

**THE TEACHING OF SPEAKING USING EXPRESSION OF ASKING AND
GIVING OPINION THROUGH WHATSAPP VOICE NOTE
APPLICATION TO GRADE XI STUDENTS AT SMA NEGERI 1
SIDOAN PANTAI TIMUR**



THESIS

*Presented to fulfill One of the Requirements for the Degree
of Sarjana Pendidikan (S.Pd.) in Tadris English Study Program
Faculty of Tarbiyah and Teacher Training
UIN Datokarama Palu*

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I hereby declare that this thesis entitled: ***“The Teaching of Speaking Using Expression of Asking and Giving Opinion Through Whatsapp Voice Note Application to Grade XI Students at SMA Negeri 1 Sidoan Pantai Timur”*** has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the University and I must be ready for all the consequences thereafter due to this misconduct.

Palu, , 22 August 2023
Your sincerely,



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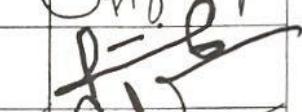


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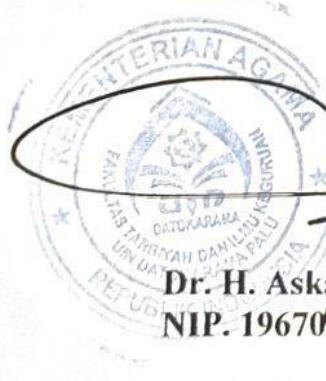
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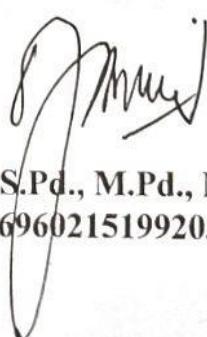
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ABSTRACT

Name	:	Gina Ramdani
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Research Title	:	The Teaching of Speaking Using Expression of Asking and Giving Opinion Through Whatsapp Voice Note Application To Grade XI Students at SMA N 1 Sidoan Pantai Timur

In general, most students had difficulty in speaking English due to the lack of vocabulary, grammar, pronunciation and other language elements. They often have difficulty in translating sentences in their mother tongue (Indonesian) into English.

This Based on the limitation of the problem, this study is formulated as follow: 1. How does the teacher implement Whatsapp voice note in teaching speaking on Expression of Asking and Giving Opinion to grade XI students at SMA Negeri 1 Sidoan Pantai Timur? 2. What are the problems faced by the teacher and the students in implementing Whatsapp voice note in learning speaking on expression of asking and giving opinion to grade XI students at SMA Negeri 1 Sidoan Pantai Timur?

The researcher used a qualitative approach to the research design. This research is designed as a case study. The research subjects were students of class XI and one of the English teachers. The data were collected by using observation, interviews and documentation. Including data obtained from interviews with one of the teachers and 7 students of class XI IPA.

The result of the research are (1). There are three steps to implement the whatsapp voice note as learning media include pre-teaching, while-teaching and post-teaching. (2). 1. The problem face by teacher, Teachers hard to control the participation and motivation of the students, Teachers found it hard to deliver the material without book, so they need to make another media or even more than one media in teaching where it sometimes could take times to make it. 2. Problem faced by students, Not all the students can afford to buy balance to make their phone always be connected to the network. many of their peers reside in rural areas where internet connectivity is unreliable, particularly for the messaging app Signal.

Based on the conclusion of suggestion, The learning process still can be done during the covid 19 pandemic by using the WhatsApp voice note as the media of learning. Teachers are suggested to use WhatsApp voice note as the media of learning during the covid 19 pandemic based on the findings of this research that almost all students had installed WhatsApp on their smartphone. Finally, the researcher suggests the future researchers to use the findings of this research to deliver more objective data, from many more instruments, various samples, and apply other methods in order to develop their research.

CHAPTER 1

INTRODUCTION

A. Background of the Research

Speaking is important in human life so that people have to learn it, if they want to achieve a language. Thornberry explains that speaking is part of everyday life and that people take it for granted. In this research, speaking means that students can talk about something or material and express their opinions from the discussion via WhatsApp voice notes. To help students overcome language learning problems, teachers need to identify the factors that affect students' ability to speak.¹ When students do not understand the words or cannot pronounce them well; speaking becomes difficult. If this happens, there will be misunderstandings. Some students are very interested in spoken English, but nowadays, not only students interested in speaking English, but the need to learn of English also requires the students to be able to speak English well. Nevertheless, some students are experiencing the fear of making mistakes when they speak. According to Sari Louma, it is very difficult to assess the speaking of foreign language, and it takes long time to be improved. In speaking foreign language, students have to master the language system, and the ability to construct the words into sentence without any doubt.²

In certain situation, the teacher should be able to create the English environment to make the students being accustomed with the language they have

¹Scott Thornbury. *How to Teach Speaking*. (New York: Pearson Education, 2005). 1.

²Sari Louma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), 9.

to speak. Choosing technology is one of the ways that the teacher can use to facilitate the students in making the English environment. According to the researcher's experience in school, she uses textbooks for oral teaching, and then the teacher reads the textbook, and then asks the students to delve into what the teacher reads from the book. In this era, with the rapid development of technology, the teaching of spoken language is instilled by truly easy-to-use technical tools. MALL or (Mobile Assisted Language Learning) is an easy-to-use electronic voice teaching tool.

As what has stated above, the teacher have to create the English environment to make the students being accustomed in speaking the language. As a result, the researcher decides to create the English environment by conducting an online class in expectation that the students would have more confidence in speaking English and create the English environment by their own. In this case, the teacher needs to help students establish an English speaking environment. One of the ways to encourage students to speak is to use this technology. Erben stated that the main principle in using technology to teach the English language learners requires the teacher to give many chances to learners to read, listen, write, and speak English. Teachers have to motivate the students to be confidence in speaking English.³

From all above, the researcher decides to conduct a research to see how the implementation of technology for learners speaking ability. One of the ways to build speaking confidence to influence a student's ability to speak is to use

³ Tony Erben, *Teaching English Language Learners through Technology*, (New York: Routledges, 2009), 16.

technology. One appropriate technology that can be used to give more confidence to learners in speaking is by using WhatsApp. According to La Hanisi, Risdiany, Dwi Utami, and Sulisworo, WhatsApp is a message application on smartphone that allow the users share information by sending a text, picture, audio, and video.⁴

The students are expected to know the pronunciation of English words by listening to native speaker from the audio that the teacher has shared on WhatsApp or letting the students discuss about the picture that has been sent guided by the teacher or allowing the students questioning the material they are confused with. The students can communicate in WhatsApp by recording their voice using voice note features of WhatsApp.

A common problem that arises when asking and giving opinions in teaching is that students have poor vocabulary. This statement is supported by Agustina who conducted research at SMP Negeri 5 Tangerang Selatan. She says that most students had difficulty in speaking English due to the lack of vocabulary, grammar, pronunciation and other language elements. They often have difficulty in translating sentences in their mother tongue (Indonesian) into English.⁵

Another problem that appear in students' speaking are lack of confidence. Based on an indirect interview with an English teacher, she says that his students were not confident when being asked to speak in classroom. Most of them are

⁴ La Hanisi, A., Risdiany, R., Dwi Utami, Y., and Sulisworo, D. "The use of WhatsApp in collaborative learning to improve English teaching and learning process". Vol 7 no.1 (May 2018), 29-35 <https://doi.org/10.5861/ijrset.2018.3004> (25 February, 2021)

⁵ Tri Hanifah Agustina. *Improving Students' Speaking Skill Through Speaking Board Game*, (UIN Syarif Hidayatullah: Jakarta, 2018), 2.

afraid of making grammatical mistakes. In addition, the researcher also found that even though there were several arguments to be conveyed, it was still difficult for students to express their opinions. According to the researcher's experience, oral language learning takes a lot of time to put into practice, because spoken language is not a transferable science, but a skill that must be practiced.

The last problem is that students do not understand the expressions of questions and opinions. Based on pre-observation conducted by the researcher with teachers in February 2021, it was found that students experienced difficulties in expressing various questions and ways of expressing opinions because they did not know how to express asking and giving opinions. Another factor is that students only have the opportunity to speak English in classroom. Therefore, students do not have the opportunity to explore and practice their oral skills.

Knowing that WhatsApp can be a medium in language learning, the researcher assumes that WhatsApp can be a tool to students 'speaking skills, so the researcher conducted research on how to apply WhatsApp in learning speaking. Therefore, the researcher intended to conduct research with the title **"The Teaching of Speaking Using Expression of Asking and Giving Opinion through WhatsApp Voice Note Application to Grade XI Students at SMA NEGERI 1 Sidoan Pantai Timur."**

B. Problem Statement

From the background explanation above, the researcher identifies several problems as follows:

1. SMA Negeri 1 Sidoan students have problems with the environment that

make them unfamiliar with English. This makes them feel anxious when they use English as a daily conversation, they lack the confidence to speak English directly.

2. Students have problems with pronunciation in daily conversations which can make conversations misunderstood.
3. Students have problems with grammatical errors when speaking in everyday conversations which also make the conversation misunderstood.

Based on the limitation of the problem, this research is formulated as follow:

1. How does the teacher implement Whatsapp voice note in teaching speaking on Expression of Asking and Giving Opinion to grade XI students at SMA Negeri 1 Sidoan Pantai Timur?
2. What are the problems faced by the teacher and the students in implementing Whatsapp voice note in learning speaking on expression of asking and giving opinion to grade XI students at SMA Negeri 1 Sidoan Pantai Timur?

C. Objective and Significance of the Research

The objective of this research are as follow:

1. To find out the teacher's way of implementing Whatsapp Voice Note in teaching speaking on expression of asking and giving opinion to grade XI students at SMA N 1 Sidoan Pantai Timur.
2. To find out problems faced by the teacher and the students in implementing whatsapp Voice Note in learning speaking on expression of asking and giving opinion to grade XI students at SMA N 1 Sidoan Pantai Timur.

It is expected that the results of this research will contribute to every institution that learns English as a foreign language. However, the results of this research have important implications for the following parties:

1. English teachers

This research specifically aims to expect teachers in providing several informations to the students' ability in speaking, and motivate teachers to find out the students' problem in pronunciation, and also to find the appropriate media to be used when they teach.

2. Students

The result of this research can be used as a reference to improve the students' ability in speaking and helping them to communicate or speaking through the new media chosen by the teacher.

3. Schools, Universities, Institutions

This research is hoped to contribute as one of the effort in improving the teaching and learning process of speaking class in order to help the students improve their speaking ability especially for daily conversation.

4. Further researchers

This research result is expected can be useful to further researchers who are conducting the same subject. Further researchers can also implement WhatsApp on other skills of English, which are reading, listening, and writing.

D. Operational Definitions

1. Teaching

Teaching is an art, not a science. That is, teaching skills are not only generated by understanding science and knowledge related to teaching, but also through teaching practice.

2. Speaking

Speaking means an exchange communication between people, knowledge, information, thoughts, opinions, and feelings, so that it must be a conceptual idea and follow what it says, or it can also be called colloquial language such as communication behavior. It appears at the interaction and agreement stage as part of dialogue or oral communication.

3. Expression

English expressions are what is expressed, whether it is the feelings or opinions of others. Expressing feelings can be done in various ways, the simplest of course is by showing facial expression.

4. Asking and Giving

Asking and giving opinion is an expression used to ask or answer/respond to an opinion.

5. Whatsapp Voice Note Application

Whatsapp voice note is a feature that makes it easy for users to record voice with hands-free capabilities. In addition, this feature is claimed to be able to help users filter out junk messages or hoax message chains from which they are forwarded. It can also provide information verbally.

E. Outline of Content

In order to provide an initial description of the contents of this proposal, the following is an overview of the contents of this thesis as initial information on the problem under research. The proposal consists of several subsections:

1. In the first chapter there is an introduction consisting of background of the research, problem statement, objective and significance of the researcher, definitions of key terms, and outline of content.
2. In the second chapter, namely a related literature review consisting of previous researches, theoretical review and conceptual framework.
3. In the third chapter describes the research methodology consisting of research design, setting and time, presence of researcher, data and data sources, technique of data collection, technique of data analysis, and checking the data validity.
4. In the chapter four describes the research finding and discussion consisting of general data description, result findings and the last discussion.
5. In the chapter five describes the conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Previous Researches

The researcher read two related research of using application Whatsapp voice Note in teaching speaking. First, Mulhimah Riyadah, investigated about “The Effectiveness of Guided Practice Using Voice Message on WhatsApp on Students’ Speaking Ability.”⁶ She used an experimental research in the research to find out the impact of using Voice Message on guided practice by WhatsApp for the students’ ability in speaking performance and competence in academic field. The students’ difficulties in speaking English because of the students are undergoing some problems. The students are lack of vocabulary, lack of knowledge in pronouncing them, lack of knowledge about the grammar use, it is hard to create an English environment, students find it hard to express their thought in English, and they also feel any fear of making mistake in speaking the English language. So, the researcher then expected that the use of Voice Message on WhatsApp with the application of guided practice can decrease those problems. Besides helping in decreasing the anxiety the faced when they speak , it is also improves the components of speaking which are vocabulary, grammar, pronunciation, comprehension, and fluency.

The similarities between previous research and this research are the topic,

⁶ Mulhimah Riyadah “The Effectiveness of Guided Practice Using Voice Message on WhatsApp on Students’ Speaking Ability (An Experimental Research at the first year students joining in a language organization UKM Bahasa-FLAT)” (Unpublished Skripsi, Department of English Education, Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University, Jakarta, 2018), 1.

namely WhatsApp and the focus on speaking skills. The participants of this research were senior high school students of class XI IPA. Her research is Students' Organization in Language UKM-FLAT Syarif Hidayatullah State Islamic University Jakarta. In addition, they previous research used voice recording, while this research applied one of the features in WhatsApp, namely Voice Notes. Furthermore, this research used the qualitative approach or case research method while the previous research used the qualitative and quantitative methods.

The second research was entitled "Whatsapp Voice Note in Speaking Class by Hega Nurhaliza, Lilies Youlia Frihatin and Bambang Ruby Sugiarto."⁷ This research discussed the use of WhatsApp voice notes in the speaking class. From all these findings, it can be concluded that learning to speak English by using WhatsApp Voice Notes was a fun learning activity, an active activity, and an easy used activity. Apart from that, WhatsApp Voice Note are a useful tool that gives students the opportunity to practice their storytelling skills, especially in narrative text. By using WhatsApp voice notes, students can easily share information and seek help in the English learning process anytime, anywhere. Finally, this research recommends that other researchers use research results to provide more objective data, enrich their research results from various tools, expand the research sample, and use other methods and designs to enrich the data.⁸ The similarities between the previous research and this research are the

⁷ Nuraziza Hega, Youlia Frihatin Lilies and Ruby Sugiarto Bambang. "Whatsapp Voice Note in Speaking Class". *Journal of English Education and Teaching (JEET)* 3, no. 3 (September 2019) 343 <https://doi.org/10.33369/jeet.3.3.343-360> (29 February, 2021)

⁸ Ibid, 343

topic, namely WhatsApp and the focus on speaking skills. The participants of this research were students of class XI, while the participants of the previous research were high school students of class X.

B. Theoretical Review

1. Speaking

a. The Definition of Speaking

According to Tarigan, speaking is the ability to produce clear sounds or sentences that express ideas or feelings.⁹ According to his theory speaking is a tool of communication. This is a tool that people use to create their own image for others. Then, Hurlock points out that speaking refers to the language form that uses language to express, or the sentence used to express ideas. She defines that speaking expression is an effective means of communication, a broader and more important one. She points out that speaking requires not only coordination between the various vocal muscle mechanisms, but also the mental aspect, the ability to grasp meaning and make sounds. As everybody knows, the purpose of speaking is communication, the way people pass information to each other. In order for the meaning of the idea to be communicated effectively, both the speaker and the listener should understand the meaning of the conversation. There are many aspects of speaking ability, such as utterance, vocabulary, grammar, content, meaning and pronunciation.¹⁰

O'Malley and Pierce bring their understanding that speaking is the act of

⁹ Henri Guntur Tarigan, *Berbicara sebagai Suatu Keterampilan Berbahasa*. (Bandung: Angkasa, 1990), 15.

