

**IMPROVING STUDENTS' SPEAKING ACHIEVEMENT BY USING  
WHATSAPP GROUP APPLICATION IN SMP NEGERI 4  
NATAR LAMPUNG SELATAN**

**(Undergraduate Thesis)**

**By**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2021**

## **ABSTRACT**

### **IMPROVING STUDENTS' SPEAKING ACHIEVEMENT BY USING WHATSAPP GROUP APPLICATION OF SMP NEGERI 4 NATAR LAMPUNG SELATAN**

**By**

**Nova Regilanti**

The aim of this study is to know whether there is any improvement of students' speaking achievement after using WhatsApp group application. This is pre-experimental research that involved 1 class in junior high school which included 26 students. The data collecting was gained through pre-test and post-test. Those data were analyzed quantitatively. The result showed that there was significant improvement of students' speaking achievement after using WhatsApp group application. That finding showed that statistically, the average scores of post-test significantly improved than the average scores in the pre-test. It is suggested to use WhatsApp group application to improve students' speaking achievement effectively.

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**Undergraduate Thesis**

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**In**

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The Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
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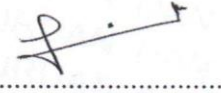
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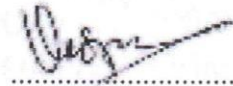
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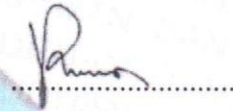
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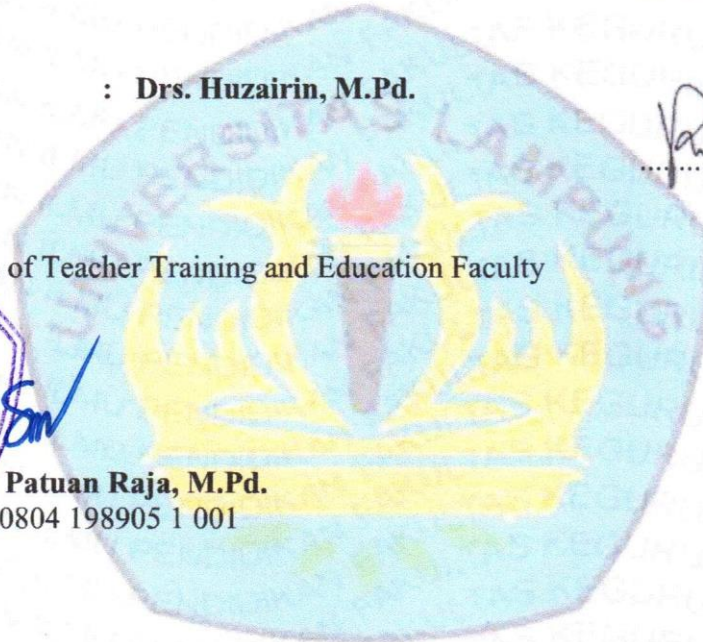
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, Karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, Agustus 2021



Nova Regilianti

## **CURRICULUM VITAE**

Nova Regilianti was born in lampung selatan, on 15 november 1997. She is last child of Martoyo and Sartini. She has one sister and two elder brothers.

Her formal education was started at SDN 3 Branti raya and graduate in 2010. Then, she spent three years studying at SMPN 4 Natar lampung selatan. In 2013 she went to SMA Swadhipa Natar Lampung Selatan for her senior high school education in finished in 2016.

In 2016, she was succeeded to pass SNMPTN test, and she was accepted in English education study program of lampung university.

## **DEDICATION**

This undergraduate thesis is proudly present to:

Author s parents, Martoyo and Sartini

Author s family

Author s great teachers and lecturers

Author s almamater, university of lampung



## **MOTTO**

Richness is not having many belongings, but richness is contentment of the soul.

-HR. Bukhari Muslim-

To be honest and hard working

-Nova Regilanti-

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Alhamdulillah rabil ‘alamin, the researcher would like to express her profound gratitude to Allah SWT for blessing, love opportunity, health, and mercy to to complete this script. This script which entitled, Improving Students’ Speaking Achievement By Using Whatsapp Group Application Of Smp Negeri 4 Natar Lampung Selatan is submitted as the final her script at English Education Study Program, Teacher Training and Education Faculty, Lampung University.

