of WhatsApp use for students' speaking skill, otherwise the researcher's research takes wider scope which is including step of examining the benefit of WhatsApp use for students' speaking skill and the way how to implement it for a brand new interesting speaking class.[29]

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[29] Indah Rohmawati. 2018. The Effect of WhatsApp to Eleventh Grade Students' Speaking of SMKN 2 Kediri in the Academic Year 2017/2018. Undergraduate Thesis (Kediri, English Education Department,

B. Review of Related Literature

This chapter highlights the theoretical review and previous research. The theoretical review below contains an explanation of the research title in detail. The previous study contains a description of the theory and findings from previous research that assists as preference and research activities.

1. Speaking

Speaking involves some processes consist of producing and receiving information as a main part of this skill. As a productive skill, it is defined as a verbal process of exchanging information or meaning in a various context.[30] It is included into interactive process that is involving some processes such as producing and receiving information which is become a crucial part of second language teaching and learning.[31]

Speak confidently may become a comfortable way to conduct a better interaction in daily life, especially for students who are still in learning process which need a lot of practice. Bygate (1987) stated that speaking deserves much concern as much as the literary skills in both native

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Faculty Teacher Training and Education, University of Nusantara PGRI Kediri. p. 70.

[30] A. L. Chaney, & T. L. Burk, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13.

[31] A. Burns & H. Joyce, *Focus on Speaking*, (Sydney: Macquire University Press, 1997), p. 46.

and foreign languages.[32] Developing confidence and fluency in speaking must in friendly atmosphere of trust, support and in a proper way for several current context.[33]

Language is developed following the worlds' new trends, culture and needs of communicative skills. According to nowadays era, technology is also one of the factors which can influence the development of language. Hence, drills and up-to-date techniques of teaching speaking are needed regarding to the current social demands, speaking goals and cultural rules which is integrated with the use of technology.

2. Teaching Speaking

Speaking itself means to an important part for language teaching and learning. Instead of its importance, for a long term, teaching speaking has been degraded and some EFL teachers use a monotonous way to teach speaking just as a repetition of drills or just dialogues memorizing. In addition, teaching speaking is related to human skill which can affect to their life as it is an aspect of human

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[32] M. Bygate, *Speaking*, (Oxford: Oxford University Press, 1987), p. 5.

[33] W. Urrutia Leon, & E. Vega Cely, "Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Public School", *PROFILE*, 12 (1), 2010, p. 15.

development, so that their intelligence quality will be affected by the quality of teaching speaking itself.[34]

Mostly, students will be willing to speak just when the teacher commands them. Meanwhile, less of teacher quality in implementing the media in teaching and learning process may make the students feel bored and not enthusiastic to join the speaking class as the fact that the concepts, and the principles of teacher in teaching more explained through lecturing, questioning, and answering session, or discussion. More often the teacher implements the same monotonous technique in teaching and learning process, the more it will make the students feel bored and not interested in joining the class. [35] In any condition, nowadays era with the new world trend of teaching requires that the aim of teaching speaking is the ability of students in improving their communicative skills. Just by that way, students will be able to express what they are going to say, so that they can learn the way how to follow the social demands and cultural rules appropriately in each communicative circumstance.

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[34]Patsy M. Lightbown & Nina Spada, *How Language are Learned*, (Oxford: Oxford University Press, 2013), p. 5.

[35] Hega Nurazizah, Lilies Youlia Frihatin, and Bambang Ruby Sugiarto, "WhatsApp Voice Note in Speaking Class"*, Journal of English Education Teaching,* 3 (3), 2019, p. 345.

In order to reach the goal of teaching speaking, teachers should be able to design the teaching technique and classroom settings well to teach EFL learners how to speak in the best possible way. Moreover, the world trends and demands have to be considered in designing teaching speaking, so that the teaching movement will be up-to-date and may meet the objective maximally.

3. Digital Era

The era of a digitalized information which is also known as computer-machine era, new media era or digital era becomes the historical period in the 21st century characterized by the rapid change from traditional industry that the Industrial Revolution brought through industrialization, to the economy from information technology. The setting of information era is connected to the digital revolution, just as happened on the change of the Industrial Revolution to the set of the Industrial Era.[36] This explanation of term 'digital' implies extendly to shift over experience as new current of technologies, user devices, methods of human interaction with others and devices to enter the domain of research, development and educational matter.

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[36]Paul Gilster, *Digital Literacy*, (New York: John Willey & Sons, Inc, 1998), p. 47-48.

4. Technology

       Technology has transformed the world in a multiple existence including cyberworld (online) and real world (offline). Conforming to the rapid information flow, and needs of communication, it has revolutionised the way people works, communicates, and interacts with the other. With more affordable travel, mobile device, online connectivity, and social media enable new society movement, and its social participation. In this digitally connected world, people interact across online and offline spaces which blurring the gate between time and space then transforming the notions of public and private domains.

       In nowadays era, technology is an important part of human life in which inseparable by the existence of technology as almost all aspects of and human needs are currently supported by technological advances. It is considered as conditional and crucial matter that must be analyzed for human needs analysis.[37] One issue is the need of communication. Currently, most people interact with the others easily by using mobile phone. Instead of the ability of accessing the internet, mobile phone allows people to get all the information they want or even exchange information with the other. It also happened to students' need which have

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[37] Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 53.

the same condition as other society in which they are considering their mobile phones as a primary need of online communication. They are mostly use the mobile phone for various things such as accessing social media, playing online games, uploading data or information and downloading some contents such as photos and videos or even just reading flash news about daily events all over the world. Somehow, the fast growth of mobile phone technology in nowadays era sometimes diverts them from their daily school activities which they may have much concern on their mobile phone instead of focus on the material that are learned. They may not fully put their focus much on the lesson because of the attention to their mobile phone. This condition requires teacher to be creative enough in finding an alternative way and good technique to anticipate this negative phenomenon as they have to understand subject matter, trend, culture, and the students' atmosphere.[38]

Currently, technology has affected the human life aspects including the education system which is also developed rapidly. The various form of technology such as computer, smartphone, mobile phone, and even the existence of internet are tools that can be used to support teaching and learning process. On the other side, however, some teachers

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[38]Diane Larsen-Freeman, *Techniques and Principles in Language Teacher*, (Oxford: Oxford University Press, 2000), p. 1.

have not employed the technology optimally yet in teaching English language. It may because of their quality of digital literacy is not enough to hold a technology-integrated teaching and learning process or maybe they are reluctant to take the chance in integrating technology to their teaching. The other example, some teachers tend to choose traditional ways to teach English language which is probably caused strong principle that teacher only have to posses knowledge and skills of what their students are going to learn and minimum creativity in integrating technology for an attractive and distinguished atmosphere in the classroom.[39]

The advancement of technology directs to the various instant messaging applications that can be installed and used on a mobile phone. One of the examples is WhatsApp application which is become one of the most favored mobile-based applications for a distance communication around the world. [40] The ability of WhatsApp for communicating in broad server around the world makes it become popular beside it is easy to use. Hence, this technology may needed for conducting an effective and attractive language learning for current era.

[39] J. Michael O'Malley and Lorraine Valdez Pierge, *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*, (United States: Addison-Wesley Publishing, 1996), p. 10.

[40] Hega Nurazizah, Lilies Youlia Frihatin, and Bambang Ruby Sugiarto, "WhatsApp Voice Note in Speaking Class"*, Journal of English Education Teaching,* 3 (3), 2019, p. 344.

5. Digital Media

Digital era which is also known as 21st century era, variety form of technology advancement can be easily found, including digital media. According to Cambridge Dictionary, the term digital era or digital age are defined as the current time when, mostly, some information are in digital form which significantly different from its conventional form in previous era when computer is not yet existed. As a consequent of technology advancement, some kinds of information are spreaded and they are easily can be accessed. Hence, by digital media, the traffic of information may significantly more effective rather than the previous era when some information are only in the form of conventional book.

Paul Gilster (1997) firstly conceived of digital as, simply, 'media for a digital age'.[41] A recent review of the digital media enhances our understanding of this learning outcome. Digital media often understood differently depending on disciplines, however, it focuses more on fundamental rather than media and involves finding, using and disseminating information in a digital world.

Digital media is not a simply concept of stationary. As ICT changes, it means that students who have to be

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[41] Paul Gilster, *Digital Literacy*, (New York: John Willey & Sons, Inc, 1998), p. 49.

digitally literate also needs to evolve to ensure that students develop and apply skills in appropriate new technologies for information discovery, transfer, analysis, review and communication.

6. Principles of Digital Media-Based Language Learning

Among the distinguished contexts range which English language is taught, the engagement of digital media must acknowledge several principles due to challenges and limitations as follow:[42]

a. Accessible Technological Tools

The availability of technological tools of this aspect covers the following principles:

a) Support all contexts in terms of accessible tools.

b) Accessible technology outside of the classroom.

c) Availability of internet connectivity.

b. Professional Development

The professional development aspect covers the following principles:

a) Influences how teachers integrate the use of digital media for language learning including time allocation which is real time.

b) Expertise of particular tools for language classroom.

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[42]Lubna Alsagoff ed., *Principles and Practices for Teaching English as an International Language*, (New York and London: Routledge, 2012), p. 251.

c) Availability of technology for pedagogical support.

d) Students motivation or support for sharing ideas.

c. Teachers' Degree

This aspect covers the principles as follow:

a) Ability to control over the classroom including the availability of designed classroom.

b) Availability of covered material taught with focus on gaining one students' skill or integrated skill.

d. Needs and backgrounds of Students

This aspect covers principles as follow:

a) Contains of widely distinguished needs and background in context of digital media use.

b) The use of digital media for language learning covers all distinguished needs and backgrounds of the students, so that the online classroom goes as designed by the teacher.