¹⁰ Elizabeth B. Hurlock, *Perkembangan Anak. Jilid*. (Jakarta: Penerbit Erlangga H, 1998), 179.

saying something and accomplishing a purpose, and it is also a process involving the exchange of information between the speaker and the listener.¹¹ Among the four skills, intuitive speaking appears to be the most important because language learners are often referred to as speakers of the target language. Learning speaking particularly English speaking from that target language speaker mostly considered as accurate way because native speaker speaks naturally and learners can get many lesson besides good pronunciation. Speaking is one of the four skills that are very important to be taught to the students because it will help students to use their English in communication while interacting with other people. In speaking, people need to know a number of words, utter them, know the meaning, and use them in oral communication. Through spoken language, people can express their feelings and ideas. Language is used every day because people speak every day.¹² Thornbury explain that speaking has a big role in everyday life and people take it for granted.¹³ Clear speaking and effective communication are crucial in conversation as both the speaker and listener play important roles in exchanging information. This means that the message should be delivered clearly to ensure that it is understood and can elicit a response from the listener.

Speech is primarily used for social purposes and within social contexts. Effective communication in speaking requires the involvement of two or more individuals who share a common interest in the topic of discussion. As stated by

¹¹ J. Michael O'malley and Lorraine Valdez Piercce. *Authentic Assessment for English Learners: Practical Approach for Teacher*. (Illinois: Longman, 1996), 59.

¹² Xiuqin, "Speaking Skill and Anxiety" *Yahnsan University: CELEA Journal* 29, no. 1 (2006): 44.

¹³ Scott Thornbury. *How to Teach Speaking*. (New York: Longman, 2005), 1.

Louma, having a mutual interest in a conversation makes the the exchange of ideas smoother and more productive.¹⁴ The speaker should have a clear understanding of the topic and make efforts to articulate their thoughts effectively, using clear pronunciation, to ensure their messages are comprehensible. It is important to be able to produce clear voices, words and sentences that can be easily understood and interpreted by others in order to express the basic needs, wants and rights in order to engage in complex conversations. Thornbury states that the ability to pronounce articulation sounds that involves the use of speech organs to produce sounds.¹⁵ Unclear speech can have a significant impact on a speaker's ability to interact with their listener and can hinder the growth of language and social communication skills.

b. The Objective of Speaking

Speaking has many purposes. The main purpose of speaking is to express emotions such as anger, sadness or happiness. Speaking is also designed to convey information to one person and another socially. According to Richards and Renandya, speaking has multiple uses and each target requires different skills. For example, in casual conversations, the goal, and each goal, may engage with people, build relationships, or engage in harmless chatter that occupies much of the time with friends. Conversely, when they converse with someone, the purpose is to solicit or express an opinion, to persuade someone about something, or to

¹⁴ Sari Luoma, *Assesing Speaking* (Cambridge: Cambridge University, 2004), 111.

¹⁵ Scott Thornbury, *How to Teach Speaking* (New York: Longman, 2005), 88.

clarify information.¹⁶ In some cases, people use speech to direct or complete tasks. People can use words to describe something, complain about people's behavior, make polite requests, or entertain people with jokes and anecdotes. In this research, the purpose of holding a speaking class is to make the members get used to speaking English and create an English-speaking environment. Therefore, the members can easily express their opinions and engage in discussions in English. The understanding of listeners and speakers is needed so that communication between them occurs. The following are the objectives of speaking based on the influence of speaking on the listener.

1) Speaking to inform

People require information in their lives to stay informed and up-to-date with current events. When they are able to comprehend the information they seek, it leads to a sense of satisfaction. Informative speaking is a form of communication where the goal is to provide listeners with understanding about a certain topic. The speaker's role is to convey information and allow the audience to form their own perceptions, while adhering to certain standards. These standards include accuracy, ensuring the information provided is true and proportional; completeness, making sure the information covers the promised topic comprehensively; and unity, presenting information in a cohesive manner.

2) Speaking to induce inquiry

The purpose of these speeches is to set the conditions under which solutions must be found, and the challenges can be personal thoughts or public

¹⁶ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: United States of America by Cambridge University Press, 2002), 201.

debates in public forums such speeches are often followed. A topic is an issue found through research. The speaker and listener offer explanations, ideas, and solutions to work out together carefully. This goal may be the kind of case that requires further investigation.

3) Speaking to entertain

Entertaining the audience is the primary objective in this type of speaking. Those delivering entertaining speeches must consider if the topic and central theme are humorous, and choose accordingly. This form of speech can include interesting stories or jokes that are understood by both the speaker and the listener.

4) Speaking to reinforce beliefs and feelings

The goal of this speaking is to strengthen the audience's beliefs and emotions. The speaker uses evidence and information to convince the audience of their ideas and beliefs, with the aim of leaving them feeling more convinced or empowered.

5) Speaking to persuade.

The purpose of persuasive speaking is to influence the audience's beliefs or actions. The speaker delivers a speech with the intention of changing or reinforcing the audience's attitudes. Persuasive speaking aims to impact people's views and opinions.

c. The Element of Speaking

Speaking is widely used form of communication and an integral part of language arts. It is a complex art form. In order to develop speaking as communication skill, students have to put the language into practice. It means that students have to develop their ability to use the language to get things done. The students or foreign learners need to build their motivation in speaking English because motivation helps learners or students to focus in learning speaking. Toni states that the level of motivation directly affects and improves students' performance in speaking English.¹⁷ Besides motivation, speaking needs practice. Practice most of the time can drive learners to be good in speaking. The more students practice the more they get and will be able to think small units larger ones. In addition to motivation, speaking requires practice. Most of the time, practice makes learners better at speaking. The more they practice, the more students will be able to beat small units into larger units. Speaking skill is supported and influenced by its components namely, vocabulary, pronunciation, grammar, fluency, comprehension. The five components are discussed as follow:¹⁸

1) Vocabulary

Vocabulary refers to the set of words needed for effective communication. It is a collection of words used in a language, each with its own definition, meaning, or phrase. It helps to make speech more comprehensible. In order to

¹⁷ Toni Arman "Overall Motivation and Promotion of EFL Learners' Oral Proficiency," *Theory and Practice in Language Studies*. Finland: Academy Publisher Manufactured 2, no. 11. (November 2012): 2336.

¹⁸ David Haris. *Testing English as a Second Language*. (New York: Mc. Graw. Hill Book Company 1974), 81.

describe Harmer's concept of "knowing a word," several aspects of the word must be understood, because mastering vocabulary is more than just knowing what the word means. The word's definition, usage, information, and grammatical placement are the relevant aspects to consider.¹⁹

2) Pronunciation

Pronunciation refers to the way in which sounds are used when speaking and listening in a language, including how sounds are produced and words and sentences are spoken.

3) Fluency

Being fluent in English means being able to speak smoothly and quickly, without pauses or hesitation, and speak with proper grammar. Speaking English fluently means that someone has to speak fast without halting and considering the grammar. However, fast in speaking does not mean that the speaker does not do pauses or any interval. Pausing is equally important in catching meaning and message delivered by the speaker. A frequent of pausing indicates the speaker problems. Fluency can be enhanced through classroom activities that encourage students to collaborate, clarify meaning, employ communication tactics, resolve misunderstandings, and prevent miscommunication.

4) Accuracy

Accuracy in speaking involves using proper grammar and vocabulary to form correct sentences. In terms of vocabulary, it means selecting the right words during speaking. Lackman highlights the importance of pronunciation, stating the

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*. (England: Longman Group UK Limited, 1999), 156.

students must be able to correctly say words and sentence structures in order to be understood.²⁰ Students must be aware of stress and intonation in speech. Speaking accurately involves conveying correct information to the listener, with the goal of increasing their knowledge. It is enough to just provide information; it must be presented in a manner that is understandable, maintains the listener's interest, and can be remembered. Persuasion should not be the aim; instead, the focus should be in providing clear and comprehensible information.²¹

5) Appropriacy

Speaking appropriately refers to the speaker's ability to match their language and communication style to the context and audience. According to Harmer, when teaching English, it is important to ensure that students are able to effectively communicate and express themselves in a way that is understandable to their listeners.²² Appropriateness in speaking refers to the choice of words and language that is suitable for a particular situation, audience, and purpose. It involves considering the social context and cultural norms in order to use language that is appropriate and well-received. Effective communication requires not only accurate and grammatically correct language, but also language that is appropriate to the context and audience.²³ Having appropriate and relevant content in a speech is important as it allows the listener to comprehend and respond to

²⁰Ken Lackman, *Teaching Sub-Skill: Activities for Improving Speaking Skill*. (Toronto, Canada: Ken Lackman and Associates, 2010), 226.

²¹ Steven A. Beebe and Susan J. Beebe, *Public Speaking an Audience-Centered Approach Eight Edition*. (Boston: Pearson Allyn & Bacon, 2012), 155

²² Jeremy Harmer, *How to Teach English* (Essex: Longman, 2007), 122.

²³ Ibid, 226

what is being said. This helps to establish effective communication and reach the desired outcome of the conversation.

d. Types of Speaking Test

As Scott Thornbury states that this helps to track the progress of the students and to see if they have reached the desired level of proficiency. Informal tests can include class participation, discussions, and group activities, while formal tests can include written exams, oral exams, and standardized language tests. The results of these tests can help teachers to adjust their teaching methods to better meet the needs of the students. Oral exams usually consist of a series of short tasks. Each task is designed to demonstrate different features of spoken language. These are commonly used for oral exam types. Interviews assess a student's ability to communicate and respond to questions, live monologues test their ability to speak spontaneously, recorded monologues evaluate their ability to deliver a prepared speech, role-playing tests their ability to communicate in different situations, and joint tasks and discussions assess their ability to collaborate and communicate effectively with others.²⁴

1) Interview

One individual is called in for their interview at a time. Problems arise when the same person is both the interviewer and the assessor, as it becomes challenging to sustain a smooth conversation while making fair evaluations of the interviewee's speaking skills. This issue can be resolved by utilizing pictures or

²⁴ Scott Thornbury, *How to Teach Speaking*. (New York: Longman Pearson, 2007), 124.

predetermined topics as the central focus of the interview, especially if the person being interviewed has a brief moment to get ready beforehand.

2) Live monologues

This eliminates the impact of the interviewer, demonstrating the interviewee's capability to sustain extended speaking turns, which is not always feasible in an interview. Students prepare and give brief speeches on topics chosen in advance. A speech or lecture is considered a legitimate assessment only if it is a relevant skill for the student, for example, if their objective in learning English is for business, law, or education purposes.

3) Recorded monologue

This test format reduces anxiety compared to performing in front of an audience, and it is more suitable for informal testing than a live monologue. Participants can take turns speaking about a sport they enjoy or a historical period. The advantage of these recorded tests is that they can be evaluated later and multiple examiners can review the recordings to ensure consistency in scoring.

4) Role-play games

This testing method involves the learner assuming a different identity. Role-playing doesn't require exceptional acting abilities or a vivid imagination. The most effective situations for this test are those based on real-life scenarios. It is particularly useful in addressing the learner's specific needs.

5) Shared tasks and discussions

This type of test is like role-playing games, but the learner doesn't have to act as someone else. Instead, they just express their own opinions on a set of statements related to a specific topic.

2. The Understanding of MALL

Suneetha defines Mobile Learning or M-Learning as the acquisition of knowledge and skills through the use of mobile technology, anywhere and at any time, including in the classroom, while traveling, at home, or even in the bathroom, making all learning materials readily accessible.²⁵

The field of mobile learning is rapidly evolving. In the past, mobile learning programs were typically structured and created by educators and technology specialists using new technologies that were not widely available or fully understood. However, with the increasing availability of mobile devices to learners, it is now the learners themselves who shape and drive the learning experience based on their individual needs and usage environments.²⁶ Language learners can use portable technology, like mobile phones, tablets, electronic dictionaries, MP3 players, and gaming devices, for self-research and improve their language skills anytime and anywhere, both in formal and informal settings.²⁷

According to a research by Yu, Tian, Vogel, and Kwok, online discussions through social learning communities, like mobile learning

²⁵ Suneetha Yedla, “MALL (Mobile Assisted Language Learning): A Paradise for English Language Learners.” *IJ-ELTS: International Journal of English Language & Translation Studies*. 1, no. 2 (2013): 93.

²⁶ Kulkuska-Hulme and Shield, An Overview of Mobile Assessted Language Learning: From Content Delivery to Supported Collaboration and Interaction. *European Association for Computer Assisted Language Learning* 8, no. 3 (2008): 272.

²⁷ Kulkuska-Hulme Agnes and Lesley Shield. *Ibid*, 273.

communities, significantly enhanced students' social connections, self-confidence, and learning presentation. 70% of learners reported that they learn better in online learning communities like WhatsApp groups, Google+ communities, or Twitter chats. These learners also benefit from technology-aided lectures as they allow for the integration of auditory and visual knowledge representations, such as calculators and audiovisual media, which aid in analyzing and overcoming learning difficulties.²⁸ The research conducted by Yu, Tian, Vogel, and Kwok showed different results, as the researcher found that students' confidence and learning performance were negatively impacted by using the WhatsApp voice note social network.

In high schools, universities, and higher education institutions, mobile devices are utilized to improve online communication through discussions and facilitate sharing of information among students through instant messaging, mobile social networking, and web-based learning in either synchronous or asynchronous modes.²⁹ In mobile learning, various mobile devices such as MP3 players, laptops, cell phones, iPads, iPods, iPhones, tablets, etc. are employed to offer students with mobility and interactivity. The focus is on how organizations, universities, and society can accommodate a growing number of mobile users. M-learning provides online instructors with increased mobility and interactivity when teaching online students. The utilization of mobile tools in mobile learning

²⁸ Angela Yan Yu, Tian., eds., "Can Earning be Virtually Boasted? An Investigation of Online Social Networking Impact," *Elsevier Computers and Education* 55, (2010): 1497.

²⁹ Alejandro A. Echeverria. "Face to Face Collaborative Learning Supported by Mobile Phones," *Interactive Learning Environments* 19, no. 4 (September 2011): 352.

is a significant aspect of informal education.³⁰

a. The Understanding of WhatsApp

As Bouhnik explains Cohavi's data, WhatsApp is a widely used smartphone app that is compatible with most popular devices and operating systems. It has been available since 2010; the developer's announced goal is to replace previous messages to and from WhatsApp with a smartphone messaging app in similar conditions to Blackberry Messenger. WhatsApp Messenger is a messaging app that allows online students to collaborate and communicate from school or home. It enables students to form group chats for discussions, making it useful for teachers to communicate with individuals or groups. The app offers various functions including text messages, picture attachments, audio and video files, and links. In recent years, it has gained immense popularity with over 350 million users and is the most downloaded app in 127 countries.³¹

WhatsApp Messenger enables users to send messages without incurring the cost of traditional messaging services, as it utilizes the same internet data plan used for email and web browsing. The app uses either a 3G or WiFi connection for data transmission. With WhatsApp, people can engage in online chats, share files, exchange photos, etc.³²

In terms of circumstances, the WhatsApp application is indeed very

³⁰ Aicha Blehch Amry. "The Impact of WhatsApp Mobile Social Learning on the Achievement and Attitudes of Female Students Compared with Face to Face Learning in the Classroom," *European Scientific Journal* 10, no.22 (August, 2014): 118.

³¹ Dan Bouhnik and Mor Deshen. "WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students." *Journal of Information Technology Education: Research* 13, (2014): 218

³²Noer Intan BR Gurusinga, "The Contribution of Chat Using Whatsapp on The Student's Ability in Developing English Writing Sixth Semester of English Department at UINSU" (Unpublished Skripsi, State Islamic University of North Sumatera, Medan 2018), 18.

suitable for the conditions of Indonesia, because generally the people likes to chat. Indonesia is one of the most active messaging markets in the Southeast Asia region. With the high number of WhatsApp users as one of the social media favored by Indonesians, especially teenagers, it is possible to have various impacts, whether positive or negative.³³

WhatsApp is a popular mobile messaging app primarily used for chatting. It promotes online collaboration and communication among students who can connect from school or home. The app allows users to form group chats for discussions among multiple students, which is beneficial for teachers to conduct online discussions and improve students' speaking skills.

b. The History of WhatsApp

WhatsApp was created in 2009 by former Yahoo employees Jon Koum and Brian Acton. In 2014, it was acquired by Facebook but continues to operate as a standalone messaging app that prioritizes fast and easy communication. The app was designed to allow users to stay connected and communicate from anywhere. Originally, it was intended to serve as a status-updating app, but evolved into a free instant messenger for BlackBerry users. As Koum and Acton were iPhone users, they were unable to use the BlackBerry Messenger. Today, WhatsApp is accessible to iPhone, Android, and Nokia users and can only be registered with a phone number.³⁴

³³ Hendra Pranajaya, "Pemanfaatan Aplikasi Whatsapp (WA) di kalangan Pelajar: Studi Kasus di MTs At mudda Tsiriyah dan MTs Jakarta Pusat," *ORBIT: Majalah Ilmiah Pengembangan Rekayasa dan Sosial* 14, 1. (March 2018): 61.