The researchers present her first script and also this script would not have been possible without the help, support and patience of first advisor Drs. Mahpul, M.A., Ph.D. for his supervision, advice and guidance. Then to her second advisor Drs. Huzairin, M.Pd. who has helped her patiently finishing this script by giving suggestion, guidance, and correction until the completion of this script. The researcher greatest appreciation also goes to Dr. Feni munifatullah, M.Hum for helps, inputs and feedback to improve this script.

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remind me to keep going and never giving up. Furthermore, she would like to give her special gratitude to her family who always supports and encourages her.

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Bandar Lampung, August 2021



Nova Regilianti

## CONTENTS

	Page
<b>CONTENTS.....</b>	<b>i</b>
<b>LIST OF TABLES .....</b>	<b>iii</b>
<b>LIST OF APPENDICES .....</b>	<b>iv</b>
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the problem .....	1
1.2 Formulation of the problem .....	3
1.3 Objectives of the problem.....	3
1.4 Significances of the Research .....	3
1.5 Definition Of Terms.....	4
<b>CHAPTER II LITERATURE REVIEW</b>	
2.1 Definition of speaking.....	5
2.2 Speaking as Skill.....	6
2.3 Aspect of speaking skills .....	7
2.4 Concept of Teaching Speaking .....	7
2.5 Concept of Online Learning.....	9
2.6 Whatsapp Aplication.....	9
2.7 Definition of Group work .....	10
2.8 Procedure of implementing WhatsApp group application in teaching speaking .....	11
2.9 Advantage of implementing WhatsApp group aplication .....	12
2.10 Drawbacks Of Implementing Whatsapp Group Aplication .....	12
2.11 Theoretical assumption.....	12
2.12 Hypothesis .....	14
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
3.1 Research Design.....	15
3.2 Variables .....	16
3.3 Population and Sample .....	16
3.4 Data Collecting Techniques .....	16
3.5 Instrument of The Research .....	17
3.6 Procedure of Research .....	20
3.7 Validity and Reliability.....	21

3.8 Data Analysis .....	24
3.9 Hypothesis Testing.....	25
<b>CHAPTER IV RESULT AND DISCUSSION</b>	
4.1 Result .....	26
4.1.1 Description of Data Pre-test and Post-test of Speaking.....	26
4.1.2 Normality Test.....	31
4.1.3 Paired Sample T- Test .....	32
4.2 Discussion .....	32
<b>CHAPTER V CONCLUSSION AND SUGGETION</b>	
5.1 Conclusions.....	35
5.2 .Suggestions .....	35
5.2.1 Suggestions for English Teachers .....	35
5.2.2 Suggestion for Further Researchers.....	36
<b>REFERENCES.....</b>	<b>37</b>
<b>APPENDICESS .....</b>	<b>40</b>

## LIST OF TABLES

Table	Page
1. Aspect of speaking which is score .....	17
2. Score of Rating Sheet Score .....	20
3. Distribution of the students' score in pre-test .....	27
4. Distribution of the Students' scores in the pre-test .....	27
5. Distribution Of The Students' Pre-Test Achievement In The Aspects Of Speaking .....	28
6. Distribution of the students' score in post-test.....	29
7. Distribution of the Students' scores in the post-test .....	29
8. Distribution Of The Students' Pre-Test Achievement In The Aspects Of Speaking .....	30
9. Normality of test .....	31
10. Paired Samples Test .....	32

## LIST OF APPENDICES

Appendix	Page
1. Pre-Test speaking .....	41
2. Post-Test speaking .....	42
3. Lesson Plan .....	43
4. Result Pre-Test Score By Two Raters.....	61
5. Result Post-Test Score By Two Raters .....	62
6. Inter-Rater Reliability of Pre-Test Score .....	63
7. Inter-Rater Reliability of Post-Test Score.....	64
8. Transcript pre-test .....	66
9. Transcript post test .....	80
10. Surat – surat Penelitian.....	94



## **CHAPTER I INTRODUCTION**

This chapter introduces the research proposal, which is concerned with the background of the research, research questions, objectives, Significances, and definition of terms.

### **1.1 Background of the problem**

Speaking is the active use of language to express meaning so that other people can understand of them. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand (Cameron 2001).