7. Mobile-Assisted Language Learning

Mobile-assisted language learning (MALL) is a popular widely issue which has been discussed over this time following the advancement of mobile-based technology. Utilizing mobile phone in language learning may be effective and attractive for students as they are now become a primary part of our society. Regarding to the use of mobile-based technology called mobile phone for a language learning, Han & Keskin (2016) found that the

positive effects on the use of mobile device is exposed.[43] This condition led the researcher to conclude that Mobile-assisted language learning is effective to be implemented for language learning.

Mobile-assisted language learning can be considered as the use of technologies such as mobile phone, MP3/MP4 player, and computers for language learning. It is also included that mobile learning is type of learning that takes place with the help of mobile device use. Then, it means that mobile-based learning is a tool which may facilitate students to learn something by using their mobile device which is not limited by the school hours or even the classroom atmosphere.

The existence of mobile-based technology is potential to be utilized in English language teaching and learning. By the English teachers, they can employ instant messaging application by mobile phone or smartphone which is popularly used around the world. Currently, the most popular instant messaging application is WhatsApp. As we know that WhatsApp has been used by many people all over the world with broad server provided that let us to communicate easily and instantly in a distance. Hamad (2017) explains that WhatsApp can be used to facilitate in

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[43] Turgay Han, & Firat Keskin, "Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety". *GIST-Education and Learning Research Journal*, (12), 2016, p. 4.

creating an insteresting avenue for learning as well as direct communication, it is due to WhatsApp is the most common application for students, beside it is affordable and easy to install.[44]

8. WhatsApp

WhatsApp is a web-based instant messaging application that allows the users to exchange information in a variety of media including text, image, video, and audio messages. WhatsApp is enriched by a bunch of features in texting, calling, and sharing audio, video, location, picture, document, link, etc. which means that this application is potentially technology for supporting English language teaching and learning that accessible by mobile phone.

Regarding to the use of WhatsApp as a brand new innovation of teaching and learning English language, it is considered as a strategy to face the challenge of the new teaching trend in globalization era. By using WhatsApp, students and teachers are involved in a real time online interaction through the provided features of WhatsApp. WhatsApp is able to presents multimedia by the existence of its features for learning English language beside it is also facilitates the students with an audio visual. Hence, by its real time interactive process of teaching and learning

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[44] Mona M. Hamad, "Using WhatsApp to Enhance Students' Learning of English Language 'Experience to Share'", *Higher Education Studies of King Khalid University Saudi Arabia*, 7 (4), 2017, p. 74-75.

process, WhatsApp can create a different atmosphere of teaching and learning process both for students and teachers.

In this case, media which can be implemented by the teacher in teaching speaking that is suitable for current trend and era is WhatsApp. WhatsApp is a popular application which can be used to communicate with other people by an instant messaging. By using WhatsApp, people can send variety kind of information such as text message, document, video, audio, and image. Regarding to WhatsApp facilities, there are several features that can be used to help the teacher and student in the process of teaching and learning.

There are a lot of instant messaging applications that can be operated on mobile devices, it is seen that WhatsApp application is one of the most favored mobile based applications. This application provides users with useful features that can support teaching and learning English language. The features of WhatsApp are as follows:[45]

a. Message

The Message feature in WhatsApp is reliable and simple message. Users can send messages to their friends and their family for free. WhatsApp uses

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[45] Dedi Jasrial, "Utilizing WhatsApp Application for Teaching English Language: Why and How?", *Graduate Program in English Language Education*, 1 (1), 2016, p. 152.

the phone's Internet phone connection to send messages so users can avoid the cost of SMS.

b. Video Call and Voice Call

Doing voice call and video call by using WhatsApp is free. The users are free to talk with their friends and family, even if they are in another country. And with free video calls, the users can have face-to-face conversations when voice or text is not enough. WhatsApp voice and video calls use phone's Internet connection instead of cellular calling minutes, so the users do not have to worry about expensive call charges.

c. Photos and Videos

Through photos and videos feature, WhatsApp let the users to share their important moments by sending photos and videos on WhatsApp immediately. They can even capture moments that are important to you with a built-in camera. With WhatsApp, photos and videos will be delivered quickly even if the users are in a slow connection.

d. Document

The users can share the documents easily. They can send PDFs, documents, spreadsheets, slideshows and more, without the hassle of using email or file sharing apps. In addition, they can send documents up

to 100 MB in size that will make it easier for them to share what they need to share with the people they want.

e. Group Chat

Users can connect with Groups via group chat. They can connect with people who are important to themselves, like family or co-workers. With group chat, users can share messages, photos, and videos of up to 256 people at once. Users can also name groups, mute, or customize notifications, and more.

f. WhatsApp Web

WhatsApp can make Conversations Run with WhatsApp on the web and on desktops. Users can smoothly sync all chat to their computers so they can chat on whatever device is most convenient for them. They can download the desktop app or visit web.whatsapp.com to get started.

g. End-to-End Encyrption

End-to-end encryption is security by default. Users can share their personal moments in WhatsApp. When encrypted end-to-end, users' messages and users' calls are secured. Only users and people who communicate with users can read messages or hear the call, and no one is in between, even WhatsApp.

h. Voice Note

WhatsApp users can use this feature to say what's in their mind by tapping a tap on a voicemail item in a chat room. They can greet his friend or his family and telling long stories.

CHAPTER III

RESEARCH METHOD

This chapter covers research design, type, and data source, data collecting procedure, and instrument, data collecting technique, data analysis technique, and thesis organization.

A. Research Design

In order to conduct a systematic and ordered research, the research is designed and prepared well by the researcher so that the data obtained will be focused and depth. Here are the highlights of the research design that the researcher is going to use:

1. Type and Research Approach

The researcher uses a descriptive qualitative research design for conducting this study. Descriptive qualitative research is a research method based on post-positivist philosophy and used for researching the condition of an object naturally, where the researcher as the key of instrument, taking the sample of the data source by purposive. This research used the triangulation method for collecting data and the result of qualitative research more

emphasized in the meaning rather than generalization. [46] Whereas according to Bogdan and Taylor explained that qualitative research is one of the research procedures that produces descriptive data in the form of speech or writing and the behavior of the people observed.[47] The design of this research is qualitative descriptive, namely the research procedures which produce descriptive data in the form of spoken or written words about people and behaviors that can be observed. The data in this study are in the form of all speaking practices used by students only when communication with their teacher and their friends in speaking class using a WhatsApp group and their response to the new way of teaching speaking.

2. **Design of the Research**

This study is a descriptive qualitative study. By using a descriptive qualitative research design, the purpose of this research is to describe the real implementation of the use of WhatsApp to facilitate students' speaking skill in depth, and thoroughly. The whole data from observation, interview, and recording will be interpreted to a depth result of a descriptive research.

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[46]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2015), p. 15.
[47]V. Wiratna Sujarweni, *Metode Penelitian Lengkap, Praktis, dan Mudah Dipahami*, (Yogyakarta: Pustaka Baru Press, 2014), p. 19.

3. **Research Setting and Time**

This research will be conducted in MTs NU 02 Al-Ma'arif Boja on January 10th - January 30th, 2020 with the range of implementation around January 24th - January 26th, 2020. Here is the following detail of the school:

a. School Profile

MTs NU 02 Al-Ma'arif Boja is an educational institution with Islamic nuances of Ahlussunah wal Jama'ah, founded on August 2nd, 1965 by Al-Ma'arif Foundation in Boja who are very concerned about the development and state of Islamic education whose members consist of prominent figures of Boja Muslim scholars including K.H. Choudlori, K.H. Muh Ambari, Umar Sidiq, Masyhuri Faisal, M. Mochlas, and Jundari. The founders are the number of people who have different backgrounds, but in one goal to think about the development of muslim education in Boja.

MTs NU 02 Al-Ma'arif Boja with School Statistics Number (NSS) 121233240017 and NPSN 20364497 is located at Jl. Pemuda No. 109, Boja District, Kendal Regency with postal code 51381. This school is located in a strategic place as it is placed in the middle of the Boja Regency, precisely next to the Great Mosque "Baitussalam" Boja. With such conditions, MTs NU 02 Al-Ma'arif Boja can be reached

easily by all public vehicles passing through which supported with another advantage in terms of geographical location as the fact that MTs NU 02 Al-Ma'arif Boja is surrounded by several boarding schools in the village of Boja including Miftahul Huda boarding school which is led by KH. Hasyim Masduqi, AH, and Al-Mabrur boarding school which is led by KH. Ali Masykur which can be used as a reference for students if they want to explore their religious knowledge.

b. School Facilities

MTs NU 02 Al-Ma'arif Boja stood on a self-owned land with a land area of 1,440 m^2 and building area of 1,110 m^2 with 3 floor permanent building which is considered sufficient to meet the standards for the learning activities process. This school got "A accreditation" in 2010. The distance of the school from the sub-district office is around 600 m, and about 1 km distance from SMP Negeri 1 Boja.