³⁴ Andreas Fatuban, "Siapa sih Penemu Whatsapp," (Ayo Bandung, 13 November 2020). Retrieved from <https://www.ayobandung.com/internasional/pr-79704083/siapa-sih-pencipta-whatsapp?page=all> (Accessed 23, March 2021)

The name "WhatsApp" is derived from the casual greeting "What's Up". As previously stated, the purpose of the app was to show the user's status, such as "I'm at the gym", "I'm up late", or "I'm traveling". Koum founded WhatsApp Inc. in California on February 24, 2009. In June of that year, Apple introduced push notifications, which Koum integrated into WhatsApp to notify a user's network whenever their status changed. In December of 2009, the iPhone version of WhatsApp added the ability to send photos.

c. The Use of WhatsApp

WhatsApp enables access to information and communication. Its straightforward operation makes it accessible to people of all ages and backgrounds. As long as a person has a smartphone with an active internet connection and has the app installed, they can communicate through WhatsApp. The app has various features to facilitate communication, including the Voice Messaging feature that allows users to instantly send voice messages to contacts and groups. This feature is automatically downloaded. Teachers can use WhatsApp to enhance language learning, such as English, by conducting picture discussions, voice messages, and more. The use of WhatsApp allows students to express themselves freely and improve their language skills without any embarrassment.

Yalcinalp and Gulbahar describe the significance of the application as follows: it promotes learning by anticipating needs, improves the efficiency and effectiveness of collaborative learning, fosters consistent and progressive learner-

to-learner engagement, thus enhancing the learning experience.³⁵

d. The Advantage of WhatsApp

The key benefits of using WhatsApp for mobile lectures include:

1. Enhanced online collaboration and cooperation among students through mobile lectures.
2. User-friendly and freely accessible application.
3. Efficient sharing of course materials and discussions in WhatsApp groups.
4. Opportunity for students to showcase their work in class through group publications.
5. Easy creation and sharing of information and knowledge through WhatsApp instant messaging.³⁶

WhatsApp offers numerous advantages for teachers to enhance their students' abilities, including the use of voice messaging for practicing speaking skills. With this feature, students and teachers can communicate without the need for face-to-face interaction. All they have to do is record a voice message and send it to engage in communication. This also helps alleviate students' anxiety in speaking English in person.

e. The Disadvantage of WhatsApp

Here are the negative aspects of using WhatsApp:

1. The reliance on internet connection can be a drawback for students who want to

³⁵ Serpil Yalcinalp and Yasemin Gulbahar, "Ontology and Taxonomy Design and Development for Personalised Web-Based Learning Systems," *British Journal of Education Technology* 14, no. 6 (March 2010): 884.

³⁶ Chokri Bahroumi, "The Effectiveness Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management," *Contemporary Educational Technology* 6, no. 3 (2015): 222.

take online courses but don't have access to reliable internet.

2. WhatsApp consumes storage space on the user's device and even if media is deleted, it still remains in the app's media folder, requiring manual deletion through a file manager app.
3. Due to the reliance on phone number for logging into WhatsApp, if the device is lost or stolen, there is no way to lock or log out of the account remotely, leaving messages and media content vulnerable to access by unauthorized individuals.

The only solution to protect the account in case of theft is to block the number, thus preventing unauthorized access to WhatsApp through the user's phone number.

3. Asking and Giving Opinion

a. Definition of Opinion

Opinions are ideas, thoughts, and beliefs that are not necessarily based on facts and data and have not been verified.³⁷ It can be concluded that expressing an opinion is an expression or view of thoughts on a certain matter or problem, and can be in the form of personal views, consensus, and differences of opinion.

According to Iswandi, an opinion is the result of a person's opinion, understanding, feelings, beliefs and desires. This desire refers to information that is groundless and different from knowledge and facts.³⁸ Mitchell points out that opinion are "implicit verbal responses or" answers that a person makes to a

³⁷ Astrid S. Susanto, *Pendapat Umum*, (Bandung : PT Karya Nusantara, 1975), 48.

³⁸ Iswandi Syahputra, *Opini Publik*, (Bandung: Simbiosa Rekatama Media, 2018), 3.

particular stimulus. In this case, some people send a question.³⁹

Based on the above definition, the researcher concludes that opinion refers to an assessment or belief about something that comes from personal assumptions or opinions, subjective statements, and will differ from person to person.

b. Asking Opinion

There are many expressions that can be used to express opinions to others, but there are only two views that can be used to express opinions, namely the opinions they give from people own views and the opinions they give from in general opinion (the opinion many people in general). According to Nina, asking for opinions is used when someone wants to know what someone is thinking.⁴⁰

c. Giving Opinion

Nina says, when someone expresses their thoughts to others, they use their own opinion.⁴¹ According to Maulana, giving an opinion is an expression or opinion about something that can be in the form of opinions, agreements, and personal opinions, different opinions.⁴²

d. Expression of Asking and Giving opinion

There are several expressions of asking and giving opinion according to teacher's lesson plan for Senior High School ninth grade.⁴³

³⁹ Malcolm G. Mitchell, *Propaganda, Polls, and Public Opinion: Are the People Manipulated?* (United States of America: Pearson college div, 1977), 67.

⁴⁰ Nina Prastuti, "Improving Students' Ability in Asking and Giving Opinion by Using Hangman Game" (Unpublished Skripsi, Teacher Training and Education Faculty Tanjungpura University, Pontianak, 2013), 2.

⁴¹ Nina Prastuti, *Loc.cit.*

⁴² Maulana Y. Irvansyah, "Fostering students' Speaking Skill of Giving Opinion Through Role Play," (Unpublished Skripsi, UIN Syarif Hidayatullah, Jakarta, 2019), 8.

⁴³ Anastasia Kollai, "Expressing of Asking and Giving Opinion ". (10 October, 2016) Retrieved from <https://www.myenglishteacher.eu/blog/asking-giving-opinions-agreeing-> (25 March, 2021)

Tabel 1.1.

Asking for opinion	Giving opinion
What do you think of...?	In my opinion...
Is that true that ...?	I think...
Why do they behave like that?	I believe...
Do you have any idea about....?	I personally believe...
How do you like that?	I personally think...
How do you like...?	I personally feel...
How about....?	To my mind...
Please give me your frank opinion about	In my case...
Please share your idea about	Well, personally...
What is your view on?	It seems that...
What is your reaction?	I personally consider
What is your idea?	I tend to think that
What is your comment?	As far I know
How is your opinion?	From my point of view

e. Example of Asking and Giving Opinion

There are some examples of asking and giving opinion as follows:⁴⁴

Example 1

Trevor: Did you hear about the school's proposal to ban smartphones on campus?

Matt: Yes.

Trevor: What's your opinion on it?

Matt: I believe it's a reasonable move.

⁴⁴ “Example of Expressing of Asking and Giving Opinion.” EnglishClass.com, (October 2017) <https://englishclas.com/10-contoh-dialog-asking-and-giving-opinion-singkat/> (Accesssed 25 March, 2021)

Trevor: Why do you say that?

Matt: Well, smartphones have been causing problems in class, like interruptions during lessons. And there's also the issue of students competing to have the latest phone models. So, I think it's a good idea for the school to ban smartphones.

Example 2

Maggie: Tina, what's the most effective way to combat global warming in your opinion?

Tina: I think the key is for everyone to adopt more environmentally friendly lifestyles.

Maggie: Can you elaborate on that?

Tina: Yes, we all need to make changes and do what we can to reduce our impact on the environment.

Maggie: What specific actions do you recommend taking?

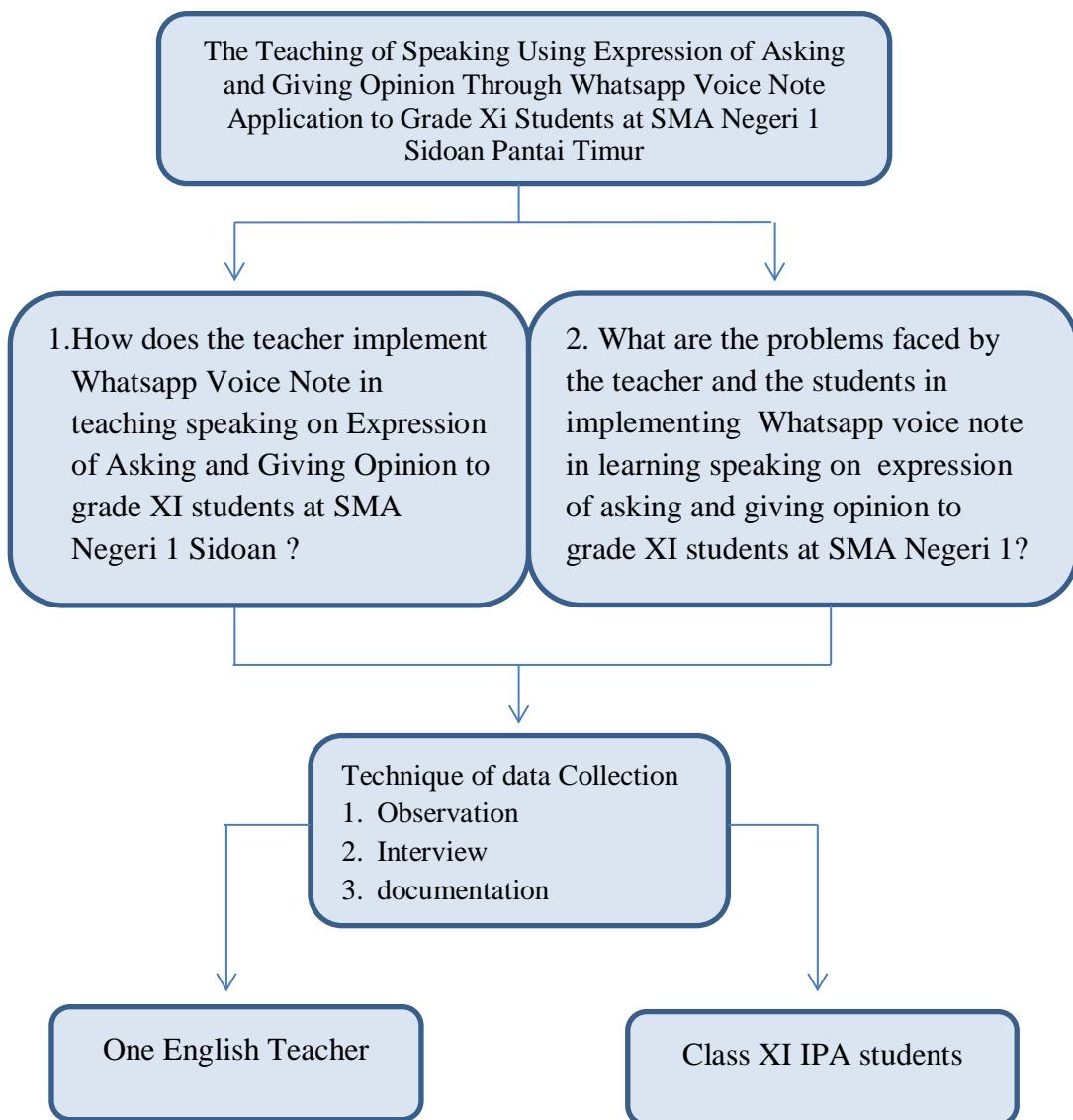
Tina: There are many things that can help, such as conserving energy, recycling, using public transportation, and being mindful of our consumption habits. Essentially, just finding ways to reduce waste and be more environmentally conscious.

Maggie: That's a great suggestion, I'll try to implement it.

C. Conceptual Framework

Delivery of good information will greatly affect the results of communication, if the information sent can run smoothly, the information sent will be easy to understand, but if the information sent is not correct, the purpose of communication will not be optimal. To see the process of using social media

WhatsApp Voice note SMA Negeri 1 Sidoan in disseminating learning information, the researcher sets the following idea.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher adopted a qualitative approach. This research is designed as a case research. According to Litosseliti, qualitative research is concerned with structures and patterns, and how something is, in a broad sense also refers to the exploration of things that produce descriptive data in the form of written or spoken language from people or behavior.⁴⁵ This research aims to figure out the teacher's way of implementing whatsapp voice note in teaching speaking on expression of asking and giving opinion, to find out expressions of asking and giving opinions taught to grade XI students at SMA N 1 Sidoan Pantai timur and to find out problems faced by the teacher and the students in implementing Whatsapp voice note in learning speaking on Expression of asking and giving opinion.

B. Setting and Time

This research was carried out in SMA N 1 Sidoan to one English teacher and class XI IPA students located on Jl. Trans Sulawesi. Since then the researcher has found several things, including the students' lack of understanding in speaking English. The research was conducted by the researcher by choosing senior high school in the village because the researcher came from the region or area and

⁴⁵ Litosseliti, L. *Research Methods in Linguistics*. (London: Continuum International Publishing, Group Ltd. 2010), 32.

knew enough about it education conditions in the area that is the research objective. It took a month to carry out this research, started from February 2022.

C. Presence of the Researcher

In this case, the existence of researcher is very important, especially as Moleong says, in qualitative research the assistance of researchers or other people is the main data collection tool.⁴⁶ In accordance with qualitative research, the presence of researchers in the field is very important and most needed. Researcher is the main key tool for expressing meaning and a means of collecting data. Therefore, the researcher must also maintain a certain level of openness between the two parties to participate in the life of the subject. Therefore, in this research the researcher went directly to the field to observe and collect the required data. As for the data that the researcher collected, first the researcher conducted an observation on the teacher, then the researcher conducted interviews with the teacher and students, the last data that the researcher collected in order to maximize the data, the researcher took some documentation as data reinforcement. The researcher conducted research at SMA N 1 Sidoan. The data needed in this research is data about the learning process by using Whatsapp voice note during the pandemic.

D. Data and Data Source

In research, data is a crucial element that takes the form of either phenomena in the field or numerical data. The data provides insights into the research findings and must be relevant to the research problem. In this research,

⁴⁶ Ibid., 87

qualitative data was used as the research utilized a qualitative data analysis procedure. The data was collected through observations, interviews with teachers and students, and documentation.

Data source is one of the most important sources in research. If there is an error in using or understanding the data source, the data obtained would be less than expected.⁴⁷ Data sources include two types, namely: primary data sources, that is the data obtained directly from the object of research, including data obtained from interviews with one of the teachers and 7 students of class XI IPA. Secondary data, namely data obtained from school data in the form of the number of students and student learning outcomes before and after.

E. Technique of Data Collection

1. Observation

Observation is to directly observe and record the symptoms that appear on the research object through five senses. Observation is a method of collecting data by observing the data being studied. Save and record the event or the object on which the event occurred, so that you can observe the object under investigation. In this case, accurate, effective and sufficient data can be obtained. Observation is a technique of "systematically observing and recording the phenomenon under research." The purpose of observation is to systematically search for data and information from symptoms or phenomena, and based on the identified investigation goals.⁴⁸

⁴⁷ Burhan Bungin. *Metodologi Penelitian Sosial*, (Surabaya: Airlangga University Press, 2001), 129.

⁴⁸ Mahmud, *Metode Penelitian Pendidikan* (Bandung: Pustaka Setia, 2011), 100.

Based on this description, it can be understood that observation plays an important role in qualitative research, especially for researchers. Since the result of the observation is additional data, it is very valuable for exploring information about the problem being studied. This information is useful to researcher and can be used as comparative information for interview results, so it has a complementary function between observation information and interview information. The position of the researcher in the observation activity is non-participatory observation, which means that the position of the researcher is an independent observer and does not directly participate in the observation object. The researcher observation techniques are as follows: First, the researcher went directly to the research site to make observations; second, the researcher recorded the observation objects that occur at the research site.