In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication, and it is the most difficult skill (Oradee 2012). In Indonesia, English has been taught from elementary school up to senior high school. But in real life many students are still unable to apply it in oral practice. According to Nakhalah (2016) there are some factors that cause speaking difficulties, factors that cause difficulty in speaking Students are make a mistake in pronouncing, and many learners lack the necessary of vocabulary. The difficulties in the learning process because motivation and interested in learning process is low. According to Afsyah (2019) the use media in the learning process

in school is related to the level psychological development and talents of student who can arouse student motivation toward learning.

In this era, learning without face-to-face can be taken place by using media therefore the learning interaction between teachers and students can still be done. Technology have been very evolving, everything can be done easier. In education, teacher is able to use of online learning that can illustrate the presentation of message and information to improve student achievement. Online learning can increase and direct the attention of students, so that it can lead the students to learn. According to buchanan (2004) mentions online learning give both teachers and students new opportunities to be involved In the learning process.

In this study, the researcher would like to improve the students' ability in speaking by applying WhatsApp group application In teaching and learning. Whatsapp is a mobile application that employs users' existing internet data plan to help them networked and connected with others ( Ta'amneh., 2017). It is used for sending and receiving messages, video, picture and audio message.

Furthermore, plenty studies in the field of WhatsApp group application for learning speaking have been done. Two of them was conducted by Han and Keskin (2016) who explored that WhatsApp significantly impacted the students' FLA levels and they were able to lessen their anxieties somewhat and therefore they experienced less anxiety after the experience. According to Lauren , Jain, and Abd (2016) who explored that WhatsApp group may also motivate the students to communicate and have discussion on academic matters, since it may bring confidence to student to voice out opinion in the discussion. Therefore it is

believed that WhatsApp group can improve speaking achievement of the first year students in SMP NEGERI 4 Natar Lampung Selatan.

### **1.2 Formulation of the problem**

Based on the background above, the researcher formulates the research questions as follow:

Is there any significant improvement in students speaking achievement after being taught using WhatsApp group application in SMP NEGERI 4 Natar Lampung Selatan ?

### **1.3 Objectives of the problem**

The objectives of the research are :

To find out whether there is significant improvement in students speaking achievement after using WhatsApp group application in SMP Negeri 4 Natar Lampung Selatan.

### **1.4 Significances of the Research**

The significances of this research study are:

#### **1.Theoretical Significances**

The result of the researcher is expected that the research findings can enrich the theories of the use of WhatsApp group application in improving students' speaking achievement, the research findings can be references for the further researchers who conduct the similar studies.

## 2. Practical Significances

The result of the study can be beneficial for the English teachers, especially in SMP Negeri 4 Natar Lampung Selatan, to enrich the knowledge of the ways in improving the students' speaking skills, and the research can improve the speaking achievement of the students in SMP NEGERI 4 Natar Lampung Selatan.

### 1.5 Definition Of Terms

#### 1. Speaking

A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand (Cameron 2001).

#### 2. Online Learning

According benson (2002) online learning is a newer version or, and improved version of distance learning.

#### 3. WhatsApp application

According to Aharony and Zion (2018) WhatsApp is a main mobile instant messaging application that enables users to send and receive real-time, diverse information to individuals and group.

#### 4. Group work

According to Donn (1976) adds group work is the solution to provide students with an environment within which they can communicate easily and freely, and they can work together independent and meaningfully.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the review of related literature which discuss review of the previous studies ,the concept of speaking, definition of speaking, speaking as skill, aspect of speaking skill, concept of teaching speaking, concept of online learning, WhatsApp application, definition of group work, procedure of implementing WhatsApp group application, advantage and drawback of implementing WhatsApp group application, theoretical of framework and hypothesis of the study.

#### **2.1 Definition of speaking**

Speaking is the active use of language to express meaning so that other people can understand of them. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand (Cameron 2001).

Speaking is very important in learning a language because as a social creature human needs to interact one and another to express their ideas and thoughts to arrange and persuade others and it is used because someone purposes in learning a language is to be able to communicate the language. According to Brown (1994) speaking is an interactive process for constructing meaning that involves the production, reception and processing of information. The main purpose of

learning speaking is to enable students to communicate with others. Using the English language learned. Communication here means talking to others verbally or in verbal form. Need to pay attention to some aspects such as goals, time, and subject because the structure of English is very different from the Indonesian.