MTs NU 02 Al Ma'arif Boja has some facilities which is equipped to support various school activities due to fulfill the standards of learning activities process as well as administrative business. Here are the details of the facilities:

Theory Rooms	Practice Rooms	Supporting Facilities

21 classrooms	1. Laboratories
	   a. Computer Laboratory
	   b. Science Laboratory
	   c. Music Laboratory
	2. Library
	3. Business center
	   a. Student cooperative room
	   b. Canteen
	   c. Copy center
		1. Headmaster room
		2. Teachers' room
		3. Counseling guidance room
		4. Administrative room
		5. Meeting room
		6. Infirmary
		7. Main school field
		8. Sport field
		9. Parking area
		10. 5 restrooms
		11. Warehouse
		12. School kitchen

c. Academic Community of the School

MTs NU 02 Al-Ma'arif Boja accommodates some graduated students from various elementary school in Boja. Hence, the management of the school personnel has to be well managed. About the school personnel, here are the details:

Position	Number of Personnel
Certified Permanent Teacher	9
Non-Permanent Teacher	27
Employee	10

The total number of students in the academic year of 2019/2020 is 652 students which is divided as follow:

Class	Number of Students
VII	205 students in 7 study groups
VIII	221 students in 7 study groups
IX	226 students in 7 study groups

4. **Participants**

Qualitative research does not use the term of population, but Spradley calls it as *"social situation"* consisting of three elements, namely place, actor, and activity that interact synergically. Qualitative research does not use population because qualitative research is from certain cases that exist in certain social situations and the

results of the study will not be applied to the population, but transferred to other places in social situations that have similar condition with the studied case. The sample in qualitative research is called as a participant, or informant.[48]

The participants of this research are 32 students of the third grade of MTs NU 02 Al-Ma'arif Boja which is divided into 4 of WhatsApp speaking groups. The sampling is taken by using Harry King Nomogram as explained below:[49]

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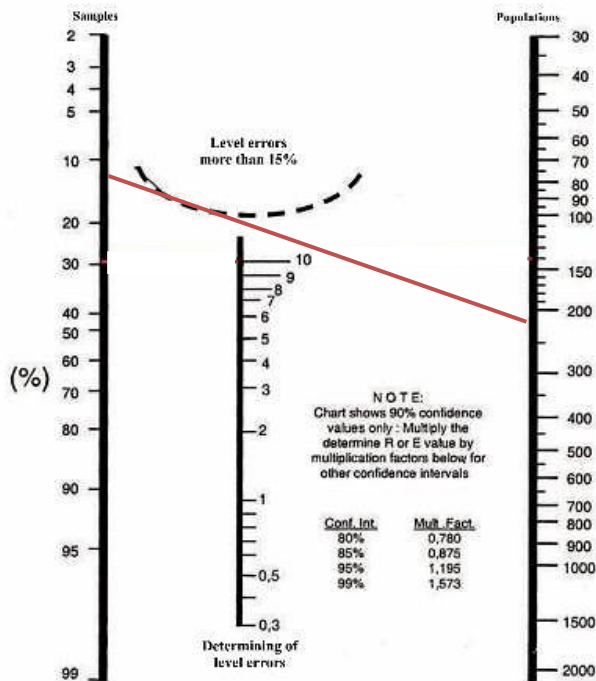
[48]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2015), p. 40-41.

[49]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2015), p. 129.

According to the red line of the picture above, it shows a guide to determine the number of sample that the researcher is going to take which represents 220 of population with 15% error level and 85% of trust percentage toward the whole population. The sample can be calculated as follows:

s = n of population x factors of trust multification x percent of samples

So, it can be calculated that:

s = 220 x 0,875 x 12%

s = 23,1

From the calculation above, it shows that the samples are 23,1, but then the researcher will determine the sample number into one class which consists of 32 students due to proportional sample. The samples will be divided into 4 groups so that each group consists of 8 students. In this case, the samples are taken based on their performance which have more difficulty in speaking according to the teachers' recommendation.

5. **Research Focus**

The focus of this research the process of using WhatsApp for an online speaking class and its supporting

data which in a form of students' responses using voice note during the online class on WhatsApp group. The students responses are purposed to find out the benefits of the implementation.

B. **Type and Data Source**

The type of data in this research is students' speaking activities using voice note in WhatsApp group and their responses toward online speaking class on WhatsApp. The primary data are the main data that will be collected directly by the researcher through observation. In this case, the main source of data is obtained from students' conversation using voice note in WhatsApp chat group. The secondary source of the data for this research which is aimed for supporting the main data will be collected through interviews and recording which in a form of students' speaking using voice note. Then, the students' problem during the implementation of online speaking class will be classified into segmental aspects and to support the data. Meanwhile, the data sources are the third grade of MTs NU 02 Al-Ma'arif Boja.

C. **Data Collecting Procedures, Data Collecting Techniques & Instruments**

A research instrument is a tool or facility used by the researcher in collecting data to make her easier to get better results. In this context, the researcher uses observation guidelines as the research instrument. In collecting data, the researcher uses

writing stationery for notes and handphone/camera as a tool to record the learning process in the classroom.

Besides, the researcher as human instrument functions to determine the research focus, choose participants as sources of data, conduct data collection, assess data quality, analyze data, interpret data, and make conclusions on the findings.[50]

a. **Data Collecting Procedures**

The data will be collected from 32 students which represents the whole population based on Harry King Nomogram. Here are the steps in conducting the research:

a) Choose the subject research namely speaking class by the third grade of MTs NU 02 Al-Ma'arif Boja.

b) Asking permission to the teacher who handle the classes to observe and conduct research.

c) Preliminary research. After having permission from the teacher, the researcher will conduct preliminary research to observe the research subject. In this case, the preliminary research has been done on August and September 2019. It is carried out to find out the level of students' ability in their speaking, to understand the characteristics of the students, and to find out the problem of speaking class in an conventional way. The researcher also has undertaken scientific confirmation

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[50]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2015), p. 70.

through reading books and journals related to the study to support the information.

d) Reflection. From the results of preliminary research, the researcher will design a research setting to make it easier to get the data needed. After that, the researcher will research by the specified time.

e) Research setting. The researcher will consult the teacher who teaches in the speaking class to design the activities so that the students will actively speak in WhatsApp group to get the primary data and also active in the interview.

f) Research. The researcher will make 4 WhatsApp groups which contains of 8 students for each group of the third grade of MTs NU 02 Al-Ma'arif Boja. The researcher will share the material by using *share* feature, then the teacher will speak up using *voice note* feature to start the conversation. After then, students have to response the teacher by speak English and record it using voice note, so that it will become an active conversation using voice note.

b. Data Collecting Techniques & Instruments

Here are the techniques used to collect the data and the instruments used for each technique:

a) Observation: It is an activity of getting the information needed to present a real picture of an event to answer a

research question, to help to understand human behaviors, and to evaluate them by measuring certain aspects and giving feedback on these measurements.[51] Oral language is used in classroom management, classroom instructions, in the group and individual reading of stories, discussions, class surveys, literature-based tasks, games, and others which often occurs as a part of a cycle teaching.[52] In this case, the observation type is the participative observation that means the researcher will be involved in taking any action. The researcher will observe and investigate students activities during speaking class and their characteristics when they interact with their teacher. According to Brown (2004), the speaking aspects are including pronunciation, grammar, vocabulary, comprehension, task, and fluency, but in this research, the researcher took only comprehension aspects which refers to activeness, improvization, and responses.[53] Here is the observation checklist that will be used by the researcher:

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[51]Sujarweni, *Metodologi Penelitian Lengkap, Praktis, dan Mudah Dipahami*, (Yogyakarta: Pustaka Baru Press, 2014), p. 67.

[52] Penny McKay, *Assessing Young Language Learners,* (Cambridge: University Press, 2008), p. 88.

[53] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (White Plains, New York: Pearson Education, 2004), p. 76.

No	Categories	Activities	Yes	No
1.	Activeness	1. All students are actively sending a voice note.		
		2. All students greet the teacher.		
		3. Asking a question.		
2.	Improvization	1. Able to expand the topic.		
		2. Able to initiate new topic.		
		3. Able to express their ideas which out of the topic.		
3.	Responses	1. Able to utter their ideas related to the topic.		
		2. Able to understand simple utterances		
		3. Able to pronounce English utterance clearly.		

b) Interview: one of the data collection techniques which mostly used by the researcher for the descriptive-qualitative study. This data collecting method based on self-report, or knowledge or personal belief. An interview technique can be done as a structured interview, semi-structured interview, or unstructured interview.[54] In this case, the interview is done using semi-structured interview orally in order to get deeper information about the use of WhatsApp for speaking class. The researcher applied the interview to ask for some information to collect the appropriate data for the second research question. The participant is 1 student for each group in which represents the gender, ability, and the students who use WhatsApp more than the other for daily use. The interview is designed based on the indicators which have been classified including popular for worldwide internet users, suitable for an online distance speaking class, reliable and easy to use, [55] can increase students'

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[54]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2015), p. 60.

[55] Dedi Jasrial, "Utilizing WhatsApp Application for Teaching English Language: Why and How?", *Graduate Program in English Language Education*, 1 (1), 2016, p. 152.

enthusiasm,[56] close to daily use,[57] can reduce students' speaking anxiety,[58] and fully made for social interaction with many kind of features such as *voice note*, *forward*, *share*, and *story* feature.[59] Here are some listed questions for the interview:

No.	Questions
1.	How often do you use WhatsApp in a day?
2.	What are WhatsApp features that you know?
3.	How is your opinion toward communication facility on WhatsApp for daily speaking practice?
4.	What are the benefits that you got from speaking practice using WhatsApp?
5.	Between speaking practice using WhatsApp voice notes and speaking practice in front of class, which one can make you feel more confident when speaking English? Give your reason?

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[56] Mona M. Hamad, "Using WhatsApp to Enhance Students' Learning of English Language 'Experience to Share'", *Higher Education Studies of King Khalid University Saudi Arabia*, 7 (4), 2017, p. 74.

[57] Khaeryadi, "The Implementation of 'WhatsApp' as a Media of English Language Teaching", *LOQUEN UIN Sultan Maulana Hasanudin Banten,* 10 (2), 2017, p. 1.

[58] Turgay Han, & Firat Keskin, "Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety". *GIST-Education and Learning Research Journal*, (12), 2016, p. 4.