According to Fadhilah Zamzam, observation is a way of collecting data about humans and processes.⁴⁹ Observations in this be carried out on class XI IPA students. Observations are made to determine the real condition of the students while participating in the teaching and learning process or not. This process includes student activities in English and how the teacher applies the WhatsApp voice note application to English speaking lessons to students.

2. Interview

Interview is a method of collecting data by asking questions directly by the interviewer (data collector) to informants, answers or information recorded by

⁴⁹ Fadhilah Zamzam. "Developing Speaking Skill of Grade XI Students at SMAN 5 Palu Through Two Stray Technique" (Unpublished Skripsi, Tadulako University, Palu, 2015), 27.

using a recording device.⁵⁰ According to Lexy J. Moleong, an interview is a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer who asks the question and the interviewee who answers the question.⁵¹

Meanwhile, according to Sutrisno Hadi, an interview is a question and answer process in research that takes place orally between two or more people in the form of face to face and listening to statements directly regarding information or statements.⁵² Researcher's interview method is addressed to one of the English teachers in class XI IPA. The researcher chooses interview as a data collection technique.

The researcher's interview method was addressed to one of the English teachers and students in class XI IPA as a data collection technique. The researcher conducted interviews with an English teacher and 40 students of class XI IPA. In interviews, teachers and students were asked about the teaching and learning process by using WhatsApp voice notes, what is known about language learning media, difficulties and problems faced by teachers and students when teaching and learning speaking in class. After that, the researcher transcribed the results of the interviews to raise the problems and difficulties of teachers and students in teaching and learning to speak.

3. Documentation

The last part of the note is the document. In qualitative research,

⁵⁰ Irawan Soeharto, *Metode Penelitian Sosial* (e. V; Bandung: Rosdakarya, 2002), 67.

⁵¹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif Edisi Revisi*, (Bandung: Remaja Rosdakarya, 2010), 186.

⁵² Sutrisno Hadi, *Metodologi Research* (Yogyakarta: Fakultas Psikologi UGM, 1986), 138.

documentation is necessary as the complement of observation and interviews data.⁵³ In the case of documents, According to Bogdan, the term "personal documents" is commonly used in most qualitative research traditions to describe first-person narratives created by a person that reflect their own actions, experiences, and belief.⁵⁴

In this qualitative research, documentation may be in the form of an open notes such as daily paper, meeting result, official report, or may be a private notes such as person diary, personal letter, journal, e-mail.⁵⁵ Therefore the documentation approach is a way to find data that is already available and documented, so just look at the documentation that is already available, which contains everything that happened.⁵⁶

Documentation helps the researcher to prove that the research is true conducted in real life. Therefore, the role of documentation is to support the approvements of the research which is worth to be observed related to the teaching of speaking by using expression of asking and giving opinion through Whatsapp Voice Note application to grade XI Students at SMA Negeri 1 Sidoan Pantai Timur.

⁵³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2016), 240.

⁵⁴ Ibid, 240

⁵⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approach 3th ed* (United States of America: SAGE Publications, Inc., 2009), 181.

⁵⁶ Warisno, "Strategi Pengembangan Madrasah Melalui Manajemen Mutu Berbasis Akhlak Dalam Meningkatkan Mutu Pendidikan" (Unpublished Thesis, Program Pascasarjana, IAIN Raden Intan Lampung, Bandar Lampung, 2017), 137.

F. Technique of Data Analysis

Data analysis is the process of finding and systematically sorting out data obtained from interviews and notes in the field. The method used is to group data, describe it into several units, compiling into pattern, choosing what is important and what are studied, and making conclusions that are easy for others understand.

Data analysis are carried out in three stages:

1. Data Reduction

Matthew B. Miiles and A. Michael Huberman explain that data reduction is defined as a process-focused selection that simplifies, abstracts, and transforms the “gross” data generated by field-written records. Data reduction as they know it is done continuously in direct qualitative method-oriented projects.⁵⁷

By reducing the words which the researcher thinks are not important for this research, the data is reduced to the results of observations and interviews, such as observation points that are not related to the problem in the research and the location of the document, informant jokes, etc.

2. Data representation

After reducing the data, the next step is to present the data, which is defined as a structured set of information that provides the possibility to draw conclusions and take action. By looking at the data representation, the researcher can more easily understand what is happening and what should be done. Presentation of data, namely in order to avoid errors in the data obtained from the research field,

⁵⁷ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, translated by. Tjecep Rohendi Rohili with the title Analisis Data Kualitatif: Buku tentang Metode-metode Baru, (e. I; Jakarta: UI Pres, 2005), 15.

the data model is presented in the form of an explanation or evaluation of the text, so that it can understand the data correctly and clearly.

3. Data verification

The reduced and provided data leads to tentative conclusions. If there is still valid and consistent evidence to support the next stage of data collection, then the conclusion is credible and its validity can be proven. The researcher draws conclusion in the form of explanatory activities, namely looking for the meaning of the data that has been presented.

G. Checking the Data Validity

What is meant by data validity is that each condition must meet:⁵⁸

- a) Proving the correct value,
- b) Providing a workable basis,
- c) Allowing external decisions about consistency and outcome and decision procedures, and neutrality.

In order to obtain valid data from the research location and informants, the researcher used the following techniques:⁵⁹

- a) Increasing the validity of research results. Before conducting formal research, the researcher first submitted a research application letter to the head of SMA N 1 Sidoan. The goal is to get a good response from the beginning to the end of the research.

⁵⁸ Lexy J. Moeleong, *Op.cit*, 320.

⁵⁹ Lexy J. Moeleong, *ibid*, 332.

- b) Discussing with peer. This technique is performed through mid- or late-term results obtained through open discussion with peers. This technique has a dual purpose as a technique for checking the validity of the data.
- c) Keeping researchers open and honest.
- d) Discussing with peers provide a good initial opportunity to start exploring and testing working hypotheses derived from the researcher's thinking.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents all the data found during the research was conducted included the findings of observation and interview, description of the data, and the discussion. It also mentions about the data where this research took place, which is SMA Negeri 1 Sidoan and the vision mission of the school.

A. General Data Description

1. Background of School

SMA Negeri 1 Sidoan was founded on September 23, 2013 with the National School Principal Number (NPSN) 69822750. The parents send their children specifically who are in Sidoan sub-district, as for some of the proponents who want to establish a high school (SMA), namely:

1. Rahman Bobihu S.Pd.
2. Nirwan Dg Malino
3. Ishak Lasapa
4. Fadli, S.Pd.
5. Nurliansi S.Pd.

In 2013 a meeting was held by the initiators and invited several people to discuss the construction of SMA Negeri 1 Sidoan, from the results of the meeting decision by several initiators and the community and their parents that the construction of SMA Negeri 1 Sidoan was carried out by laying the first stone in 2013 and while SMA Negeri 1 Sidoan borrowed the building belonging to SMPN 2 Tinombo or known as SMPN 1 Sidoan because the building belonging to SMA

Negeri 1 Sidoan was still under construction. At that time, the learning process were conducted in the afternoon alternately with the students of SMPN 2 Tinombo. Then before the headmaster was appointed directly from the education office, the temporary headmaster was Mrs. Nurliansi S.Pd. one of the teacher who helped initiated the creation of SMA Negeri 1 Sidoan. Meanwhile, the principal was the first to be directly appointed by Parigi Moutong District Education Office. The temporary headmaster of SMA Negeri 1 Sidoan is Nurliansi, S.Pd. from 2013-2015.

The ranks of the principals of SMA Negeri 1 Sidoan

1. Rapiin Palando S.Pd M.Pd. (2015-2018)
2. Dahlan Saleh S.Pd. M.M. (2018-2019)
3. Abd Razak Soeyan S.Pd. M.Pd. (2019-2020)
4. Daeng Setujuh M.Pd. (2020-2022)
5. Jasmin Rahman S.Pd. M.Pd. (2022- now)

The initial status of the school was still registered. For the sake of orderly administration and along with the times, the status of SMA Negeri 1 Sidoan began to be considered until finally in 2017 it received accreditation status with a Decree (SK) Number: 180/ BAP-S/M /LL/XI/1998. The status of SMA n 1 Sidoan is “equalized”. This means that the position of SMA Negeri 1 Sidoan is the same as other Public SMAs, and has full authority to take care of their own households such as carrying out a State Examination at the end of each year.

2. The Geographical Location of SMA N 1 Sidoan

Street : Jln. Trans Sulawesi No.65

Kode Pos : 94475

Village : Muara Jawa

Sub District : Sidoan

Regency : Parigi Moutong

Province : Sulawesi Tengah

3. Vision

“Akhlakul Karimah”, skilled performance and environmental insight

4. Mission

- a. Carrying out the teaching and learning process professionally
- b. Encouraging students to be able to compete in goodness
- c. Empowering people in the educational environment
- d. Developing an attitude of mutual respect in everyday life

B. Research Findings

This section describes the learning outcomes after obtaining class observation data, interviews, and documentation. Class observations were carried out two times. In this case, the researcher acted as a non-participant observer and structured interviews were also chosen as research instruments in this research. Data from class observations are expected to be able to answer the number one research question. The number one question is "How does the teacher implement WhatsApp voice notes in the teaching speaking on expression of asking and giving opinions?" The interview data are expected to be able to answer research

question number two. The question is "What are the problems faced by teacher and students in implementing whatsapp voice notes in learning speaking on expressions of asking and giving opinions?", then to get more detailed information. Data from the documentation is expected to complement the existing data to answer research questions number one and two.

1. The Result of Observation

In conducting this research, the researcher conducted the research through online and offline because there are several obstacles that make it possible to come directly to the research site. Observation was conducted by using WhatsApp voice note. While the interviews were conducted offline for the students and were online for teachers.

The observation was conducted to find the answer of the first research question, which is, "How does the teacher implement Whatsapp voice note in teaching speaking on expression of asking and giving opinion to grade XI students at SMA N 1 Sidoan Pantai Timur?." The researcher did the observation in two classes that are in science and social class of the XI grade at SMA Negeri 1 Sidoan through WhatsApp. On February 2, 2022, the researcher conducted the first observation at 7.30 am to 9.50 am. The observation was the researcher observed how the teacher opened the class and greeted the students in science class (XI IPA) and social class (XI IPA) using WhatsApp voice note. From the observation, the researcher then found the fact of the efficiency of using WhatsApp voice note as the media of learning during the covid 19 pandemic. The students were very enthusiastic response to the teacher greeting using the

WhatsApp voice note. The greetings activity was done besides to build the students' enthusiasm, also for the attendance, and to detect which students are active in the class. After the greeting activity, the researcher then asked the students about the material they have learned on the previous meeting.

After the pre-activity was done, the teacher then started giving the material they would learn on that meeting. The material was presented by the form of word documents, power points, etc. Then the teacher explained the material through WhatsApp voice note. After the students listened to teacher's Whatsapp Voice Note, the teacher allowed the students to ask about the material they are still confused with and the teacher would give further explanation about it.

From all above, the researcher finally found the reason why the English teacher at SMA Negeri 1 Sidoan chose WhatsApp voice note as the media of learning during this Covid 19 pandemic. It is mentioned as follows:

- a) Easy of using WhatsApp in sharing materials,
- b) It can make the question and answers of learning materials easier.
- c) It makes the teacher easier in explaining the material.

The following observation was conducted on February 7, 2022, at 8.30 am to 9.30 am. In this second observation, researcher observed the way teacher opened and did the greetings to the class. Next, the teacher delivered the material and then allowed the students to give question on which part they are confused. If no one students ask questions then the teacher assumed that all students have understood the material. At last, the teacher gave exercise to the students regarding the material that have been taught to them. The students might do the

exercise on a piece of paper, taking a picture, or recording and then send it to their WhatsApp group through the voice note feature of WhatsApp to be scored.

The following are the finding that the researcher had obtained from the second observation:

- a) WhatsApp voice note makes the students easier sending assignments.
- b) WhatsApp voice note makes the teacher easier to collect the student's assignments.
- c) WhatsApp voice note allowed the teacher and the students interact to each other.

2. The Result of Interview

The researcher obtained data about "How does the teacher implement WhatsApp voice note in teaching speaking on Expression of Asking and Giving Opinion to grade XI students?" and "What are the problem faced by the teacher and the students in implementing WhatsApp voice note in learning speaking on Expression of asking and giving opinion to grade XI students?" The main purpose of conducting this interview is to figure out the teacher's way of implementing WhatsApp voice note in teaching speaking on expression of asking and giving opinion to grade XI students and to find out the problem faced by the teacher and the students on WhatsApp voice note implementation in learning speaking on expression of asking and giving opinion to grade XI students. The interview was held on February, 10 2022, the teacher who was interviewed was teacher "NL" and students grade XI (Random).

a. The Result of Interview Teacher

1). The teacher implements Whatsapp voice note in teaching speaking on expression of asking and giving opinion to grade XI students at SMA N 1 Sidoan Pantai Timur.

In this pandemic situation, the role of media in the process of learning and teaching is really important. The appropriate media used in teaching could help the teacher and the students in communication. In this situation of covid 19 pandemic, WhatsApp voice note is used as a “classroom” for learning. Teacher and students used WhatsApp voice note to communicate like in a real classroom.

An appropriate media will absolutely affect best learning result. In this covid 19 pandemic, teachers should use an appropriate media in online teaching. The media used during the covid 19 pandemic differs from the media used before the covid 19 pandemic. According to Nurlinda, S.Pd as an English teacher at SMA Negeri 1 Sidoan, she said that the media used before covid 19 pandemic was “Classical Media” such as lcd, ppt, worksheet, book, etc.

Mrs, Nurlinda, S.Pd said that the media of learning used after covid 19 pandemic were WhatsApp, Messenger, Youtube, and Google Classroom”. Based on the offline interview, Mrs. Nurlinda S.Pd said that WhatsApp voice note becomes “the class” for the students and the teachers in Covid 19 pandemic. The WhatsApp voice note used for communication, discussing, attendance, giving exercise, explaining the material, giving mid and final examination, and for sharing information, etc.

The elaboration of interview question is elaborated below.

The first question that was asked was “What is your reason in teaching speaking on expression of asking and giving opinion by using WhatsApp voice note?” The answer given by teacher is “Because, it is much easier to use WhatsApp, moreover using voice note, while teach speaking course.”

The second question that was asked was “Is the use of WhatsApp voice note important in teaching speaking by using expression of asking and giving opinion?” The answer given by teacher is, “Yeah, I do think so, cause in the middle of this pandemic covid-19 I as a teacher must use some applications as the media in teaching learning course instead of WhatsApp.”

The third question that was asked was “In your opinion, what is the benefit of WhatsApp voice note in teaching speaking by using expression of asking and giving opinion?” The answer given by teacher is, “Furthermore, using WhatsApp application in teaching learning has a lot of advantages, including: firstly, much easier to use; secondly, low quota cost; lastly, the students were familiar with the WhatsApp application so, much easier to teach.”

The fourth question that was asked was “How do you apply WhatsApp voice note in teaching speaking by using expression of asking and giving opinion?” The answer given by teacher is, “First, I gave them some text of conversation. Second, I told them to make some group, each groups consisted of 2 students. Third, the students can pick their own dialogue and use the voice note. Last, they sent it to me after they finish”.

The fifth question that was asked was “Do you find some difficulties in using WhatsApp voice note in teaching speaking on expression of asking and

giving opinion?” The answer given by teacher is, “In my opinion, *yeah* of course sometimes we faced the difficulty when we teach, especially in speaking, sometimes the students are not being active while the learning process is under way. In learning process, especially speaking course, we must teach in the classroom not online class, cause sometimes the class does not work quite well but, in this situation the teacher must face it professionally.”

The sixth question that was asked was “What are the difficulties?” The answer given by teacher is, “1. The limit of the quota, 2. Bad connections, 3. The students not enter the online class.

The seventh question that was asked was “How do you overcome the difficulties?” The answer given by teacher is, “Moreover, the teacher must understand in this situation, and upgrade our skill in teaching learning more.”