Therefore, it can be concluded that speaking is important to express some information and opinions and other people can make sense of them, it involves using speech to express meanings to other people in real time.

## **2.2 Speaking as Skill**

According to Bygate (1987) there are two basic ways in which speaking can be seen as a skill. They are motors of perceptive skills and interaction skills:

### **1. Motor Perceptive Skill**

Motor perceptive skills involve perception, recall and articulate the correct voice and language structure. This skill can't be ignored in speaking.

### **2. Interaction Skill**

Interaction skills include making decisions about communication, like what to say, how to say it and how to develop it, according to one's intentions, while maintaining the desired relationship with others. In addition, interaction skills also involve the ability to use language to meet specific demands. From the above definition, it can be said that speak in foreign language is more difficult than speak in mother tongue, and there are two aspect that support speaking as skill, there are motor perceptive skill and interaction skill.

### **2.3 Aspect of speaking skills**

According to Haris (1974) says that speaking has some aspects as described below:

1. Pronunciation refers to be the person's way of pronouncing words. Brown (2004) also states that pronunciation is the language learner has to know to pronounce and understand the words that are produced by a speaker
2. Grammar is the study of rules of language in inflection. This idea has the same opinion with Lado (1969) who says that it is a system of unit in patterns of language.
3. Vocabulary refers to the words used in a language. Phrases, clauses, and sentences are built up by vocabulary. Wilkins (1983) also states the same idea that in short, vocabulary is very important because without words we cannot speak at all.
4. Fluency refers to the one whose express quickly and easily. This is also stated by Ekbatani (2011) that a fluent speaker is someone who is able to express oneself readily and effortless.
5. Comprehension denotes the ability to understand the speaker's intention and general meaning. And Heaton (1991) also says so. It means that if a person can answer and express well correctly, it shows that he comprehends or understands well. .

### **2.4 Concept of Teaching Speaking**

Teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning (Brown, 2007). It means that teaching speaking is guiding



and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking.

The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to the students' works (Harmer 2007). Harmer suggests a basic methodological model for teaching productive skills which is embedded in the teaching and learning process done in this research study. The steps are *lead-in*, *set the task*, *monitor the process*, and *task feedback*.

The teaching is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to activate their background knowledge. The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity.

After the activity is started, the teacher monitors the process. Teacher may go around the class, listen to students working, and also help them when they find difficulties. Once the activity has finished, the teacher gives feedback to the students. In giving feedback, the responses are not merely focused on the language used by the students, but also the content of the task. In addition, showing the positive aspects of their achievement toward the task is also important that the teacher does not concentrate solely on their failings. Therefore, teaching speaking will be facilitated for student to learn about speaking in the class.

## **2.5 Concept of Online Learning**

In this era, technology have been very evolving, everything can be done easier. In education, online learning is one of the media used in learning. Online learning is education that takes place over the internet. According to Benson (2002) online learning is a newer version or, and improved version of distance learning. In this time, online learning can increase and direct the attention of students, so that it can lead the students to learn. According to Buchanan (2004) mentions online learning give both teachers and students new opportunities to be involved In the learning process.

Meanwhile, according to Kim and Frick (2011) the convenience and flexibility of online learning have a paramount influence on the learners' motivation for online learning. So, in the online learning teacher have to use an easy and outstanding application for students. Based on the explanation, online learning is media that effective to overcome the problem of students, because online learning make students comfortable to learn without face to face.

## **2.6 Whatsapp Aplication**

WhatsApp is an outstanding social media application on mobile phones and very easy to use this application in learning process. The feature of WhatsApp application is appropriate to learning process without face to face. According to Aharony and Zion (2018) WhatsApp is a main mobile instant messaging application that enables users to send and receive real-time, diverse information to individuals and group. Furthermore according to Ta'amneh., (2017) Whatsapp is a mobile application that employs users' existing internet data plan to help them

networked and connected with others, it is used for sending and receiving messages, video, picture and audio message.

Meanwhile, Kheryadi (2017) stated that there are positive effect on the students progress in learning particular, students show their confidence, independency and enthusiasm and positive attitude towards learning English. Based on the explanation, WhatsApp is a application that effective to overcome the problem of students, because WhatsApp application is very easy to use in learning process and make students comfortable to learn without face to face.