[59] Hega Nurazizah, Lilies Youlia Frihatin, & Bambang Ruby Sugiarto, "WhatsApp Voice Note in Speaking Class, *Journal of English Education Teaching*, 3 (3), 2019, p. 345.

6.	Are you feeling doubt when you record your own English speaking using voice notes?
7.	Do your friends understand when you speaking English using voice notes?
8.	Do you think that direct voice note conversation is more practical to use than conversation using chat? Give your reason?
9.	Are you feeling anxious and afraid of being wrong when you are about to speak in English using voice notes?
10.	Do you think that speaking practice using WhatsApp voice note is recommended to be applied on an English speaking practice continuously? Give your reason?

c) Recording: It refers to the archive data that helps the researcher to collect the data needed.[60] The examples of recorded documents in this research is *voice note* that is relevant to this study. This recording data will be in a form of voice note conversation from the teacher and students. The recording data is taken to show the represent of learning process, and the problems during the implementation of online class. The students are asked to response teachers' voice note of determined

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[60] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek (Edisi Revisi V)*, (Jakarta: PT. Rineka Cipta, 2013), p. 66.

topic about daily activity by recording their speaking using *voice note* then send it to a group which is already made for an online class. In this case, the students are allowed to expand the conversation topic.

D. Data Analysis Technique

An analysis used in this research is an analysis according to Miles and Huberman in Sugiyono. Activities in data analysis techniques are conducted interactively and continuously until complete so that the data are already saturated. Activities in data analysis are *data reduction, data display, and conclusion drawing*.[61] Data analysis is a process to look for and arrange the data systems that have been reached from interview, field report, recording and other supporting materials to analyze the response of using WhatsApp for English speaking class by organizing the data, arranging to be pattern, and choose where is the important on that will learn, and making conclusion. So, it will be understandable for the researcher and others. The following is a breakdown of the steps in analyzing data:

1. Data reduction. Data reduction means summarizing, selecting, focusing on important data. In this case, the researcher will reduce the data by doing 2 steps:

   a. Observing data: After obtaining data in the form voice notes, the researcher will observe the data to evaluate how

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[61]Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2015), p. 76.

far is the students speaking skill using WhatsApp by transcribing the whole conversation naturally and then make the second transcribing which has been grammatically corrected.

b. Identifying and classifying data: From the interview, the data obtained will be statistically analyzed in order to get the significance of students response toward the use of WhatsApp for speaking class.

2. Data display. After the data needed have been collected and identified, then the data will be displayed in a form of description about students response toward the use of WhatsApp for speaking class and the significance result of the implementation. The data display will be supported by the problems encountered during the implementation.

3. Conclusion drawing. The results of the analysis will produce a conclusion. In this case, the conclusion will be in the form of a description of students' responses, the significance result of using WhatsApp for speaking class, and the problems of the implementation.

CHAPTER IV

RESEARCH FINDINGS

This chapter covers research findings which is including observation result on how WhatsApp facilitates students' speaking skill as well as the benefit of its implementation on an online speaking class, and the research discussion.

A. Findings

The data of this research is obtained from observation and interview related to the use of WhatsApp for speaking class. Here are the following explanation for each data:

1. WhatsApp in Facilitating Students' Speaking Skill

This findings are found by observing the WhatsApp online class that has been held with using the principle of digital media theory by Lubna (2012) among the distinguished contexts range which English language is taught as the base theory. This theory explains that the engagement of digital media must acknowledge several principles. In terms of how WhatsApp as mobile instant messaging facilitates students speaking skill, this theory is used by the researcher to find the detail. Here are the following explanation:

1.1. WhatsApp as an Accessible Technological Tools

WhatsApp is currently popular which is featured with a bunch of features. This advancement gives a chance for English learner and English teacher to make a breakthrough in English teaching and learning. In this case, the researcher tried to implement WhatsApp for online speaking class and it resulted to some ways how WhatsApp facilitate students' speaking skill. First, WhatsApp supports all contexts in terms of accessible tools with a proof that all students can reach this application, so that they are able to join the online speaking class. Second, WhatsApp gives the students a chance to learn and practice English speaking outside the classroom which is not only innovative, but also interesting. Third, WhatsApp involves the availability of internet connectivity which is considered as online technology, so that its implementation for English speaking class is considerably accepted as an online learning that gives students more chance to practice English speaking.

1.2. Skill and Professional Development on WhatsApp Implementation in Online Speaking Class

The implementation of WhatsApp gives more space in developing skill for students and professional development for teacher. First, WhatsApp lets the

teacher to become the main influencer in integrating the use of digital media for language learning as happened on conventional English teaching and learning. Second, The implementation used real time allocation which is considerably accepted as an online classroom. Third, WhatsApp gives a chance for both students and teacher in gaining the expertise of using technological tools for online language classroom. Fourth, WhatsApp can be considered as a thing that facilitates teaching and learning process as the availability of this technology supports pedagogical activities. Fifth, based on the fact, the implementation of WhatsApp gives a different learning motivation as this activity involved a well-known application which supports real-time ideas sharing.

1.3. WhatsApp in Gaining Students' Ability and Teachers' Degree

The implementation of WhatsApp gives a chance to teacher in gaining degree. However, in this case, students are also involved in development process. First, both students and teacher are able to control over the classroom including classroom designing which is different from the conventional classroom that tends to be fully designed by the teacher. Second, the implementation of WhatsApp also covers material

taught with focus on gaining one students' skill or integrated skill as found on conventional English teaching and learning.

1.4. WhatsApp Covers Different Students' Needs and Backgrounds

A teaching and learning process is considerably accepted if it can covers different needs and backgrounds of students. Based on fact that all students involved are joined in WhatsApp online speaking class which shows that the activity covers widely distinguished needs and backgrounds in context of digital media use.

The explanation above is in the focus on how the existence of technological tools are engaged in a language learning. In addition, in terms of students' speaking skill, the researcher also observed the WhatsApp online speaking class that has been held before by using observation checklist based on Brown (2004) theory namely speaking aspect which has to be assessed including students' activeness, improvization, and responses both in their understanding other's speaking as well as the way how they speak. Instead of conventional speaking class, this theory can be also used for an online speaking class which is considerably approved as universal aspects for speaking assessment. The result is as follow:

Table 1

Result of Observation

No	Categories	Activities	Yes	No
1.	Activeness	1. All students are actively sending a voice note.	√	
		2. All students greet the teacher.	√	
		3. Asking a question.	√	
2.	Improvization	1. Able to expand the topic.	√	
		2. Able to initiate new topic.		√
		3. Able to express their ideas which out of the topic.		√
3.	Responses	1. Able to utter their ideas related to the topic.	√	
		2. Able to understand simple utterances	√	
		3. Able to pronounce English utterance clearly.	√	

From the result of observation above, here are some interpretation toward the students' responses toward the implementation of WhatsApp for online speaking class:

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a. Activeness

Based on the researcher's observation, 30 students are actively participating in an online WhatsApp class with range time from January 24th - January 26th, 2020 in which the range time has been determined before the implementation. The online class is initiated by the teacher with greeting. In this case, students have greeted back to the teacher then they have followed the conversation well as the topic determined by the teacher about daily activity. Mostly students are following the conversation based on the teacher's question, but on the Voice Note Class 2, there is one student who tried to dig information which is out of the topic by asking the teacher a question. This can be referred that most students are following the conversation with various responses based on the teacher's question.

b. Improvization

All students have already answered the teacher's voice note well, but an improvization which refers to the topic expansion are rarely found. Mostly, the improvizations are in a form of students' various utterances in a corridor of the determined topic. However, there is only one student on Voice Note Class 2 who tried to expand the topic which lead to another topic about hobby instead of daily activity.

c. Responses

According to all WhatsApp Voice Note Classes, all students are already able to response each teacher's voice note in grammatically correct. Some teacher's questions and utterances are in a form of simple questions and utterances which is purposed to make the students understand well. In this case, they understood well which is proved by their ability in answering greeting and questions from the teacher related to the determined topic about daily activity. They are able to express greeting and already know how to response it. More than that, most students used present continuous tense which is considerably correct to response a question about current activity that are being done on that time they are being asked by the teacher, then followed by the use of simple future tense to answer a question about the next activity they are going to do. Although they are able to response well, however, their English pronunciation shows that they still need to practice more, so that they are not only able response well, but also able to pronounce clearly.

2. Benefit of WhatsApp for Online Speaking Class

The researcher interviewed 4 students from the whole participants which represents 4 different groups of WhatsApp Voice Note Class which is aimed to find out the

depth information about benefit of WhatsApp implementation to facilitate students' speaking skill. By using the interview guideline which is designed by the researcher based on the identified indicators that have been classified through literature review, the result is as follow:

Table 2

Result of Interview

Interviewee	Students' Answer
Student 1	1. WhatsApp speaking class is practically easy. 2. WhatsApp speaking class lets us practice speaking wherever and whenever we want. 3. WhatsApp speaking class is even helpful for students who are afraid of speaking in front of their friends. 4. WhatsApp speaking class helps students to speak confidently. 5. WhatsApp speaking class using voice note is instant. 6. WhatsApp speaking class

	is up-to-date for current era.
Student 2	1. WhatsApp speaking class is easy to implement as it is already familiar.
	2. WhatsApp speaking class lets us practice speaking easily without worrying of limited school time.
	3. WhatsApp speaking class is not quite helpful to train students' confidence in speaking.
	4. WhatsApp speaking class helps students to speak confidently.
	5. WhatsApp speaking class helps students to avoid anxiety in speaking.
	6. WhatsApp speaking class using voice note is more instant than using typed chat.
Student 3	1. WhatsApp speaking class is reachable to implement

	for all students.
	2. WhatsApp speaking class lets us practice speaking more after school.
	3. WhatsApp speaking class lets us practice speaking easily rather than direct speaking in front of class.
	4. WhatsApp speaking class helps students to speak undoubtly.
	5. WhatsApp speaking class using voice note is instant and no need more time.
	6. Sometimes WhatsApp speaking class using voice note is inunderstandable in some cases.
Student 4	1. WhatsApp speaking class is reachable to implement.
	2. WhatsApp speaking class gives more space to practice speaking.
	3. WhatsApp speaking class helps us to speak

	undoubtly.
	4. WhatsApp is not fully decreasing students speaking anxiety.
	5. WhatsApp speaking class using voice note is sometimes inunderstandable in some cases.
	6. Sometimes, practice speaking in WhatsApp speaking class using voice note still makes us afraid of being wrong, but not as bad as direct speaking in front of class.