The most important thing here that should be concerned is the way how the implementation of WhatsApp voice note as the media of learning used by the teacher in this covid 19 pandemic. As what Mrs. Nurlinda, S.Pd has claimed that the function of WhatsApp voice note is as a “classroom” from the students and the teacher that is used to interact to each other. The teacher could share the material of learning in the “classroom”. The material could be either from Messenger, Youtube, or ppt. Moreover, the teacher collected the assignment by asking the students doing the assignment in pairs then sending it through WhatsApp voice note. The WhatsApp voice note could also let the students ask a question in which they are still confused with.

Based on the interview data that has been obtained by the researcher, the WhatsApp voice note implementation in the covid 19 pandemic could be described into three sections which are pre-activity, while-activity, and post-activity.

a. Pre- Teaching Activity

In the introductory activity, the teacher starts the lesson by greeting, praying, checking student attendance, motivating students to know the benefits of expression of asking and giving opinion learning, conveying the learning objectives, and finally the teacher gives concentration games to students.

b. While- Teaching Activity

In the core activity, the teacher asks students examples of asking questions and giving opinions that are known. After that, the teacher discussed with students about expressions of asking and giving opinions such as definitions, objectives, general structure, linguistic features, and examples of expressions for asking and giving opinions within thirty minutes.

Next, after thirty minutes, the teacher gave an example of dialogue about expressions of asking and giving opinions and immediately called 2 students to read the dialogue. Then the teacher asked the students about the popular WhatsApp and WhatsApp applications for them. Then the teacher asked the students about one of the features in WhatsApp, especially voice notes. Voice notes are also familiar to them. They know how to use the WhatsApp application including using voice notes such as playing, sending, receiving, listening to voices before sending, and making longer voice notes. After that, the teacher asks

students to make groups consisting of 2 people or in pairs, then the teacher asks students to make a dialogue about expressions of asking and giving opinions and then the teacher asks students to send it via Whatsapp voice note. Before sending student assignments, students are asked to introduce themselves by using voice note and send it to WhatsApp. The teacher gave them ten minutes. Then, each student introduced themselves regarding their style by using a voice note and send it to Whatsapp and then had a dialogue by using a Whatsapp voice note. The teacher and group members listen to each other and provide feedback on their speaking performances. From this task, the teacher knows all the students' voices.

c. Post-Teaching Activity

Then in the post-teaching activities, the teacher provided feedback on the learning process and concluded the material. This activity aims to make students understand more about the material. The teacher gave assignments to students to get more examples of expressions of asking and giving opinions. The teacher conveyed the next material to students to prepare for the next meeting. At the end of the lesson the teacher closed the lesson by saying Wassalamu'alaikum, Wr. Wb.

b. The Result of Interview for Teacher and Students

During the COVID-19 pandemic, teachers must have the ability to teach material remotely using appropriate and effective online learning tools. Although using online tools is considered the most effective way to learn during the pandemic, both teachers and students may face challenges when using WhatsApp voice notes as a learning tool.

Here are some problems faced by teacher when implementing online learning with WhatsApp voice note.

The question asked was, "What are the problems faced by students while using WhatsApp voice notes for learning?" The teacher replied, "1. It's challenging for teachers to teach without physical textbooks, which leads to the need for creating additional materials. Sometimes, multiple teaching materials are required, which takes more time to prepare; 2. Teachers must also spend extra money to purchase internet vouchers, maintain online access, and keep WhatsApp running; 3. There are issues with cheating and unethical behavior among students; 4. Some students struggle to understand their assignments, leading to copying and pasting from peers; 5. Teachers have limited control over student motivation and participation; 6. WhatsApp may sometimes experience technical errors; 7. Internet access has a high cost."

In an offline interview, Mrs. Nurlinda S.Pd mentioned that signal issues are common among students researching online, particularly those living in remote villages where internet signals are weak. This is due to a large number of students at SMA Negeri 1 Sidoan residing in rural areas far from cities.

Mrs. Nurlinda S.Pd stated that lack of funds is another challenge faced by students using WhatsApp for learning. She explained that many students at SMA Negeri 1 Sidoan come from economically disadvantaged families who cannot afford to buy internet vouchers or even a suitable phone for online learning. Some students only have one phone, making it difficult to share with their families during class time. Additionally, the economic situation of their parents is a major

concern, as many families have more than one child in school, requiring multiple phones for online learning. However, due to financial constraints, many SMA Negeri 1 Sidoan students only have one phone that is used interchangeably among siblings, affecting their online learning process due to conflicting schedules

Teachers also face challenges in implementing online learning through WhatsApp voice notes. One of these challenges is financial. As stated by Mrs. Nurlinda S.Pd, teachers need additional funds to purchase internet vouchers, create learning materials, and keep their WhatsApp active. This has become more important in the COVID-19 pandemic as teachers are expected to teach online and must spend additional money to purchase internet credit.

Another issue that teachers face, as stated by Mrs. Nurlinda S.Pd, is the presence of cheating and dishonesty among students. This makes it difficult for the teacher to teach and impart proper values. Some students have difficulty comprehending their assignments and resort to copying and pasting from their peers.

When teaching online, it's harder for teachers to monitor students' behavior and assess their engagement. This can lead to cheating as students might copy assignments from their peers without proper supervision. In-person learning provides better opportunities for teachers to observe and evaluate student behavior.

In implementing online learning, teachers are less able to assess attitudes towards students. Feeling unsupervised, students collect assignments by cheating

on their friends' assignments. This will be easier to monitor when learning face-to-face.

When teaching online, it is more difficult for teachers to gauge their students' attitudes. With the lack of supervision, students may resort to copying their friends' assignments instead of doing their own work. This type of behavior would be more easily monitored during traditional in-person learning.

Here are some problems faced by students when implementing online learning with WhatsApp voice note.

The first question that was asked was "What is your opinion about the use of Whatsapp Voice Note social media during online learning during the covid-19 pandemic?" The answer given by student is, "During the online learning period we are required to be independent in understanding the lessons that have been explained by the teacher, besides that an unstable network is also considered as one of the factors that causes misunderstandings, and it is also difficult to interact with other students, with the use of social media Whatsapp voice note really helped us to deposit assignments without having to type again."

The second question that was asked was "What features in WhatsApp can improve your speaking skills?" The answer given by student is, "Yeah, features in Whatsapp can improve speaking skill so that we are trained in pronunciation, besides that when we are lazy or tired to type, we can use voice notes without having to type."

The third question that was asked was "Is it easier with the whatsapp voice note application to convey the message you want to convey than with whatsapp

messenger? The reason?" The answer given by student is, "Yeah, because whatsapp voice notes are easier to convey than Whatsapp messenger which has to type again."

The fourth question that was asked was "In your opinion, what are the benefits of the Whatsapp voice note application in learning to speak using expressions of asking and giving opinions?" The answer given by student is, "The benefits we found in learning to speak by using the Whatsapp voice note are that teachers and students can quickly ask and respond to all questions more easily, teachers can also monitor who has opened or listened to the lessons that have been shared."

The fifth question that was asked was "Did you find any difficulties when using WhatsApp voice notes in learning to talk about expressions of asking and giving opinion?" The answer given by student is, "Yes, we cannot directly control the feedback, activities and participation of students and cannot apply character education to students".

The sixth question that was asked was "What are the difficulties?" The answer given by students is, "Many complaints, 1. Unclear material; 2. Limited; 3. Quota and; 4. When the light turns off, the network automatically turns off."

The seventh question that was asked was "How did you overcome these difficulties?" The answer given by student is "The way I overcome difficulties is to find friends who have a network and quota and then research together."

The eighth question that was asked was "What problems are faced by students in implementing Whatsapp voice notes in learning to speak about the

expression of asking and giving opinion?” The answer given by student is, “The first problem we faced was going back to the network, as for the other problems we faced, we had difficulty in concentrating to research from home and complained about the many assignments from the teacher, and lacked confidence in doing voice notes.”

The last question that was asked was, “What are the problem faced by the teacher in implementing whatsapp voice note?” The answer given by student is, “The problem when using voice notes is usually not confident and when our cellphones are full of memory usually the voice notes do not open.”

AD, a student, has shared their perspective on the economic challenges of online learning. They pointed out that the quality of the internet connection can often be poor and that the WhatsApp platform can sometimes experience technical issues. This makes it difficult for them to grasp the subject material, especially when it comes to more challenging subjects like English. AD feels that face-to-face learning is more effective and easier to understand, despite the additional cost of buying internet credit.

Pupils experienced difficulties in utilizing Whatsapp voice messages as an educational tool. According to F, the issue with the English language subject is a lack of mastery of vocabulary, which leads to confusion among students who try to seek clarification from teachers through Whatsapp voice messages, but may not find the environment conducive for learning.

W, another student, mentioned that many of their peers reside in rural areas where internet connectivity is unreliable, particularly for the messaging app Signal.

According to another student, AW, the issue with English classes is a lack of understanding due to unfamiliarity with the language. Although they may use Google Translate, they still often rely on directly asking the teacher for clarification, but confusion can persist among the group regarding what to respond.

Learning English can be challenging, especially when using online tools like Whatsapp voice messages. For students who struggle with the traditional method of learning, it will be even more difficult to grasp the language through online courses.

3. The Result of Documentation

In this case, the data from the results of this documentation were taken from the results of observations and interviews. Then to get more detailed information, data from the documentation is expected to complement the existing data to answer research questions number one and two.

Here are some of the results of the documentation:

a. Observation the research

1.1 In pre teaching, the teacher greeted the students.

1.2 In while-teaching, the teacher gave a material.

1.3 The teacher gave students the opportunity to ask questions

b. Interview of the research

- 1.1 Interview with Mrs Nurlindah, S.Pd. Teacher of SMA Negeri 1 Sidoan
- 1.2 Interview with F student of SMA Negeri 1 Sidoan
- 1.3 Interview with AW student of SMA Negeri 1 Sidoan
- 1.4 Interview with R student of SMA Negeri 1 Sidoan
- 1.5 Interview with S student of SMA Negeri 1 Sidoan
- 1.6 Interview with W student of SMA Negeri 1 Sidoan
- 1.7 Interview with SRP student of SMA Negeri 1 Sidoan
- 1.8 Interview with AD student of SMA Negeri 1 Sidoan

C. Discussion

In this part, the researcher presents the observation result based on the problem statement of this research, namely interview, observation, and documentation description that are taken from the conclusion of the data result presented on the previous chapter. The researcher applied the observation in order to obtain the data of how WhatsApp Voice Note implementation is, and the problem faced by the teachers and students while using it as the media of learning in teaching English at the XIth grade of SMA Negeri 1 Sidoan. The description is presented as follows;

1. The implementation of WhatsApp Voice Note at the XIth grade of SMA Negeri 1 Sidoan

The situation of Covid 19 has made the used of online platform becomes popular for communication since people must stay at home as an effort to reduce

the spread of corona virus. This situation also affected the education system of Indonesia where the learning process should be done at home. Of course, this condition needs a tool that can be used to deal with the situation. Most online platform that is popular to use for besides communication and sharing information, and that can be also used to conducted the learning process is WhatsApp since it only needs lower cost than the other media types which is easily to use for various ages of the people including the students. Especially for the learning process, the teachers mostly use the Voice Note features of WhatsApp to make the class as similar as the real teaching.

Before starting the class, teachers usually gave some rules to the class through WhatsApp to make the learning process become controllable. In the process of learning, teacher most done the class into three sections, first is called pre-activity, second is while-activity, and the last is post-activity. The explanation of the topic lesson is on while-activity. In this section, students can give any responses toward the lesson so the teacher can also give criticism toward to the students' response or to its lesson.

Here are the steps in implementing WhatsApp Voice Notes features as the media of learning in the process of teaching and learning during the Covid 19 Pandemic:

At first, the teacher gave guidance to the students using the WhatsApp Voice Note. Teacher mentioned what learning objectives on that meeting are, also explained the students what they have to do and the way they would be assessed. The use of voice note was to make the students not be confused by the teacher's

instruction or to make the lecture clearer.

To start the class, the teacher first created a WhatsApp group with the students as members. Teacher first demonstrated the way to use WhatsApp in groups so that the students could understand how would be the process is.⁶⁰ At SMA Negeri 1 Sidoan, the WhatsApp voice note implementation devided into three sections. First is called as pre-activity. In this section, teacher started the class by greeting, asking the students last material they were taught, etc. The second is while-activity where the teacher delivered the material for the meeting. The material constructed by the teacher from any sources and are explained in a such understandable speech to make the students easier catch the knowledge. The last is post-activity, this last section, teacher lastly gave a conclusion about the material and sometimes gave a home work to the students to measure the students' understanding about the material they have acquired from the meeting.

2. The problem face by the teachers and students during the implementation of WhatsApp voice note as the media of learning in teaching English.

The online learning is the process of learning where the students and teacher meet and done the learning through online platform, or on the other hand they meet virtually not in face to face.⁶¹ To conduct the online learning, an internet network is necessary. Many online platform can be used to carry this learning activity like telegram, whatsapp, zoom, google meet, google classroom,

⁶⁰Martina Napratilora, Hendro Lisa, Indra Bangsawan, "Using Whatsaap as a Learning Media in Teaching Reading," *Mitra PGMI* 6, (2020), 119.

⁶¹ I. Elaine Allen & Jeff Seaman, *Online Nation: Five Years of Growth in Online Learning*. (Newburyport, MA: ERIC, 2007), 4.

etc. The primary tools that are necessary to actualize this activity are android or computer that have been connected to internet network.

The obstacle came from the students and the students' parents that do not have android or computer. This could be the main obstacle experienced by them as they would be difficult attending the class while there is an obligation of the services of educational that have to be fulfilled. Unfortunately, the fact is that not all the students have enough supported facilities.⁶²

Table 1.2. The problem face by the Teacher and student.

The Problem Face By The Teachers And Students During The Implementation Of Whatsapp Voice Note As The Media Of Learning In Teaching English	
Teacher	Students
<p>a. Teachers found it hard to deliver the material without book, so they need to make another media or even more than one media in teaching where it sometimes could take times to make it.</p> <p>b. Teacher need extra money to buy voucher of internet, to make media and keep whatsapp during learning.</p> <p>c. Teachers could not read students' characters well because lots of cheating done by the students as they hardly understand the</p>	<p>a. Some students were undergoing the network issue since they live in a place where the network is slightly difficult.</p> <p>b. Not all the students can afford to buy balance to make their phone always be connected to the network.</p> <p>c. Students only have one cell, so it is difficult to share with their families when online classes begin.</p> <p>d. Some students could not join the class since they are in a part time job.</p> <p>e. Students could not understand well about the material that are taught to</p>

⁶²Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution," *JELITA: Journal of English Language Teaching and Literature*, 2 (February, 2021), 39.

<p>material, so sometimes they just copy and paste their friend work.</p> <p>d. Teachers hard to control the participation and motivation of the students.</p> <p>e. The error of WhatsApp sometimes occurred.</p> <p>f. The high quota price for internet access.</p>	<p>them sometimes, so they need a further explanation of it.</p> <p>f. Students experienced a lack of vocabulary mastery. Consequently, they found it hard to ask the teacher what they actually do not understand about the material or even made the learning process is not conducive.</p> <p>g. Students got a fear feeling of making mistake or it can be say that they have a lack of confidence to speak the language.</p>
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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research findings and also suggestions. First part is conclusion and the second part is suggestion. The conclusion explains about the research finding and the suggestion part delivers some suggestion for both English teacher and students.

A. Conclusion

After presenting the observation result on the previous chapter, then the researcher analyzed the conclusion of this research, which is concluded as follows:

1. The teacher implementation Whatsapp voice note as a learning medium in teaching English in class XI SMA Negeri 1 Sidoan is done well through 3 stages, namely pre-teaching. Based on the findings obtained, it can be concluded that the application of teachers in implementing Whatsapp voice notes in teaching speaking on expressions of asking and giving opinions is an efficient strategy, and easy to use during the Covid-19 pandemic.
2. Here are some problem face by the students and the teachers at SMA Negeri 1 Sidoan on the implementation of WhatsApp voice note:
 - a. Teachers found it hard to deliver the material without book, so they need to make another media or even more than one media in teaching where it sometimes could take times to make it.
 - b. Teacher must have much balance to deal with the internet, to live longer, to make media, and to use WhatsApp.