## **2.7 Definition of Group work**

Group is defined as two or more individuals who are connected to one another by social relationship Forsyth (2006). According to Donn (1976) adds group work is the solution to provide students with an environment within which they can communicate easily and freely, and they can work together independent and meaningfully.

Furthermore, group work can be used to achieve a range of teaching and learning goals. According to Davis (1993) there are three types of group work. First is informal group it is composed of ad hoc clusters of students who work in class to discussion an issue or test understanding. Secondly formal group it is established complete a specific task in one class session over many week. Laboratory experiment, musical performance or the compilation an environment impact report. The work of formal group may or may not be assed. Third study term it is formed to provide support for members usually for the duration of a course.

## **2.8 Procedure of implementing WhatsApp group application in teaching speaking**

In implementing WhatsApp in online learning to teach speaking is very interesting. In this study there are procedures of teaching and learning activity.

1. The teacher creates a WhatsApp Group consist of 6 students. set the rules teacher must make a deal with their students about the roles of using WhatsApp.
2. The teacher sends a picture and voice note about explanation of material, the material self introduction.
3. The teacher gives instruction for students to introduce them self by voice note and send in group.
4. The teacher gives a feedback about the right pronunciation and right grammar in voice note.
5. The students listens a feedback and repeat the right pronunciation and right grammar in voice note.
6. The teacher gives instruction for students to make a transcription based on their right recording by voice note.
7. The students discuss in group about the difficult word, new word, and ask teacher that they don't know.
8. The teacher gives instruction to work in pairs and make a short dialog about self introduction.

## **2.9 Advantage of implementing WhatsApp group application**

The advantages of WhatsApp group application are:

1. WhatsApp is free and easy to use.
2. WhatsApp application has some features which can be utilized to share the materials, such as pictures, videos, audios, documents, and voice note.
3. WhatsApp application can be done anytime we want, this give students flexibility in joining the discussion.
4. WhatsApp application can have to talk at the same time no matter where they are.

## **2.10 Drawbacks Of Implementing Whatsapp Group Application**

The drawbacks of WhatsApp group application are:

1. It will be a problem in an online class if the students do not have this application, or even they do not have smartphone.
2. Sometimes, the internet connection does support the discussion activity in the group.
3. There is a risk of miscommunication, so the researcher needs to re-explained on and on in detail.
4. Eyestrain. Especially for the teacher/researcher who should monitor all activities on WhatsApp chat groups and check all students's works, too much looking at digital device causes getting eyestrain.

## **2.11 Theoretical assumption**

Speaking is the active use of language to express meanings so that other people understand of them. This research focuses on speaking. It intends to improve the students' speaking achievement that includes five aspects such as grammar,

vocabulary, comprehension, fluency, pronunciation. By using WhatsApp group application in my research, the researcher makes the students motivated in learning process of speaking increase and it can be more better to direct students interesting in learning process.

The WhatsApp group application is supportive for the students to communicate without face to face. According to Aharony and Zion (2018) WhatsApp is a main mobile instant messaging application that enables users to send and receive real-time, diverse information to individuals and group. Finally, researcher was got the topic of the research, it is the effectiveness of using WhatsApp group application in improving speaking. To find out the improvement of using WhatsApp group application in improving speaking achievement, the researcher used pre-experimental research which needs quantitative data and use online class To collect the data, it used a research design, i.e. one group pre-test and post-test design. In this research design, researcher is give the students some treatments relate to the purpose of the research which is to reveal that using WhatsApp group application can improve students' speaking achievement But then, before I give some treatments, the researcher conducted a pre-test to the students to know the baseline scores of them. After that, it is conducted the treatment using WhatsApp group application. The researcher decide to give three treatments, first treatment is by giving WhatsApp group application which intends to improve their vocabulary, pronunciation and comprehension of the material of speaking. Second treatment is to improve students' fluency, and grammar by giving them some tenses related to the material of speaking in my research. Finally, I use a post-test to measure student achievement after receiving some treatments.

Based on explanations above, the researcher assume that WhatsApp group application is improve speaking achievement using group of students in the class and it is make students motivation in learning process of speaking is increase and can be more active in doing speaking activity.