The data of table 2 shows the students' answer toward the interview questions which led to the benefits of WhatsApp for online speaking class which can be summarized that WhatsApp are practically easy for speaking class, gives more time and space to practice speaking, helps students to speak confidently, instant for a speaking class, following new trend of current era, and reachable for everyone, so for students.

C. Discussion

WhatsApp is a newly technological tool which is currently popular for internet user around the world. Instead of only affect humans' communication trend, WhatsApp invades all life aspects including educational aspect. By the number of various features, WhatsApp is potentially can be used as a tool for language teaching and learning. In this case, the researcher explores the implementation of WhatsApp with engaging the learning material which focus on speaking skill. According to the data which is obtained from observation, the fact shows that WhatsApp is considerably accepted as a tool which can be used to facilitate speaking class as its criteria that meet the principles of digital media-based language learning as stated by Lubna (2012). *First*, in terms of technological tool for language learning, WhatsApp is an accessible application which is affordable for everyone, so that its implementation for a speaking class is much easier with proof that all students are participated well in the online speaking class. As the use of WhatsApp is free from time limitation of use, its implementation on an online speaking class gives the students more chance to practice English speaking out of school hours. The implementation of WhatsApp for an online speaking class is considerably approved as a digital-media based language learning as it involves internet connectivity to hold a classroom activities inside. *Second*, in terms of professional and skill development, WhatsApp gives teacher a role as the main influencer in engaging

the material with the use of digital media for language learning just as conventional English teaching and learning which means that this implementation is pedagogically approved. Moreover, this implementation also uses real time allocation so that the teacher can directly control the classroom for real-time ideas sharing. As WhatsApp is one of a technological tool, the engagement of material with the use of technology will also be an opportunity field both for students and teacher to gain their expertise in using technological tools which led to the creativity of digital literacy in language learning. This implementation for an online speaking class is a complete different school activities for it involves a well-known application which will cause a positive direction of learning motivation. *Third*, in terms of student and teacher degree, WhatsApp gives a chance for both students and teacher to control over the class including classroom activity design instead of fully designed by the teacher. In addition, both teacher and students can also design the material engagement with focus on gaining one competency or integrated competencies. *Fourth*, in terms of students' needs and background, WhatsApp is recommended for a newly teaching and learning activities as it can cover all different needs and backgrounds of students. Based on observation fact that all students involved were able to join the online speaking class which shows that the activity covers widely distinguished needs and backgrounds in context of digital media use.

From the research facts found on the implementation of WhatsApp for online speaking class which are based on the principles of digital media-based language learning as stated by Lubna (2012), the researcher linked that the facts are also supported by the data obtained from direct observation using Brown (2004) theory about speaking aspects. *First,* focusing on students' activeness, the observation shows that 30 students were actively participating on WhatsApp online speaking class from January 24th - January 26th, 2020. From the observation, it shows that students followed the conversation current as initiated by the teacher about daily activity. It is hardly found a gap of this implementation as this implementation goes well within the determined range of time although mostly students are following the conversation based on the teacher's question. *Second,* focusing on students' speaking improvization, all students mostly just answered the teacher's voice note without asking any question. Some improvizations are found in a form of utterance instead of topic expansion which are rarely found. However, the researcher found one student on Voice Note Class 2 who tried to expand the conversation that directs to a topic about hobby instead of daily activity. *Third,* concentrating on students' response, all students are able to response well with correct use of tenses. They use present continuous tense to utter current activity, and simple future tense to utter upcoming activity and plan.

However, they still need to practice more on pronunciation as the researcher found so many pronunciation error.

The implementation of WhatsApp for online speaking class gives some benefits for teaching and learning activity. From the interview involving 4 participants from 4 different groups of Voice Note Class, the researcher found some benefits contribute on WhatsApp for online speaking class. According to the interview result on table 2, the benefits of implementing WhatsApp for online speaking class are practically various. *First,* the implementation of WhatsApp for online speaking class is practically easy. It means that whether teacher and students themselves without teacher can design their own way to practice speaking. Furthermore, the feature used namely voice note is intuitively easy to use and familiar, so that all students and teacher can implement it without any significant problem of technical use. *Second*, WhatsApp gives more time and space to practice speaking. Based on the interview, 4 from 4 students said that WhatsApp gives more time and space to practice speaking. It is proved by the execution out of the classroom which is automatically led to the real-time of after school hours practice, so that they get more time to practice speaking rather than conventional speaking class. *Third*, WhatsApp helps students to speak confidently. Practice speaking using WhatsApp does not need direct contact of all students, and it is alternated by indirect online contact, so that students can practice without worrying of

direct eye contact with their friends which can cause afraid of speaking, feeling anxious, and doubt. *Fourth*, WhatsApp is instant to be implemented for an online speaking class. From 4 students involved in interview, they agreed that the use of voice note feature for online speaking class using WhatsApp is suitably chosen rather than written chat as it is more instant. In this case, the researcher used voice note for the execution in an intention to observe students' direct speaking skill using indirect speaking method. *Fifth*, The implementation of WhatsApp leads to the practice speaking with following current new trend. WhatsApp is currently popular and almost used by people all around the world which is considered as new trend of communication in nowadays era. In this case, implementing WhatsApp for online speaking class is considered as a learning activity which is following the new trend of globalization. *Sixth*, WhatsApp is a reachable application for all students. WhatsApp application can be downloaded in all series of smartphone and it is even free. Hence, implementing WhatsApp for online speaking class is not a big deal as it is reachable for all students.

Overall, the implementation of WhatsApp can be utilized to facilitate students' speaking skill. However, the researcher also found negative responses through interview which led to the problem of implementation. *First,* based on students' argumentation that this implementation will not train students' confident as the condition of online speaking class is different

from direct speaking class. *Second*, a case found which shows that this implementation is not reachable for students who stay in islamic boarding school that does not allow the students to bring smartphone. So that the researcher recommended other students' help to finish the activity without leaving students who stay in islamic boarding school. *Third*, 2 interviewees revealed that the implementation will not fully help students to speak without afraid of being criticized. Both of them also said that they still anxious in speaking. *Fourth*, sometimes the voice note recording is not clear. It makes some students difficult in understanding what other saying.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions, and suggestions of what have been discussed on the previous chapter.

A. Conclusion

The conclusion is taken based on the obtained data that have been analyzed on the previous chapter. From the data about the use of WhatsApp as mobile instant messaging to facilitate students' speaking skill at the third grade of MTs NU 02 Al-Ma'arif Boja in the academic year of 2019/2020, it can be concluded that:

1. First, from the identified theories, WhatsApp is suitable for an online distance speaking class, reliable and easy to use, can increase students' enthusiasm, close to daily use, can reduce students' speaking anxiety, and fully made for social interaction with many kind of features such as *voice note*, *forward*, *share*, and *story* feature.

2. Second, the use of WhatsApp facilitates the students' speaking skill as it provides innovative accessible technological tool, bunch of features for interesting online speaking class which is pedagogically approved, chance to practice more out of school hours, chance for both students

and teacher to design a classroom and activities in a real-time, and chance for all students in reaching this application with different needs and backgrounds. However, the use of WhatsApp is not totally decrease the level of students' anxiety in speaking as some of them still feel afraid of being criticized and wrong in speaking.

3. Third, WhatsApp gives benefits on its implementation on an online speaking class as it is practically easy to implement, reachable for all students, gives more time and space, helps students to speak confidently, provides voice note feature which is instant to use, and following the up-to-date trend of globalization.

B. Suggestion

Although, this research was conducted with involving small number of participants in a short period of time, the researcher tried to provide useful and depth information about the implementation of WhatsApp to facilitate students' speaking skill. In this case, here are some suggestions of this research:

1. For the researcher

As it is the first research that is conducted by the researcher, hopefully it will motivate the researcher to conduct more research with longer range of research time, so that the researcher can provide more information with different topic, and of course with better quality in the future.

2. For the students

This research provides a new way of practice speaking in a hope that the students who are participated in the research can be continuously apply this way. The researcher also suggests that the students will be willing to share this new way of practice speaking to other students from other school, so that the research findings will be useful for a wider scope, instead of only one school.

3. For the teacher

This research provides a new way of teaching and learning speaking. In this case, the researcher suggests the teacher to apply the new way of teaching and learning speaking in the future which is hoped that the quality of teaching and learning progress comes up to be better.

4. For the institution

The researcher suggests that the findings of this research will be recommendably considered to apply in some school due to following the new trend of globalization era.

5. For the next researcher

Hopefully, this research can be used as a good reference for the next researcher who will conduct a research with the same topic so that the research findings will be developed. The researcher also suggests the next researcher to conduct the research in a long range of time so that the information will be deeper and suitably accepted as a long term research.