- c. Teachers could not read students' character well because lots of cheating done by the students as they hardly understand the material, so sometimes they just cop and paste their friend' work.
- d. Teachers hard to control the participation and motivation of the students.
- e. The error of WhatsApp sometimes occurred.
- f. The cost of internet balance is not affordable.
- g. Some students were undergoing the network issue since they live in a place where the network is slightly difficult.
- h. Not all the students can afford to buy balance to make their phone always be connected to the network or even they can afford to purchase suitable phone access WhatsApp application.
- i. Students had only one phone that made them hard to share with their family when the class started.
- j. Some students could not join the class since they are in a part time job.
- k. Students could not understand well about the material that are taught to them sometimes, so they need a further explanation of it.
- l. Students experienced a lack of vocabulary mastery. Consequently, they found it hard to ask the teacher what they actually do not understand about the material or even made the learning process is not conducive.
- m. Students got a fear feeling of making mistake or it can be said that they have a lack of confidence to speak the language.

B. Suggestion

After presenting the discussion and conclusion of this research, the researcher would like to give suggestions to the students, the teachers, institutions, and to the future researchers. It is mentioned as follows:

1. To the Students

The learning process still can be done during the covid 19 pandemic by using the WhatsApp voice note as the media of learning.

2. To the Teachers

Teachers are suggested to use WhatsApp voice note as the media of learning during the covid 19 pandemic based on the findings of this research that almost all students had installed WhatsApp on their smartphone. In addition, WhatsApp is a simple and easy application to use.

3. To the Institution

Institutions are able to use better learning media during the covid 19 pandemic. They are able to use WhatsApp voice note as the media of learning or use other medias of learning by considering the obstacles experienced by the students and the teachers on the implementation of WhatsApp voice note as the media of learning.

4. To the Readers

The researcher hopes the contribution of the readers, especially the students and the teachers at SMA Negeri 1 Sidoan in increasing the WhatsApp voice note implementation.

5. To the Future Researchers

Finally, the researcher suggests the future researchers to use the findings of this research to deliver more objective data, from many more instruments, various samples, and apply other methods in order to develop their research.

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PENGAJUAN JUDUL SKRIPSI

Nama	:	GINA RAMDANI	NIM	:	171160101
TTL	:	SIDOAN, 23-12-1999	Jenis Kelamin	:	Perempuan
Jurusan	:	Tadris Bahasa Inggris (S1)	Semester	:	
Alamat	:	Jl. Tomampe	HP	:	081355544864
Judul	:				

Judul I

THE TEACHING OF SPEAKING USING EXPRESSION ASKING AND GIVING OPINION THROUGH WHATSAPP VOICE NOTE AT SMA NEGERI 1 SIDOAN

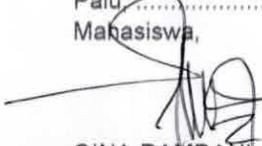
Judul II

THE TEACHER EFFORTS IN APPLYING TEACHING STRATEGIES TO IMPROVE STUDENTS SPEAKING SKILL DURING PANDEMIC AT SMA NEGERI 1 SIDOAN

Judul III

THE EFFECT OF PROJECT BASED LEARNING METHOD TO IMPROVE WRITING SKILL IN FORMAL INVITATION AT THE TENTH GRADE OF SMA NEGERI 1 SIDOAN

Palu2021
Mahasiswa,


GINA RAMDANI
NIM. 171160101

Telah disetujui penyusunan skripsi dengan catatan :

1. find the latest issues of your research
2. Note the way of collecting data

Pembimbing I : Dr. Hj. Nur Asma'awati, M. Hum

Pembimbing II : Afifah, S.Pd. M. Pd.

a.n. Dekan

Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,



Drs. SYAHRIL, M.A.
NIP.196304011992031004

Ketua Jurusan,



Dr. Hj. NUR ASMAWATI, S.Ag., M.Hum
NIP. 197407262000032002

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 2297 TAHUN 2023

TENTANG
PENETAPAN TIM PENGUJI SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa
M E M U T U S K A N

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :
1. Ketua Tim Penguji : Hijrah Syam, S.Pd., M.Pd
2. Penguji Utama I : Drs. Muhammad Ihsan, M.Ag.
3. Penguji Utama II : Zulfikri, M.A
4. Pembimbing/Penguji I : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
5. Pembimbing/Penguji II : Afifah, S.Pd., M.Pd.
untuk menguji Skripsi Mahasiswa
Nama : Gina Ramdani
NIM : 171160101
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE TEACHING OF SPEAKING USING EXPRESSION OF ASKING AND GIVING OPINION THROUGH WHATSAPP VOICE NOTE APPLICATION TO GRADEXI STUDENTS AT SMA NEGERI 1 SIDOAN

KEDUA : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 18 Agustus 2023
Dekan,



KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

FOTO 3 X 4

NAMA

GINA PANDAII

NIM.

1716001

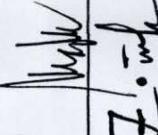
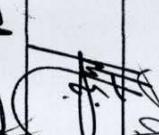
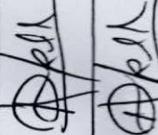
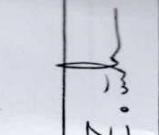
JURUSAN

: Tadris Bahasa Inggris

NO. HARI/TANGGAL NAMA JUDUL SKRIPSI

DOSEN PEMBIMBING

TANDA TANGAN DOSEN PEMBIMBING

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Sabtu, 15 September 2020	MUH. SYAFAU	Peran perempuan sebagai pendukung karakter Siswa Mandiri di dalam kegiatan Pendidikan	Prof. Dr. Hasyari, M. Ag 2. Dr. H. Ahmad Sabri, M. Ag	
2	Sabtu, 18 September 2020	FIDIA	Peran perempuan sebagai pendukung karakter Siswa Mandiri bagi anak (Telah Pemimpinan M. Quraish Shihab)	1. Dr. Hj. Adiwiyah Peltolongi, M. Pd. 2. Khairuddin Yusuf, S.Pd. I, M. Pd.I	
3		NINNY ANGGYANI	The Use of PPP Method to Improve Student's Speaking Skill in Describing Person	1. Dr. Hj. Nur Asmawati, S.Eg., M.Hum 2. ZULWAH, S.Pd., M.Pd.	
4	Senin, 13 September 2020	HA. SALWAH	Mengelola keuangan bagi milenial orang muda di era era digital	1. Dr. P. Petalon, M. Pd. I 2. Henny, Pd.Dikta, M. M. Ed.	
5	Senin, 14 - 09 - 2020	NUR JANNAH	Peran dakwah Pegawai Syara dalam meningkatkan pemahaman ajaran islam pada masyarakat di desa orang-orang kecamatan Toli-Toli	1. Drs. H. Ahmad Aese, M. Ed. I 2. Suharni, S. Ag., M. Ag	
6	Senin, 15 Maret 2021	MATH FAHRI	Self Assessment of Speaking Skill at the Second Semester of Tadris English Program	1. Prof. Dr. Rusli, S. Ag., M. Soc. Sc 2. Aina Yulidhawa, S. Pd., M. Pd	
7	Senin, 15 Maret 2021	RANDI	The Teaching of speaking using Asinkronous e-learning application at the second semester student Tadris English IAIN PALU	1. Prof. H. Nurduin, S.Sos., S.Pd., M. Com, and 2. Dwi Endahwangi, S. Pd., M. Pd	
8	Senin, 25 Maret 2021	NURKITA MULIA	The Implementation of Posttest Medium in Intercol listening subject to second semester students of English Tadris Program 2020/2021 at IAIN Palu	1. Drs. Muhammad Ihsan, M. Ag 2. Afifah, S.Pd. M. Pd	
9	Senin, 06 April 2021, 08.30-09.30	HARY SETIAWAN	ERROR ANALYSIS ON STUDENTS' PRONUNCIATION IN READING COMPETITIVE TEST AT THE SECOND SEMESTER OF TADRISS ENGLISH STUDY PROGRAM IAIN PALU IN Academic 2. Afifah, M. Pd.	1. Prof. H. Nurduin, S. Pd., S. Sos., M. Comp. Ag 2. Afifah, M. Pd.	
10	Jumat, 30 April 2021	FADILAH	The implementation of guided questions teaching improving students' ability in writing descriptive at the second grade students of SMP Negeri 1 Torbulu	1. Prof. Dr. H. Rusli, S. Ag., M. Soc. Sc 2. Zuhra, S.Pd., M. Pd	

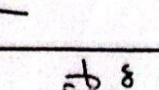
Catatan : Kartu ini merupakan persyaratan untuk mendafir seminar menempuh ujian skripsi

JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Gunia Pandiani
 NIM : 171100101
 Program Studi : Tadris Bahasa Inggris
 Judul Skripsi : The Teaching of Speaking Using Expression
 of Asking and Answering Through WhatsApp Note
 Application to Grade XI Student at SMAN 1 Sidoarjo
 Pembimbing I :
 Pembimbing II : Atikah, S.Pd., M.Pd

Pembimbing I :
 Pembimbing II : Atikah, S.Pd., M.Pd

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
			<ul style="list-style-type: none"> - Be consistent in using the term 'author', 'researcher' or 'writer'! - Write the date of the pre-observation! - Make the parts in the outline of content as same as the contents and the title of content! - Be consistent in using the term 'researcher' or 'writer'! - Fix the grammatical errors! - Fix the use of punctuation! - Fix the use of capital letters! 	 

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Senin, 29 Maret 2021	Rule of content:	<ul style="list-style-type: none"> - Revise the parts. Make them as same as the parts in content! 1. Revise the margin! - Use the simple present tense for the questions! - Use full note, not end note! - Fix the grammatical errors! 	 
2.	Jumat, 2 April 2021			

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
4.	Sabtu, 7/6/2021	1	<ul style="list-style-type: none"> 1. Revise the grammatical errors! 2. Move the subject at the end of a page (Pg.9) to the next page (Pg.10) 3. Provide the footnote for the sources that do not have footnotes! 4. Revise the grammatical errors! 5. Clarify some unclear sentences! 6. Fix the punctuation errors! 7. Fix the capitalization errors! 	<p>1. - Fix the grammatical errors!</p> <p>2. - Provide the footnote!</p> <p>- Fix the grammatical errors!</p> <p>3. - Fix the direct quotation!</p> <p>- Fix the grammatical errors!</p> <p>- Provide the observation sheet!</p> <p>4.</p> <p>5. Jumat, 30/7/2021</p> <p>6. Cover : Change IAIN Pale to UIN Sultan Syarif Kasim (State Islamic University Paley)</p> <p>7. Look at Pedoman FTI to fix your footnotes and references!</p>

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
3.	Sabtu, 26 April 2021	1	<ul style="list-style-type: none"> 1. Revise the grammatical errors! 2. Move the subject at the end of a page (Pg.9) to the next page (Pg.10) 3. Provide the footnote for the sources that do not have footnotes! 4. Revise the grammatical errors! 5. Clarify some unclear sentences! 6. Fix the punctuation errors! 7. Fix the capitalization errors! 	<p>1. Revise the grammatical errors!</p> <p>2. Move the subject at the end of a page (Pg.9) to the next page (Pg.10)</p> <p>3. Provide the footnote for the sources that do not have footnotes!</p> <p>4. Revise the grammatical errors!</p> <p>5. Clarify some unclear sentences!</p> <p>6. Fix the punctuation errors!</p> <p>7. Fix the capitalization errors!</p>

No.	Har/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Jumat, 17/8/2021		<ul style="list-style-type: none"> - Provide list of picture - Provide list of appendices! - Write the result of your research in single past tense! - Fix the margin! - Fix the table of content <p>IV. - Fix the grammatical errors!</p>	<p>Off</p>

No.	Har/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
6.	Rabu, 25/8/2021		<ul style="list-style-type: none"> • Appendix: Revise the interview for students! • Revise the footnotes and the references! • Separate in two different pages the interviewed teacher and students for teacher and students 	<p>Off</p>
7.	Senin, 29/8/2021		<ul style="list-style-type: none"> • Fix the footnote on pages 1, 12, 13, 19, 33! • Fix the grammatical error on page 29! • Fix the references! • Fix the interview questions for students! 	<p>Off</p>

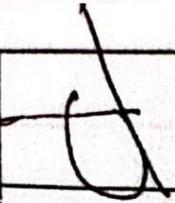
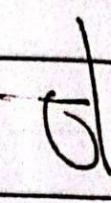
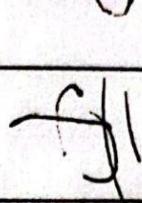
No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
4.	Senin, 19/9/2022	V	Fix the grammatical errors!	<i>of</i>
5.	Rabu, 21/9/2022	III	Fix the grammatical errors!	<i>of</i>
6.	Senin, 26/9/2022	I	Fix the grammatical errors!	<i>of</i>
7.	Senin, 10/10/2022	I	Fix the grammatical errors!	<i>of</i>
		II	Previous research: Fix the grammatical errors!	<i>of</i>
			References: fix as in Pidoman BTI!	<i>of</i>
8.	Kamis, 20/10/2022	II	- Fix the grammatical errors! - Fix the references! - Chapter II - References	<i>of</i>
9.	Senin, 24/10/2022		IV. Fix the grammatical errors!	<i>of</i>

on

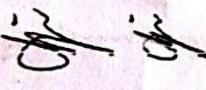
11

No.	Hari/Tanggal	Bab	Saran Pembimbing
			- Fix the margin of Chapter II!
		IV.	Classify the result of media collaboration, interview and somewhere!
		V.	- Fix the grammatical errors! References: write the paper for article sources!
3.	Senin, 12/9/2022		- Fix the grammatical errors in acknowledgement! - Provide table of content! - Provide the list of appendices! IV. Fix the grammatical errors!

10

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1	Senin, 22/06/2023		<ul style="list-style-type: none"> - Fix Title - Fix Background - Simbol dan Logo - Resend Mr. Baik 	  

13

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
10.	Sabtu, 1/11/2022	-	<ul style="list-style-type: none"> - Footnote - References - Appendix 	
11.	Rabu, 9/11/2022	-	<ul style="list-style-type: none"> - Rearrange the appendices. - Provide the result of polarization chart (chart 1) ! 	

12

KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو



STATE INSTITUTE FOR ISLAMIC STUDIES PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : humas@ainpalu.ac.id

Nomor : 3764 /In.13/F.I/PP.0027/12/2021

Palu, 27 Desember 2021

Sifat : Penting

Lampiran : -

Perihal : **Undangan Menghadiri Seminar Proposal Skripsi.**

Yth. Bapak/Ibu Tim Pengudi Skripsi

Tarbiyah dan Ilmu Keguruan IAIN Palu

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. (Pembimbing I)

2. **Appiah, S.Pd., M.Pd** (Pembimbing II)

3. **Drs. Muhammad Ihsan, M.Ag** (Pengudi)

Palu

Assalamualaikum wr. wb.

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan dipresentasikan oleh:

Nama : Gina Ramdani

NIM : 171160101

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : THE TEACHING OF SPEAKING USING EXPRESSION OF ASKING
AND GIVING OPINION THROUGHT WHATSAPP VOICE NOTE
APPLICATION TO GRADE XI AT SMA N 1 SIDOAN PANTAI TIMUR

Maka dengan hormat diundang untuk menghadiri seminar proposal skripsi tersebut yang Insya Allah akan dilaksanakan pada:

Hari/Tanggal : Rabu , 05 Januari 2022

Jam : 10.30 - 11.30 WITA

Meja Sidang : -

Tempat : Gedung F Lt. 2 (Ibnu Sina).

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Plt. Ketua Prodi Tadris Bahasa Inggris

Rasmi, S.Pd., M.Pd.

NIP. 198606242019032011

Catatan :

Undangan ini difotocopi sejumlah 7 rangkap dengan rincian:

- a. 1 rangkap untuk Dosen Pembimbing I (dengan proposal skripsi)
- b. 1 rangkap untuk Dosen Pembimbing II (dengan proposal skripsi)
- c. 1 rangkap untuk Dosen Pengudi (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Program Studi
- e. 1 rangkap untuk ditempel pada papan pengumuman
- f. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan
- g. 1 rangkap untuk Subbag Akmah Fakultas Tarbiyah dan Ilmu Keguruan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالـ

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : uindatokarama.ac.id

Nomor : 5196 /Un.24/F.I/PP.00.9/08/2023

Sifat : Penting

Lampiran : -

Perihal : Undangan Menghadiri Ujian Skripsi

Sigi, 18 Agustus 2023

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

1. Hijrah Syam, S.Pd., M.Pd
2. Drs. Muhammad Ihsan, M.Ag.
3. Zulfikri, M.A
4. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
5. Afifah, S.Pd., M.Pd.