## **2.12 Hypothesis**

The hypothesis formulated in this research is there is a significant improvement in students speaking achievement after being taught using WhatsApp group application in grammar, pronunciation, vocabulary, fluency, and comprehension



## **CHAPTER III RESEARCH METHODOLOGY**

Chapter three presents the methodology and procedures used in carrying out the research objectives. it is divided into several parts. They are research design, variable, sample and population, data collecting techniques, instrument of the research, research procedure, validity and reliability, hypothesis testing.

### **3.1 Research Design**

The researcher used pre experimental research study as a research design. There are three kinds of pre experimental research study, the one-shot case study, the one group pre test and post test design, the static-group comparison. This study applied one group pre test and post test design (setiyadi , 2018). The design of the research was as follow:

T1   X   T2

So the terms could be illustrated as follow:

T1 : Giving the students a pre-test before conducting some treatment

X : giving a treatment to the students using WhatsApp group application

T2 :Giving a post test to the students after receiving treatment

### **3.2 Variables**

The research classified into two variables independent variable WhatsApp group application and the dependent variable speaking achievement.

### **3.3 Population and Sample**

The population of this research are all of the first grade of SMP Negeri 4 Natar Lampung Selatan in the academic year of 2019/2020. The sample of this research is one class of VII B students of SMP Negeri 4 Natar Lampung Selatan. To gain the sample for this research it is use a purposive sampling. This means that it is picked up the sample from the available population.

### **3.4 Data Collecting Techniques**

#### **Testing**

According to Brown (2004:3), A test is an equipment for measuring the ability knowledge, or performance of a person in a given domain.” In this research, the researcher used two tests : pre-test and post-test. The pre-test given at the beginning and the post-test placed at the end. The comparison between the pre-test and post-test after using WhatsApp group application scores was showed the student’s speaking ability for transactional conversation related to the student’s fluency in speaking. The researcher used a live conversation as the test item for oral communication in this research, since as stated by Brown (2004:176), it is said to be the most credible, or natural type of speaking test.

#### **a. Pre-test**

A pre-test was given before the treatment. The pre-test was given in class VII B. In the pre-test, the students were given five items of speaking test about

conversation. This is to know the students' ability in mastering the speaking skill for self introduction. This test is done and they were only given approximately 5 minutes.

b. Post-test

A post-test was given after all treatments of WhatsApp group application is already done. The post-test is give to class VII B. The test items were same with the pre-test.

### 3.5 Instrument of The Research

The instrument refers to research tools for data collecting. The instruments that researcher using in this research is speaking tests. The test formed in two parts. They are a pre-test and a post-test. The researcher is give speaking test by giving instruction. The researcher asked the students to introduce them self with the limit time. In evaluating the students' speaking scores, speaking task by Harris (1974) Based on the speaking task, there are five components, Pronunciation, fluency, grammar, vocabulary, and comprehension.

**Table 1. Aspect of speaking which is score**

Aspects of speaking	Rating scales	Description
<b>Pronunciation</b>	17-20	Speech is fluent and effortless as that native speaker.
	13-16	Always intelligible though one is conscious of a definite accent.
	9-12	Pronunciation problems necessitate concentrated Listening and Occasionally lead to understanding.
	5-8	Very hard to understand because of pronunciation Problem most Frequently be asked to repeat.
	1-4	Pronunciation problem so severe as to make Speech unintelligible.

Aspects of speaking	Rating scales	Description
<b>Vocabulary</b>	17-20	Use of vocabulary and idiom virtually that of native speaker.
	13-16	Sometimes use in appropriate terms and must Rephrase ideas, because of inadequate vocabulary.
	9-12	Frequently use the wrong word conversation Somewhat limited because of inadequate vocabulary.
	5-8	Misuse of word sand very limited vocabulary Make comprehension quite difficult.
	1-4	Vocabulary limitations so extreme as to make Conversation virtually impossible.
<b>Fluency</b>	17-20	Speech is fluent and effort less as that of native speaker.
	13-16	Speed of speech seems rather strongly affected by Language problems.
	9-12	Speed and fluency are rather strongly affected by Language problems.
	5-8	Usually hesitant often forced into silence by Language problems.
	1-4	Speech is so halting and fragmentary to make conversation virtually impossible.
<b>Comprehension</b>	17-20	Appear to understand everything without difficulty.
	13-16	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	9-12	Understand most of what is said at slower than normal speed with repetition.
	5-8	Has great difficulty following what is said can comprehend only " social conversation" spoken slowly and with frequent repetition.
	1-4	Cannot be said to understand even simple Conversation in English.
<b>Grammar</b>	17-20	Grammar almost entirely in accurate phrases.
<b>Grammar</b>	17-20	Grammar almost entirely in accurate phrases.