C. Closing Statement

Sincerely, this thesis is the first academic creation of the researcher which is a kind of researcher's contribution toward academic field of UIN Walisongo Semarang. Finally, by saying hamdalah, this thesis is completely finished as partial fulfillment of the requirement for gaining the bachelor degree of English Language Education of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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APPENDIX I

OBSERVATION CHECKLIST

No	Categories	Activities	Yes	No
1.	Activeness	1. All students are actively sending a voice note.		
		2. All students greet the teacher.		
		3. Asking a question.		
2.	Improvization	1. Able to expand the topic.		
		2. Able to initiate new topic.		
		3. Able to express their ideas which out of the topic.		
3.	Responses	1. Able to utter their ideas related to the topic.		
		2. Able to understand simple utterances		
		3. Able to pronounce English utterance clearly.		

APPENDIX II

VOICE NOTE CLASS TRANSCRIPTION

Transcription 1

Teacher : Hi everyone! How is everything with you all?

Amel : I'm fine sir! How about you then?

Teacher : I'm fine too Amel, what are you doing now?

Amel : I'm having my dinner sir.

Teacher : Enjoy your dinner Amel.

Amel : Ok sir, by the way, what are you doing now?

Teacher : Now, i'm listening to music.

Desiyani : Everything is great, how about you sir?

Teacher : So am i Desi, what are you doing now?

Desiyani : I'm so tired, i'm going to sleep.

Teacher : Ok then if you feel so tired and you need to sleep, go ahead.

Fadhea : Hello sir, i'm ok, how about you?

Teacher : Fine as usual Fadhea, what's going on you now?

Fadhea : Well, i'm playing at my friend's house sir.

Teacher : Then what will you do after you play at your friend's house?

Fadhea : Go home and take a rest sir.

Teacher : Well, enjoy your day!

Lina : Hello sir, i'm fine, are you?

Teacher : Everything is fine on me Lina, what are you doing now?

Lina : I'm watching television now.

Teacher : It seems that you enjoy your day! What will you do after that?

Lina : I will wait for beautiful sunset and enjoy the scenery.

Teacher : Are you serious? That's too long to wait actually. Well, whatever you want to do.

Aidha : Hi sir! I'm good then how about you?

Teacher : Fine too Aidha, what are you doing now?

Aidha : Now, i'm watching video on YouTube.

Teacher : Nice! Just enjoy what you do right now.

Mufida : Hi sir! I'm good now, how about you?

Teacher : I'm fine too, what are you doing now?

Mufida : As usual, i'm reading a book.

Teacher   : What a diligent student! Go ahead!

Transcription 2

Teacher : Hi everyone! How is everything with you all?

Aulia : I'm fine. How about you?

Teacher : I'm fine too, what are you doing now?

Aulia : I'm going to sleep now sir.

Teacher : Then what will you do after that?

Aulia : I will pray maghrib.

Teacher : Yes, it is a must, i will pray maghrib too.

Samsul : I'm fine sir, how about you?

Teacher : I'm fine too Samsul, what are you doing now?

Samsul : I'm playing my smartphone.

Teacher : So, what you usually do after that?

Samsul : Usually, i watch television after that.

Teacher : Same as i do, i'm watching television right now.

Abidin : I'm fine, how about you?

Hervia : I'm fine, how about you?

Ade : I'm fine, how about you?

Teacher : Welcome Abidin, Hervia, and Ade! I'm pretty well everyone, what activity you all are on right now?

Hervia   : I'm cleaning my home.

Teacher : Well, just finish your duty!

Hervia   : Ok sir! I will do that.

Abidin   : I'm having dinner sir.

Teacher : Nice! What will you do after having dinner?

Abidin   : I'm going to play video game after that.

Teacher : Ooo . . I'm going to play video game too!

Abidin   : What game you are going to play sir?

Teacher : Tetris. I always play Tetris for spending my spare time.

Ulfa   : Hello! Fine sir, what about you?

Teacher : Pretty well as usual Ulfa, so what are you doing now?

Ulfa   : Well, i'm eating meatball now.

Teacher : Ok then, enjoy your food.

Said   : I'm fine sir, how about you?

Teacher : I'm fine too Said, what are you doing now?

Said   : I'm writing a poem sir.

Teacher : Sounds good! It seems that you have to be more relax. Enjoy!

Fatimah : I'm fine sir! How about you?

Teacher : I'm good! What are you doing now?

Fatimah : I'm reading a book sir.

Teacher : Seems you need more time to enjoy your reading, ok then enjoy your time!

Transcription 3

Teacher : Hi everyone! How is everything with you?

Fajar : I'm fine. How about you?

Teacher : Pretty well as usual, what are you doing now?

Fajar : I'm jogging right now sir.

Teacher : Sounds healthy! what will you do after that?

Fajar : I will have my breakfast sir.

Teacher : Good! Enjoy your day!

Imel : I'm good sir. How about you?

Teacher : Great! So am i Imel, what are you doing now?

Imel : Now, i'm cooking a noodle.

Teacher : Hmm . . Delicious! What will you do next?

Imel : Of course eat the noodle and watch television!

Teacher : Seems that you need to refresh yourself. Just enjoy whatever you want.

Nadhif : Hello sir! I'm fine, how about you?

Teacher : Everything is ok. What are you doing Nadhif?

Nadhif : I'm drinking Thai tea now.

Teacher : It must be sweet drink. What will you do then?

Nadhif   : I will reading a book then.

Teacher : What a diligent girl! Go ahead!

Maya   : I'm fine sir. How about you?

Teacher : Everything is ok, what are you doing now?

Maya   : I'm reciting Al-Qur'an sir.

Teacher : MashaAllah, what will you do after that Maya?

Maya   : I will go for a walk sir.

Teacher : Ok then, just do what you want.

Nova   : I'm good sir. How about you?

Teacher : I'm good too! What are you doing Nova?

Nova   : I'm reading a book.

Teacher : So what will you do after that?

Nova   : Maybe i will take a rest.

Teacher : Ok then, do as you want.

Naya   : I'm fine sir. How about you?

Teacher : Good as usual! What are you doing now?

Naya   : I'm singing sir.

Teacher : Well, what will you do after that?

Naya   : I will pray Isya and have my dinner.

Teacher : Go ahead Naya.

Irma   : Hello sir! I'm pretty well. What about you?

Teacher : Pretty well as usual. What are you doing now?

Irma   : I'm laying on my bed and watching television.

Teacher : Then what you usually do after that?

Irma   : After this, i will read WattPad.

Teacher : Sounds good! Just do whatever you want and enjoy your day!

Transcription 4

Teacher : Hi everyone! How is everything with you?

Aji : I'm fine. How about you?

Teacher : I'm fine too Aji. What are you doing now?

Aji : I'm taking a rest sir. What are you doing Mr. Falah?

Teacher : I'm sending a voice note to you. What will you do after that?

Aji : I will have my dinner.

Teacher : Great! Enjoy your activitiy!

Okta : I'm fine sir, how about you?

Teacher : Fine too! What are you doing now?

Okta : I'm sitting in my house.

Teacher : Then what will you do after that?

Okta : I will take a bath then.

Teacher : Uhh . . Just take a bath right now.

Haris : I'm fine sir. How about you?

Teacher : I'm pretty well. So, what are you doing now?

Haris : Now, i'm laying on my bed.

Teacher : You must be so tired. What will you do next?

Haris   : I will listen to music.

Teacher : Nice! You seem have the same hobby with me.

Salman   : Hello sir! I'm fine. How about you?

Teacher : I'm pretty well as usual. What are you doing now?

Salman   : I'm playing video game now.

Teacher : So, what will you do after playing video game?

Salman   : After playing a video game, i will take a shower.

Teacher : Ok then, just do as your plan.

Slamet   : Good morning sir!

Teacher : Morning too Slamet! How are you today?

Slamet   : I'm good sir.

Teacher : Ok, what are you doing now?

Slamet   : I'm relaxing myself now.

Teacher : Ok then, enjoy your day!

Fahrizal : Hello Mr. Falah!

Teacher : Hi Fahrizal! What are you doing now?

Fahrizal : I'm playing a game.

Teacher : It seems that you enjoy your holiday.

Fahrizal : Yes sir, by the way, how are you today?

Teacher : I'm fine Fahrizal.

Putri : Hello sir!

Teacher : Hi Putri! It seems you are happier today. So what are you doing now?

Putri : I'm sitting in front of my house sir.

Teacher : You need to take a rest maybe. What will you do after that?

Putri : After this, i'm going to sleep.

Teacher : Ok then, just take a rest.

Isna : Hi Mr. Falah!

Teacher : Hello Isna! How are you today?

Isna : I'm fine thanks, and you?

Teacher : Everything is fine on me. So, what are you doing now?

Isna : I'm playing a game.

Teacher : It seems that you need some times to enjoy your activity. Just enjoy your time.

Isna : Ok sir, thank you, bye!

Teacher : You're welcome Isna.

APPENDIX III

INTERVIEW GUIDELINE

No.	Questions
1.	How often do you use WhatsApp in a day?
2.	What are WhatsApp features that you know?
3.	How is your opinion toward communication facility on WhatsApp for daily speaking practice?
4.	What are the benefits that you got from speaking practice using WhatsApp?
5.	Between speaking practice using WhatsApp voice notes and speaking practice in front of class, which one can make you feel more confident when speaking English? Give your reason?
6.	Are you feeling doubt when you record your own English speaking using voice notes?
7.	Do your friends understand when you speaking English using voice notes?
8.	Do you think that direct voice note conversation is more practical to use than conversation using chat? Give your reason?
9.	Are you feeling anxious and afraid of being wrong when you are about to speak in English using voice notes?
10.	Do you think that speaking practice using WhatsApp voice note is recommended to be applied on an English speaking practice continuously? Give your reason?

INTERVIEW TRANSCRIPTION

Interview 1

Name   : Muhammad Ade Prasetyo

Date   : January 26th, 2020

A : Perkenalkan nama saya Falah, saya akan melakukan wawancara kaitannya dengan penggunaan WhatsApp untuk pembelajaran speaking, bisa perkenalkan dulu dengan siapa?