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Datokarama Palu :

Nama	:	Gina Ramadani
NIM	:	171160101
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	THE TEACHING OF SPEAKING USING EXPRESSION OF ASKING AND GIVING OPINION THROUGH WHATSAPP VOICE NOTE APPLICATION TO GRADEXI STUDENTS AT SMA NEGERI 1 SIDOAN

dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan
dilaksanakan pada :

Hari/tanggal	:	Rabu, 30, Agustus 2023
Jam	:	08.30 - 10.30
Meja Sidang	:	Meja Sidang Rektorat B
Tempat	:	Kampus II Gedung Rektorat

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 196802151992031013

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Hitam Putih dan Almamater + Kopiah (Pria).
2. Berpakaian Hitam Putih dan Almamater (Wanita).



Nomor : 123 /Un.24/F.I/PP.00.9/01/2022
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, 14 Januari 2022

Yth. Kepala SMAN 1 Sidoan

di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama	:	Gina Ramdani
NIM	:	171160101
Tempat Tanggal Lahir	:	Sidoan, 23 Desember 1999
Semester	:	IX (Sembilan)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Anggur IV
Judul Skripsi	:	THE TEACHING OF SPEAKING USING EXPRESSION OF ASKING AND GIVING OPINION THROUGH WHATSAPP VOICE NOTE APPLICATION TO GRADE XI STUDENTS AT SMAN 1 SIDOAN
No. HP	:	081355544864

Dosen Pembimbing :

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
2. Afifah, M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

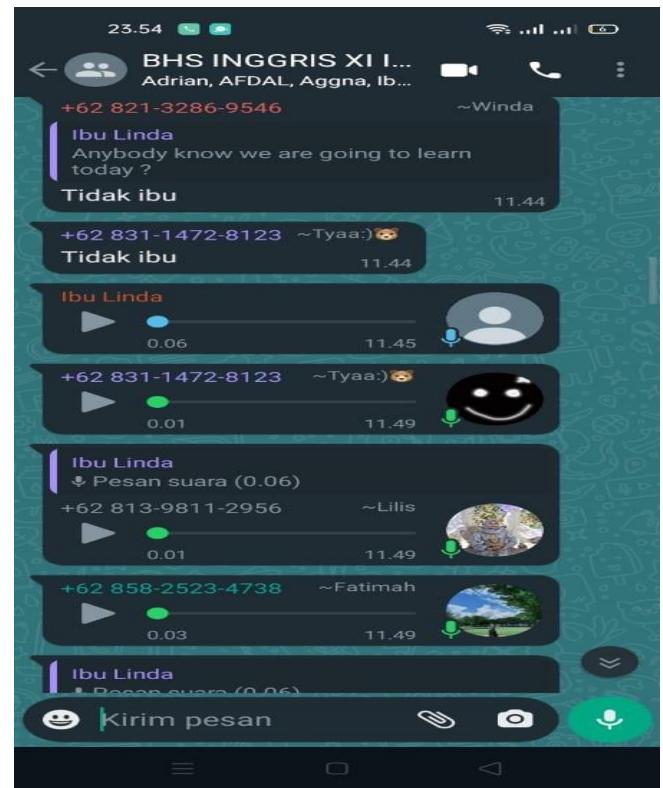
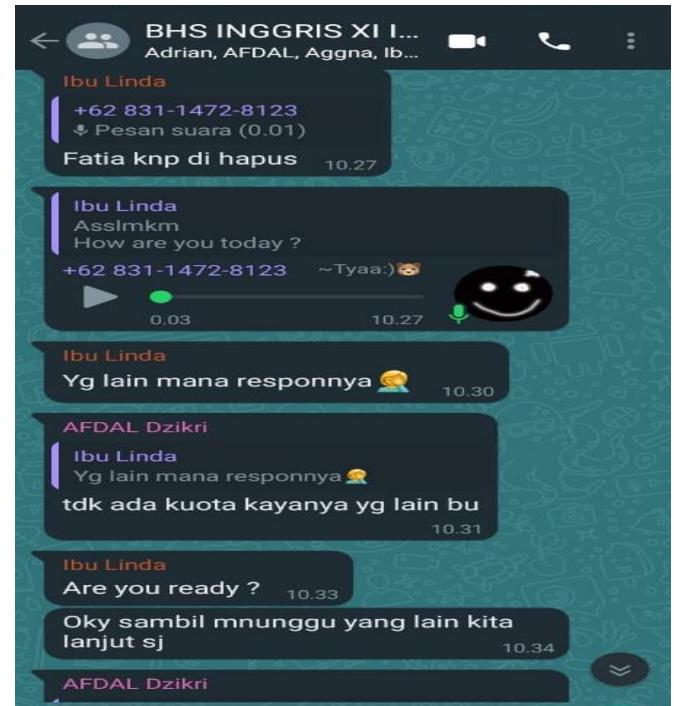
Wassalam,
Dekan,



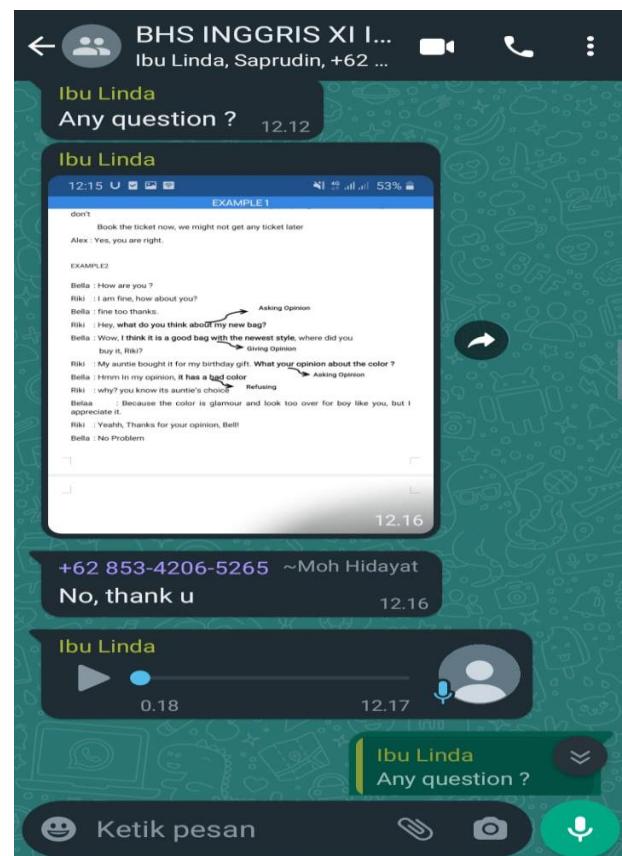
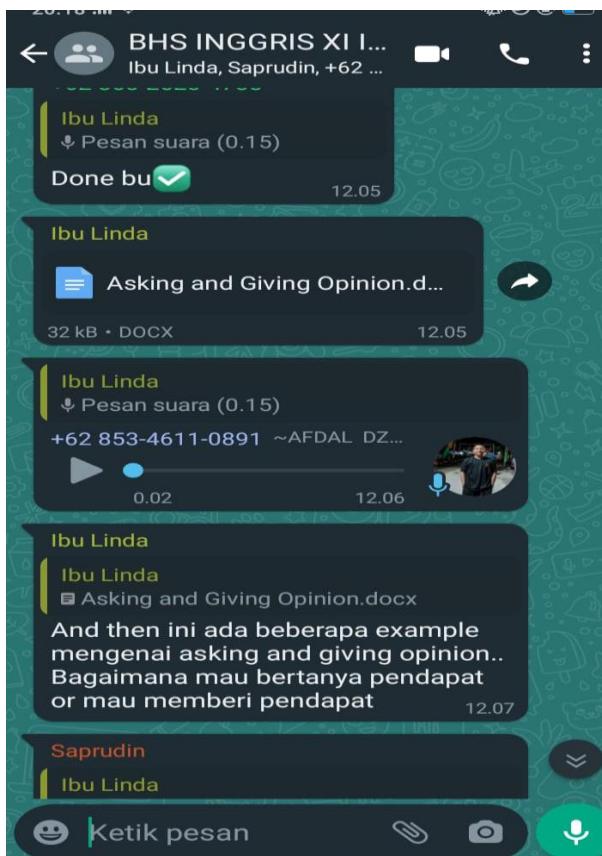
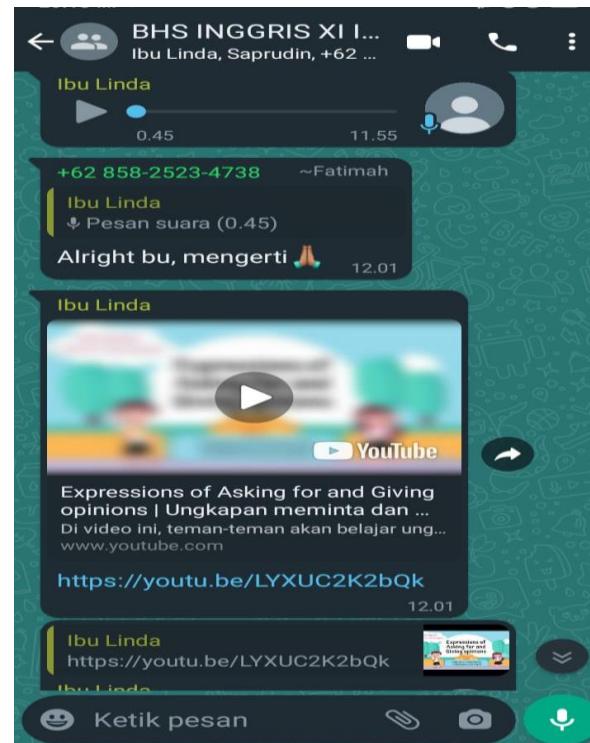
APPENDIX 1

OBSERVATION OF THE RESEARCH

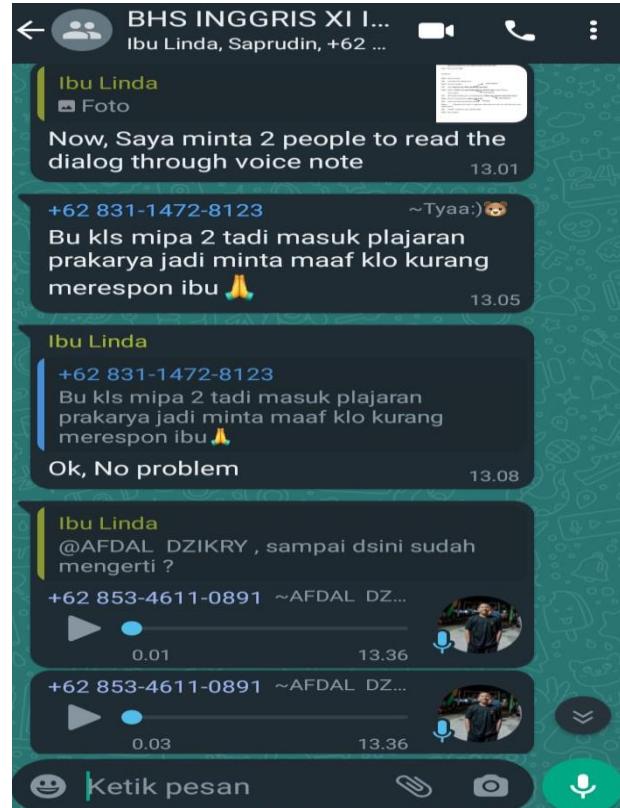
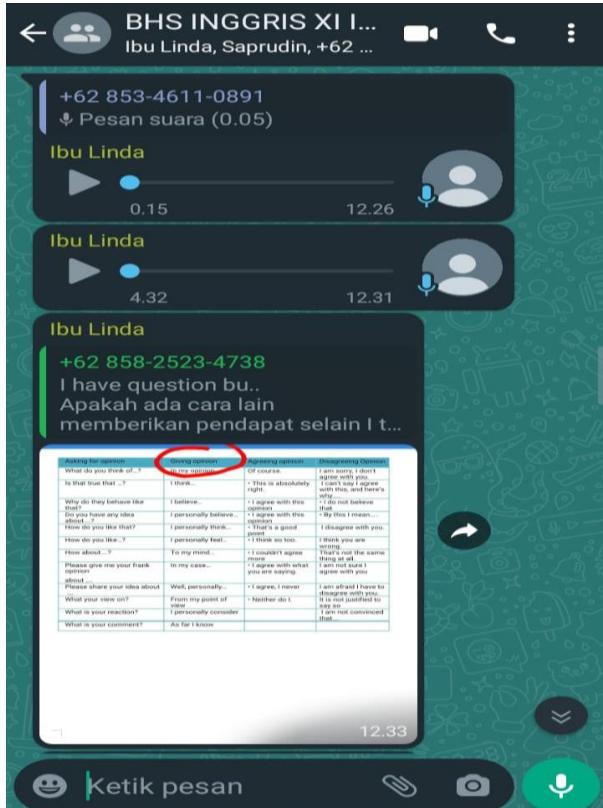
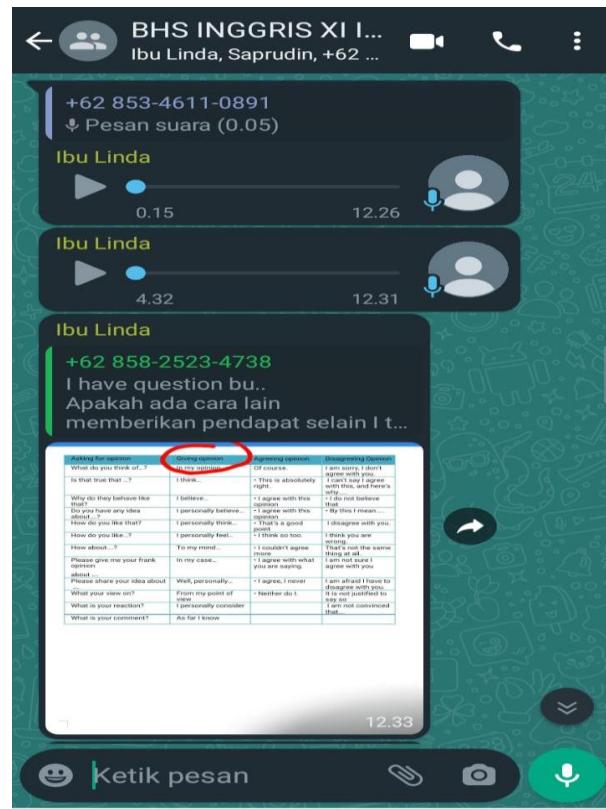
1.1 Teacher Pre teaching|Teacher greetings to the students



1.2 Teacher while-Teaching / Teacher give a material



1.3 The teacher gives students the opportunity to ask questions



APPENDIX II

LIST OF INTERVIEW QUESTIONS FOR TEACHER

1. What is your reason in teaching speaking on expression of asking and giving opinion by using WhatsApp voice note?
2. Is the use of WhatsApp voice note important in teaching speaking by using expression of asking and giving opinion?
3. In your opinion, what is the benefit of WhatsApp voice note in teaching speaking by using expression of asking and giving opinion?
4. How do you apply WhatsApp voice note in teaching speaking by using expression asking and giving opinion?
5. Do you find some difficulties in using WhatsApp voice note in teaching speaking on expression of asking and giving?
6. What are the difficulties?
7. How do you overcome the difficulties?
8. What learning media did you use before covid-19?
9. What learning media did you use after covid-19?