Aspects of speaking	Rating scales	Description
	13-16	Constant errors control of very few major patterns and frequently preventing communication.
	9-12	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	5-8	Few errors, with no patterns of failure.
	1-4	No more than two errors during the dialogue.

The students whose gain score ranging from one to four is considered inadequate, while the score ranging from five to eight can be said 'poor'. Moreover, the score ranging from nine to twelve is categorized 'fair', while the score ranging from thirteen to sixteen is categorized 'good'. Last, the score ranging from 17-20 is categorized outstanding.

The score of speaking achievement dealing with the five aspects can be computed in percentage as follows:

Pronunciation	20
Grammar	20
Vocabulary	20
Fluency	20
Comprehension	20
+Total score	100

**Table 2. Score of Rating Sheet Score**

NO	NAME	PRON		GRAM		VOC		FLUE		COMPR		TOTAL	
		R 1	R2	R 1	R2	R 1	R2	R 1	R2	R 1	R2	R 1	R2
1	AMC	12	11	13	14	9	10	10	11	10	12	54	57
2	AM	10	10	11	10	9	10	10	10	10	10	50	50
3	AIL	13	12	12	10	10	12	11	11	10	10	56	55
4	DAP	12	10	11	12	11	12	12	11	11	10	57	55
5	DA	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	.....

$$X = R1 + R2 : 2$$

Where:

X = the total score of the student

R1 = the score of the student from first assessor

R2 = the score of the student from second

assessor

### 3.6 Procedure of Research

The researcher followed a model of pre experimental Research procedure suggested by Madya (2006). The steps were conducted as follows:

#### 1. Selecting and Determining the Population and Sample

The population of the research is first grade students in SMP Negeri 4 Natar Lampung Selatan as population. The sample is one class which consists of 26 students, the sample of this research is use a purposive sampling.

#### 2. Selecting Speaking Material

In selecting the speaking material, the researcher used materials from the internet and syllabus of the first year of junior high. The material is based on curriculum which is the curriculum 2013. The material of this research is self introduction

### 3. Administering Pre-test.

The students introduce their self that include name, age, address, favorite food, favorite color, brother and sister, hobby to introduce them self in voice note.

### 4. Conducting the treatments

In this research, the treatments were administered in three meeting. The treatment of this research used WhatsApp group application to learn about self introduction in online class.

### 5. Administering post test

Post test is administered after the treatment (teaching speaking by WhatsApp group application). The post test which aim at knowing of progress in speaking ability after using WhatsApp group application.

### 6. Analysis the result of pre-test and post-test

After giving pre test and post test the researcher is give result of the test by using SPSS.

## 3.7 Validity and Reliability

To fulfill the validity and reliability of the research, they are as follow:

### 1. Validity of the Test

Valid in instrument mean that the instrument is suitable for measuring the object that measured (Arikunto, 2006). In this study the researcher assumed the role of expert that the test to be used is content validity for this study.

#### a. Content validity

Based on the validity of the instrument the researcher used content validity. According to Nunan (2003) theories stated that the indicator of speaking test such as: pronunciation, structure, vocabulary, fluency and comprehension. Based



on the syllabus the content of the speaking skill for conversation can measure accurately the student's skill in speaking.

b. Construct validity

This test specification provides a basis in constructing the test. Since this is an individual judgment, strong relation between test specification and test content determines the content validity of the test itself. In this study, to investigate the validity of the instrument, researcher is use five components. According to Harris (1974) using. Based on the speaking task, there are five components, Pronunciation, fluency, grammar, vocabulary, and comprehension.