B : Perkenalkan nama saya Muhammad Ade Prasetyo.

A : Dari kelas berapa?

B : Dari kelas 9A.

A : Ok, pertanyaan pertama, seberapa sering kamu menggunakan WhatsApp?

B : Saya sering, kadang-kadang 5 jam per hari.

A : Untuk pertanyaan kedua, bisa tolong sebutkan fitur-fitur WhatsApp apa saja yang kamu ketahui?

B : Video call, telepon, sama fitur story.

A : Tahu fitur voice note juga?

B : Iya, itu juga termasuk fitur WhatsApp.

A : Pertanyaan ketiga, bagaimana pendapatmu tentang kemudahan komunikasi WhatsApp untuk pembelajaran speaking? Lebih praktis kah?

B : Iya, lebih praktis dan mudah untuk digunakan.

A : Jadi bisa digunakan kapanpun dan dimanapun gitu ya.

B : Iya.

A : Terus, adakah manfaat yang kamu dapatkan dari pembelajaran speaking menggunakan WhatsApp?

B : Tentunya lebih praktis untuk pembelajaran speaking dan bisa dilakukan berkelanjutan.

A : Untuk yang kelima, antara pembelajaran speaking menggunakan voice note dan pembelajaran speaking di depan kelas, kamu lebih memilih yang mana?

B : Speaking dengan voice note.

A : Alasannya?

B : Karena tidak malu dilihat sama temen-temen pas speaking.

A : Oh begitu, terus adakah perasaan minder ketika kamu merekam suaramu menggunakan voice note?

B : Ada, tapi lebih minder ketika berbicara di depan kelas.

A : Terus yang ke tujuh, ketika kamu merekam suaramu, teman-temanmu paham tidak?

B : Ada yang paham dan ada yang tidak, lebih banyak pahamnya sih.

A : Oh, mungkin karena suaranya atau rekamannya yang kurang jelas gitu ya, selanjutnya, menurutmu lebih praktis conversation menggunakan voice note atau menggunakan chat?

B : Voice note.

A : Alasannya?

B : Karena langsung pakai suara tanpa harus ngetik.

A : Ok, pertanyaan ke sembilan kamu merasa cemas tidak ketika mau berbicara dalam bahasa Inggris menggunakan voice note?

B : Iya, pernah.

A : Karena apa?

B : Ya tetap karena grogi.

A : Untuk pertanyaan yang terakhir, menurutmu pembelajaran speaking pakai voice note perlu diterapkan secara berkelanjutan atau tidak?

B : Iya.

A : Alasannya?

B : Ya karena mudah gitu sama mengikuti perkembangan zaman.

A : Ok, sekian wawancaranya, terima kasih atas waktunya.

Interview 2

Name : Ahmad Fajar Awaluddin

Date : January 26ᵗʰ, 2020

A : Hari ini saya akan melakukan wawancara kaitannya dengan penggunaan WhatsApp untuk pembelajaran speaking, bisa perkenalkan diri terlebih dahulu?

B : Perkenalkan nama saya Ahmad Fajar Awaluddin.

A : Dari kelas berapa?

B : Dari kelas 9A.

A : Ok terima kasih, untuk pertanyaan pertama seberapa sering kamu menggunakan WhatsApp?

B : Saya tidak terlalu sering karena mondok.

A : Tapi sudah terbiasa menggunakan WhatsApp?

B : Iya, sudah.

A : Selanjutnya, fitur WhatsApp apa saja yang kamu ketahui?

B : Video call, voice note, dan story.

A : Terus bagaimana pendapatmu tentang kemudahan komunikasi WhatsApp untuk pembelajaran speaking? Apakah itu memudahkan kalian untuk belajar speaking di luar kelas?

B : Iya, itu memudahkan.

A : Yang keempat, adakah manfaat yang kamu dapatkan dari pembelajaran speaking menggunakan WhatsApp?

B : Manfaatnya bisa belajar speaking dengan praktis, mudah, bisa dilakukan kapanpun dan dimanapun.

A : Pertanyaan kelima, antara pembelajaran speaking menggunakan voice note dan pembelajaran speaking di depan kelas, menurutmu mana yang bisa lebih membuatmu percaya diri?

B : Langsung di depan kelas.

A : Alasannya?

B : Karena saya merasa cukup percaya diri.

A : Tapi menurutmu kalau pakai voice note bisa memudahkan juga?

B : Iya, cukup memudahkan.

A : Terus yang keenam, apakah kamu merasa minder ketika merekam suaramu menggunakan voice note?

B : Tidak.

A : Karena apa?

B : Ya karena tidak secara langsung.

A : Oh, berarti karena kamu tidak dikelilingi sama temen-temenmu gitu ya, terus yang ke tujuh, apakah temanmu paham ketika kamu berbicara bahasa Inggris menggunakan voice note?

B : Ada yang tidak paham sih.

A : Itu karena pelafalannya yang kurang jelas atau gimana?

B : Karena pelafalannya yang kurang jelas sih menurutku.

A : Terus yang ke delapan, menurutmu lebih praktis conversation menggunakan voice note atau menggunakan chat?

B : Lebih praktis voice note.

A : Alasannya?

B : Karena tidak rumit, cukup merekam suara secara langsung.

A : Terus yang ke sembilan, adakah perasaan cemas atau takut salah ketika mau berbicara dalam bahasa Inggris menggunakan voice note?

B : Ada, tapi tidak lebih cemas dari berbicara secara langsung.

A : Terus yang terakhir, menurutmu pembelajaran speaking pakai voice note perlu diterapkan secara berkelanjutan?

B : Ya, menurut saya begitu, karena lebih praktis, tidak terikat jam sekolah dan bisa dilakukan dimana saja.

A : Ok, terima kasih atas waktunya.

Interview 3

Name   : Ulfa Nur Iriyanti

Date   : January 26th, 2020

A : Saya Falah, saya akan melakukan wawancara kaitannya dengan penggunaan WhatsApp untuk pembelajaran speaking di luar kelas, bisa perkenalkan diri?

B : Perkenalkan nama saya Ulfa Nur Iriyanti.

A : Dari kelas berapa?

B : Dari kelas 9A.

A : Terima kasih, untuk pertanyaan pertama seberapa sering kamu menggunakan WhatsApp?

B : Tidak sering, paling lama 3 jam.

A : Ok, lalu fitur WhatsApp apa saja yang kamu ketahui?

B : Voice note, video call, story dan telefon.

A : Ok, yang ketiga bagaimana pendapatmu tentang kemudahan komunikasi WhatsApp untuk pembelajaran speaking?

B : Lebih mudah, praktis, tidak terikat waktu dan bisa digunakan dimanapun.

A : Selanjutnya, adakah manfaat yang kamu dapatkan dari pembelajaran speaking menggunakan WhatsApp?

B : Iya, dengan WhatsApp, saya merasa praktik speaking jadi lebih mudah.

A : Yang kelima, antara pembelajaran speaking menggunakan voice note dan pembelajaran speaking di depan kelas, menurutmu mana yang lebih mudah?

B : Voice note.

A : Alasannya?

B : Tidak minder diliatin teman.

A : Selanjutnya, adakah perasaan minder ketika merekam suaramu menggunakan voice note?

B : Tidak, karena merasa lebih percaya diri aja dan tidak dilihat sama teman secara langsung.

A : Terus, apakah temanmu paham ketika kamu berbicara bahasa Inggris menggunakan voice note?

B : Sebagian besar paham.

A : Mungkin karena suaranya yang terkadang kurang jelas ya.

B : Itu termasuk juga.

A : Ok, terus menurutmu lebih praktis conversation menggunakan voice note atau menggunakan chat?

B : Voice note, alasannya tidak memakan banyak waktu, tanpa harus ngetik.

A : Selanjutnya, adakah perasaan cemas atau takut salah ketika berbicara dalam bahasa Inggris menggunakan voice note?

B : Iya, karena bisa saja suaranya kurang jelas.

A : Untuk yang terakhir, apakah pembelajaran speaking menggunakan WhatsApp perlu diterapkan secara berkelanjutan?

B : Iya, karena bisa dilakukan dimana saja dan kapan saja, dan tidak terikat jam-jam sekolah.

A : Ok, sekian wawancaranya, terima kasih atas waktunya.

Interview 4

Name   : Amelia Sovana

Date   : January 26ᵗʰ, 2020

A : Saya Falah, saya akan melakukan wawancara kaitannya dengan penggunaan WhatsApp untuk pembelajaran speaking, bisa perkenalkan diri?

B : Iya, nama saya Amelia Sovana.

A : Dari kelas?

B : Dari kelas 9A.

A : Terima kasih, pertanyaan pertama, seberapa sering kamu menggunakan WhatsApp?

B : Kurang lebih 4 jam per hari.

A : Lalu fitur apa saja yang kamu ketahui dari WhatsApp?

B : Video call, voice note, dan story.

A : Pertanyaan ketiga, bagaimana pendapatmu mengenai kemudahan komunikasi WhatsApp untuk pembelajaran speaking?

B : Lebih mudah karena bisa digunakan kapanpun dan dimanapun tanpa terikat jam-jam sekolah.

A : Terus, adakah manfaat yang kamu dapatkan dari pembelajaran speaking menggunakan WhatsApp?

B : Iya ada, dapat memberi ruang lebih untuk belajar speaking tanpa terikat jam-jam sekolah.

A : Ok, terus yang kelima, menurutmu lebih mudah pembelajaran speaking menggunakan voice note atau pembelajaran speaking di kelas?

B : Menggunakan voice note, karena tidak merasa minder untuk berbicara bahasa Inggris.

A : Terus ketika kamu merekam suaramu menggunakan voice note, merasa minder tidak?

B : Terkadang minder karena takut salah.

A : Terus yang ke tujuh, apakah temanmu paham ketika kamu berbicara bahasa Inggris menggunakan voice note?

B : Iya paham, tapi tetap ada yang tidak paham sih.

A : Mungkin karena suaranya yang agak rusak atau kurang jelas tergantung kondisi smartphone. Terus yang ke delapan, menurutmu lebih praktis conversation menggunakan voice note atau menggunakan chat?

B : Voice note, alasannya karena tidak memakan waktu, tidak ribet ngetik, cukup tekan dan rekam suara saja.

A : Terus, adakah perasaan cemas atau takut salah ketika berbicara dalam bahasa Inggris menggunakan voice note?

B : Tentu, karena kadang merasa kemampuan berbahasa Inggrisnya masih kurang.

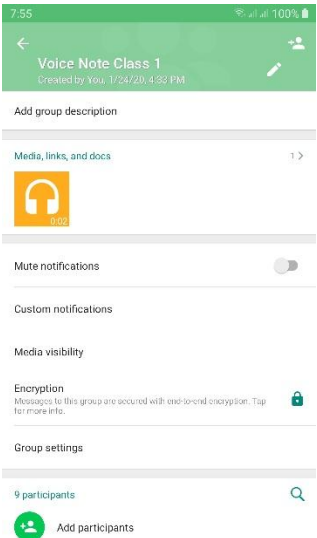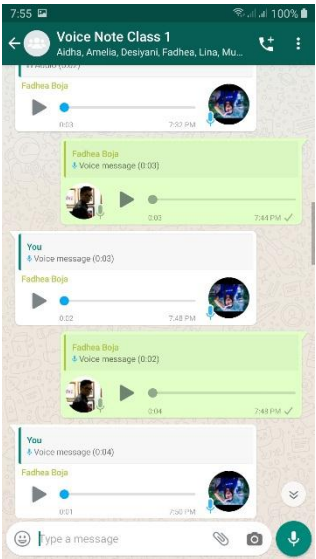A : Ok, terus menurutmu apakah pembelajaran speaking menggunakan WhatsApp perlu diterapkan secara berkelanjutan?

B : Iya perlu, karena seperti yang tadi saya sebutin, memberi ruang dan waktu lebih untuk belajar berbicara bahasa Inggris.
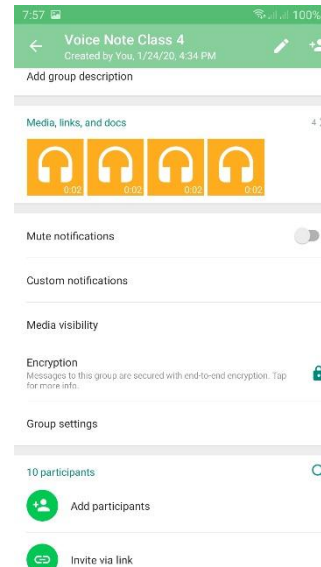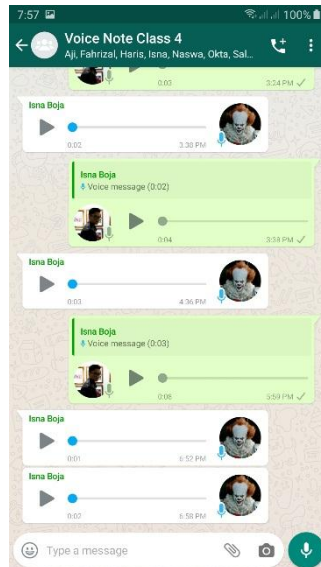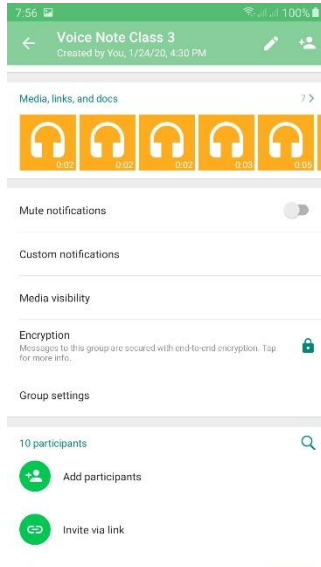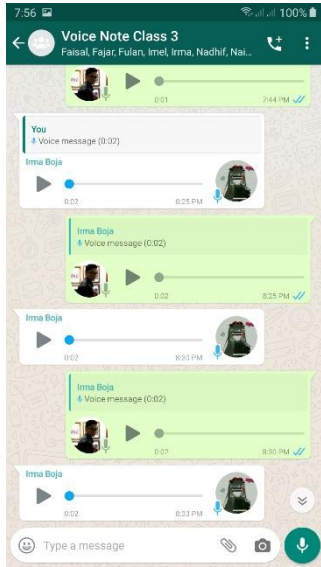
A : Ok, mungkin itu saja wawancaranya, terima kasih.

APPENDIX V

DOCUMENTATION

Screenshots of Voice Note Classes
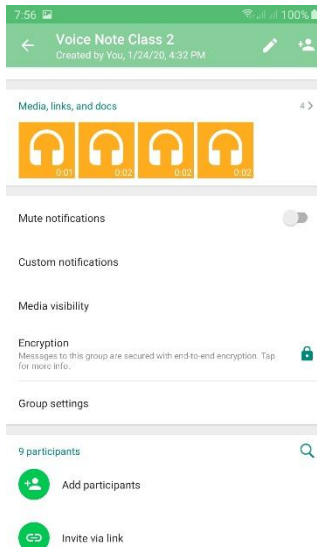
Pictures of Planning Session with 9A Students before Executing WhatsApp Online Speaking Classroom

APPENDIX VI
RESEARCH DOCUMENTS

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: B - 106/Un.10.3/D.1/TL.00./106/2020   16 Januari 2020
Lamp : -
Hal   : Pengantar Pra Riset
a.n.   : Mohammad Nur Falah
NIM   : 1603046016

Yth.
Bapak/Ibu Kepala Madrasah
di MTs NU 02 Al-Ma'arif Boja

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama   :   Mohammad Nur Falah
NIM   :   1603046016
Alamat   :   Paesan Kebumen No. 1 RT02/RW09, Kedungwuni, Kab. Pekalongan
Judul Skripsi   :   Exploring WhatsApp as Mobile Instant Messaging in Facilitating Students' Speaking Skill

Pembimbing   :
1. Agus Prayogo, M.Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diizinkan melaksanakan riset selama 20 hari, mulai tanggal 10 Januari 2020 sampai dengan tanggal 30 Januari 2020.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

H. Mahfud Junaidi, M.Ag.
NIP. 19690320 199803 1 004

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Nomor: B - 106/Un.10.3/D.1/TL.00./106/2020   16 Januari 2020
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Mohammad Nur Falah
NIM   : 1603046016

Yth.
Bapak/Ibu Kepala Madrasah
di MTs NU 02 Al-Ma'arif Boja

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :
Nama   :   Mohammad Nur Falah
NIM   :   1603046016
Alamat   :   Paesan Kebumen No. 1 RT02/RW09, Kedungwuni, Kab. Pekalongan
Judul Skripsi   :   Exploring WhatsApp as Mobile Instant Messaging in Facilitating Students' Speaking Skill

Pembimbing :
1. Agus Prayogo, M.Pd.

       Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 20 hari, mulai tanggal 10 Januari 2020 sampai dengan tanggal 30 Januari 2020.
       Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Dr. Ahmad Junaidi, M.Ag.
NIP. 19690320 199803 1 004

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

SURAT KETERANGAN PENELITIAN
Nomor : Ts.377/PP.005/S.6/104/I/2020

Yang bertanda tangan di bawah ini:

Nama	:	Husnul Huda, S.Ag.
Jabatan	:	Kepala MTs NU 02 Al-Ma'arif Boja
Alamat	:	Jalan Pemuda No. 109 Boja, Kab. Kendal

Menyatakan bahwa mahasiswa atas nama:

Nama	:	Mohammad Nur Falah
Pekerjaan	:	Mahasiswa Universitas Islam Negeri Walisongo Semarang
NIM	:	1603046016
Fak./Prodi	:	FITK/Pendidikan Bahasa Inggris
Alamat	:	Jalan Paesan Kebumen No. 1 RT02/RW09, Kedungwuni, Kab. Pekalongan

Telah melaksanakan penelitian skripsi yang berjudul *"Exploring WhatsApp as Mobile Instant Messaging in Facilitating Students' Speaking Skill"* selama 20 hari di MTs NU 02 Al-Ma'arif Boja terhitung mulai tanggal 10 Januari 2020 sampai dengan tanggal 30 Januari 2020.

Demikian surat keterangan penelitian ini dibuat dengan sebenar-benarnya, dan harap digunakan sebagaimana mestinya.

Boja, 27 Januari 2020

Kepala Madrasah,

HUSNUL HUDA, S.Ag

Tembusan :

Sekretariat MTs NU 02 Al-Ma'arif Boja (sebagai arsip)

CURRICULUM VITAE

Personal Data

Name : Mohammad Nur Falah

Place of Birth : Pekalongan

Date of Birth : February, 3rd 1998

Religion : Islam

Gender : Male

Civic : Indonesia

Address : Jl. Raya Paesan Kebumen No. 1 RT.02/RW.09, Kedungwuni, Kab. Pekalongan

Formal Education

1. SD N Kradenan 01 Pekalongan
2. SMP N 14 Pekalongan
3. MAN 01 Pekalongan
4. English Education Department, Faculty of Education and Teacher Training, Walisongo State University, Semarang

Sincerely,

Mohammad Nur Falah