## **2. Reliability of the Test**

According to Arikunto (2010), the reliability of the test is that an instrument can be believed to be used as instrument for collecting data because it has been good. In this research, the assessors are two people, the researcher and English teacher of SMP Negeri 4 NATAR. It means that the test has some average result when it is test to different occasion and the condition is the same as before. Inter-rater reliability is applied in this research. It is in accounted from the two rows of score which is gotten from two correctors. In inter-rater reliability, the scoring can be done equally. Where, the students' speaking performance can evaluated equally by two correctors. Because the test corrected by two correctors, generally the result of reliability can be reliable. Afterward, to measure the reliable of speaking, this research was used statistical measurement with the following formula:

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

R : Coefficient of Rank Correlation

N : Number of students

D : The difference of rank correlation

1 – 6 : Constant number

(Shohamy, 1985)

In this case, the researcher also uses the standard of reliability proposed by Arikunto (1998) as follows:

- |                            |                          |
|----------------------------|--------------------------|
| 1. a very low reliability  | ranges from 0.00 to 0.19 |
| 2. a low reliability       | ranges from 0.20 to 0.39 |
| 3. an average reliability  | ranges from 0.40 to 0.59 |
| 4. a high reliability      | ranges from 0.60 to 0.79 |
| 5. a very high reliability | ranges from 0.80 to 1.00 |

#### 1. Result of reliability in the pre-test

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$R = 1 - \frac{6 \cdot (435)}{26(26^2 - 1)}$$

$$R = 1 - \frac{2,610}{17,550}$$

$$R = 0,851282 \text{ ( Very high reliability )}$$

#### 2. Result of reliability in the post-test

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$R = 1 - \frac{6 \cdot (723)}{26(26^2 - 1)}$$

$$R = 1 - \frac{4,338}{17,550}$$

$$R = 0,752820 \text{ ( high reliability )}$$

Based on the result above, the reliability of pre-test and post-test is respectively very high. Furthermore The reliability is very accomplish in the ranges from 0.60 to 0.79 and 0.80 to 1.00. So the researcher assumed that the test of students is very reliable.

### 3.8 Data Analysis

In order to get the results of this research, the researcher is analyses the data by using some steps as follows:

1. Scoring the pre-test and post-test
2. Finding the mean of the pre-test and post-test which had taught using WhatsApp group application. The mean is calculate by applying this formula:

$$Md = \frac{\sum d}{N}$$

Md = Mean (average score)

$\sum d$  = Total score of the students

N = Number of students

3. Tabulating the data into SPSS
4. Drawing the conclusion by comparing the means of the pre-test and post-test. (Arikunto, 2006:272)

### **3.9 Hypothesis Testing**

There is a significant improvement on students speaking achievement after using WhatsApp group application in grammar, pronunciation, vocabulary, fluency, and accuracy. There are two hypotheses in this research. They are the null hypothesis (H0) and alternate hypothesis (H1).

H1: there is a significant improvement on students speaking achievement after using WhatsApp group application in grammar, pronunciation, vocabulary, fluency, and accuracy.

H0: there is no improvement on students speaking achievement after using WhatsApp group application in grammar, pronunciation, vocabulary, fluency, and accuracy.

## **CHAPTER V**

### **CONCLUSSION AND SUGGETION**

This last chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use WhatsApp group application in teaching speaking.

#### **5.1 Conclusions**

There is a significant improvement on students speaking achievement after using WhatsApp group application in grammar, pronunciation, vocabulary, fluency, and accuracy. It can be seen from the result of this research, the mean score of pre-test is 47,92 while the mean score of post-test is 65,30, and the significant values are all less than 0.05. Furthermore, it can be concluded that WhatsApp group application improved student speaking achievement.

#### **5.2 .Suggestions**

##### **5.2.1 Suggestions for English Teachers**

- (a). English language is difficult, teacher have to make the students interested, and make student active and not afraid in the class. It is recommended to use WhatsApp group application.
- (b). The teacher is suggested to use WhatsApp group application to teach in the class, because students need to learn in the group to communicate with other

students and make them comfortable to ask a teacher without face to face in the class.

### **5.2.2 Suggestion for Further Researchers**

(a). This study is conducted in first grade of junior high school, moreover the further researchers can try to conduct in other level in the senior high school.

(b). It is better if further researchers use two class in the research such as experimental class and control class in order to see some different achievement of students.

(c). Since this research discusses about improvement of students, it is better if further researcher also discuss about perception of students.

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