LIST OF INTERVIEW QUESTIONS FOR STUDENTS

1. What is your opinion about the use of WhatsApp Voice Note social media during online learning during the covid-19 pandemic?
2. What features in WhatsApp can improve your speaking skills?
3. Is it easier with the whatsapp voice note application to convey the message you want to convey than with whatsapp messenger? the reason?
4. In your opinion, what are the benefits of the Whatsapp voice note application in learning to speak using expressions of asking and giving opinions?
5. In your opinion, what are the advantages and disadvantages of Whatsapp Voice Note application in learning to speak using expression of asking and giving opinion?
6. In your opinion, what are the adventages and disadvantages of whatsapp voice note as a learning medium during the covid-19 pandemic?
7. Did you find any difficulties when using WhatsApp voice notes in learning to talk about asking and giving expressions?
8. What are the difficulties?
9. How did you overcome these difficulties?
10. What are the problem faced by the students in implementing Whatsapp Voice note?

Translate:

1. Bagaimana tanggapan kalian tentang penggunaan media social Whatsapp Voice Note pada saat pembelajaran secara daring di masa pandemic covid-19?
2. Apa fitur di whatsapp bisa meningkatkan kemampuan berbicara kalian?
3. Apa dengan aplikasi Whatsapp voice note lebih mudah menyampaikan pesan yang ingin disampaikan ketimbang dengan Whatsapp Messenger? alasannya?

4. Menurut kalian, apa manfaat dari aplikasi Whatsapp voice note dalam pembelajaran berbicara menggunakan Ekspresi meminta dan memberi pendapat?
5. Menurut anda, apa kelebihan dan kekurangan aplikasi Whatsapp Voice Note dalam pembelajaran berbicara menggunakan ekspresi meminta dan memberi pendapat?
6. Apakah kalian menemukan kesulitan saat menggunakan WhatsApp voice note dalam pembelajaran berbicara tentang ekspresi meminta dan memberi?
7. Apa saja kesulitannya?
8. Bagaimana cara kalian mengatasi kesulitan tersebut?
9. Apa saja kendala yang di hadapi siswa dalam mengimplementasikan Whatsapp Voice note?

APPENDIX III

TRANSCRIPT OF INTERVIEW FOR TEACHER

Target	: Mrs. Nurlinda S.Pd.
Date	: 10-02-2022
Time	: 10.30 – selesai
Topic of Interview	: The teacher implementing the whatsapp voice note application.
?	What learning media did you use before the covid-19 pandemic?
-	Books, PPT, laptop.
?	What learning media did you use after the covid-19 pandemic?
-	WhatsApp, Messenger, YouTube, Chrome, WPS Office.
?	What is your reason in teaching speaking on expression asking and giving opinion using WhatsApp voice note?
-	Because, it's much easier to used whatsapp, moreover using voice note, while teach speaking course.
?	Is the use of WhatsApp voice note important in teaching speaking using Expression asking and giving?
-	Yeah, I do think so, cause in the middle of this pandemic covid-19 we as a teacher must use some applications as the media in teaching learning course instead of WhatsApp.
?	In your opinion, what is the benefit of WhatsApp voice note in teaching speaking using Expression asking and giving opinion?
-	Furthermore, using WhatsApp application in teaching learning has a lot of advantages, instead of: firstly, much easier to used, secondly, low cost quota, lastly, the students were familiar with the WhatsApp application so, much easier to teach.

?	How do you apply WhatsApp voice note in teaching speaking using expression asking and giving?
-	First, I give them some text of conversation, second, I told them to make some group, each group consist of 2 students, third, the students can pick their own dialogue and using the voice note. Last, they send it to me after their finish.
?	Do you find some difficulties in using WhatsApp voice note in teaching speaking on expression asking and giving?
-	In my point, yeah of course sometimes we faced the difficulty when we teaching, especially in speaking, sometimes the students are not being active while the learning process is under way, in learning process, especially speaking course we must teach in the classroom not online class, cause sometimes doesn't work quite well but, in this situation the teacher must be faced it professionally.
?	What are the difficulties ?
-	1. The limit of the quota, 2. Bad connections, 3. The students not enter the online class.
?	How do you overcome the difficulties?
-	Moreover, the teacher must understand in this situation, and upgrade our skill in teaching learning more again.

TRANSCRIPT OF INTERVIEW FOR TEACHER

Target : Mrs Nurlinda S.Pd
Date : 10-02-2022
Time : 10.30. selesai
Topic of Interview : The problems faced by students and teachers in implementing WhatsApp voice note as learning media.

?	What are the problems faced by the English teachers and the students in implementing WhatsApp Voice Note?
—	<ol style="list-style-type: none">1. For teacher, it is difficult to explain the material without books, so teacher must make the media. Sometimes we are forced to use more than one media of presentation, and its need more times to make it.2. Teacher also needs extra money to buy vouchers of internet, to make media, and to make wa, live longer.3. There are many unfair and cheatings. Teacher has difficulty in teaching characters. Some students have difficulty to understand their assignments, so for submitting them, they just copy and paste from their friend.4. Teachers can't control students' motivation and participation5. Sometimes the WhatsApp is an error.6. The high quota price for internet access.

TRANSCRIPT OF INTERVIEW FOR STUDENTS

Target : AD
Date : 11-02-2022
Time : 15.30-selesai
Topic of Interview : The problems faced by students and teachers in implementing WhatsApp voice note as learning media.

?	What are the problems faced by the English teachers and the students in implementing WhatsApp Voice Note.
—	Sometimes the signal is difficult, sometimes the Whatsapp is an error or problem

TRANSCRIPT OF INTERVIEW FOR STUDENTS

Target : W
Date : 11-03-2022
Time : 14.30.selesai
Topic of Interview : The problems faced by students and teachers in implementing WhatsApp voice note as learning media.

?	What are the problems faced by the English teachers and the students in implementing WhatsApp Voice Note.
—	Signal, most of students live in faraway country side where the signal of internet is difficult to reach.

TRANSCRIPT OF INTERVIEW FOR STUDENTS

Target : S
Date : 12-02-2022
Time : 12.30.selesai
Topic of Interview : The problems faced by students and teachers in implementing WhatsApp voice note as learning media.

?	What are the problems faced by the English teachers and the students in implementing WhatsApp Voice Note.
—	Signal, Quota and Lack of confidence when speaking English, for fear of being wrong when speaking.

TRANSCRIPT OF INTERVIEW FOR STUDENTS

Target : F

Date : 12-02-2022

Time : 12.00-selesai

Topic of Interview : The problems faced by students and teachers in implementing WhatsApp voice note as learning media.

?	What are the problems faced by the English teachers and the students in implementing WhatsApp Voice Note.
—	The problem with the English language subject itself is the lack of vocabulary mastery. Students who are confused become even more confused when they ask the teacher on the WhatsApp voice note, because the situation is sometimes not conducive.

TRANSCRIPT OF INTERVIEW FOR STUDENTS

Target : AW
Date : 11-02-2022
Time : 09.30.10.00
Topic of Interview : The problems faced by students and teachers in implementing WhatsApp voice note as learning media.

?	What are the problems faced by the English teachers and the students in implementing WhatsApp Voice Note.
—	The problem with English lessons is that you don't know the language and don't understand it, sometimes you see Google Translate, but continue to learn by directly asking the teacher and sometimes the group is confused about what to reply.

TRANSCRIPT OF INTERVIEW FOR STUDENTS

Target : R
Date : 11-02-2022
Time : 11.30-selesai
Topic of Interview : The problems faced by students and teachers in implementing WhatsApp voice note as learning media.

?	What are the problems faced by the English teachers and the students in implementing WhatsApp Voice Note.
—	Students have difficulty consulting in learning from home and complain about the many assignments from the teacher.

TRANSCRIPT OF INTERVIEW FOR STUDENTS

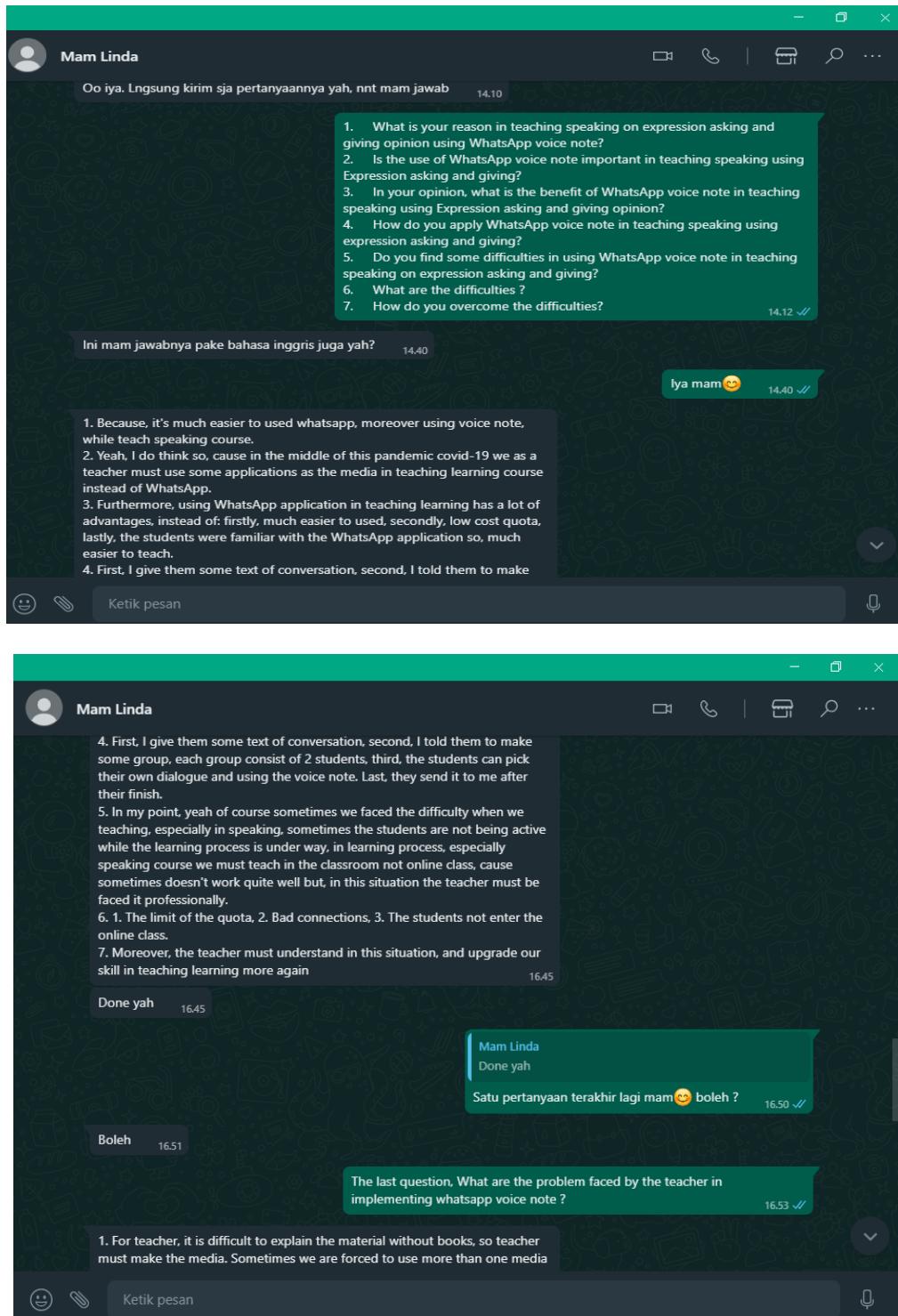
Target : SRP
Date : 12-03-2022
Time : 15.00-selesai
Topic of Interview : The problems faced by students and teachers in implementing WhatsApp voice note as learning media.

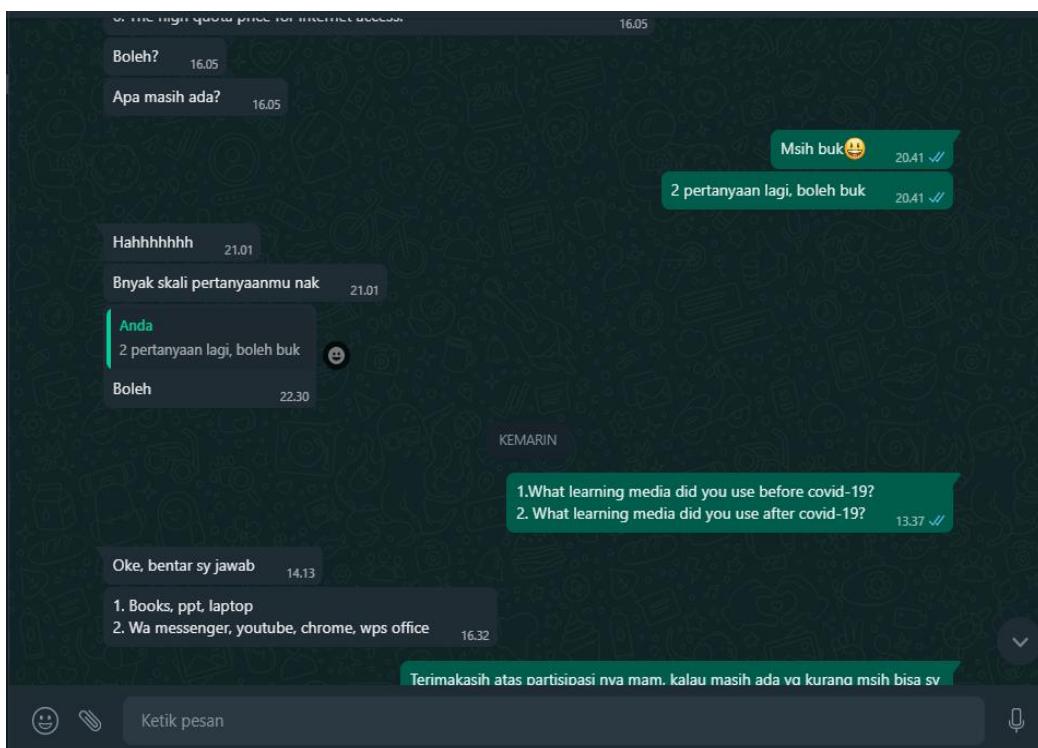
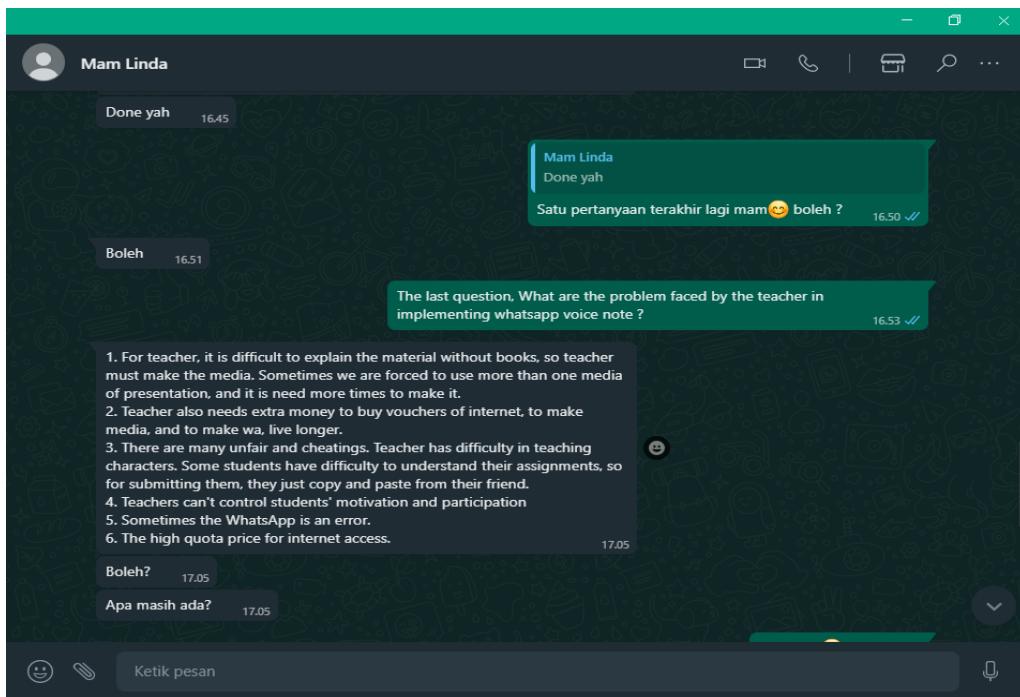
?	What are the problems faced by the English teachers and the students in implementing WhatsApp Voice Note.
—	The problem when using voice notes is usually not confident and when our cellphones are full of memory usually the voice notes don't open.

APPENDIX IV

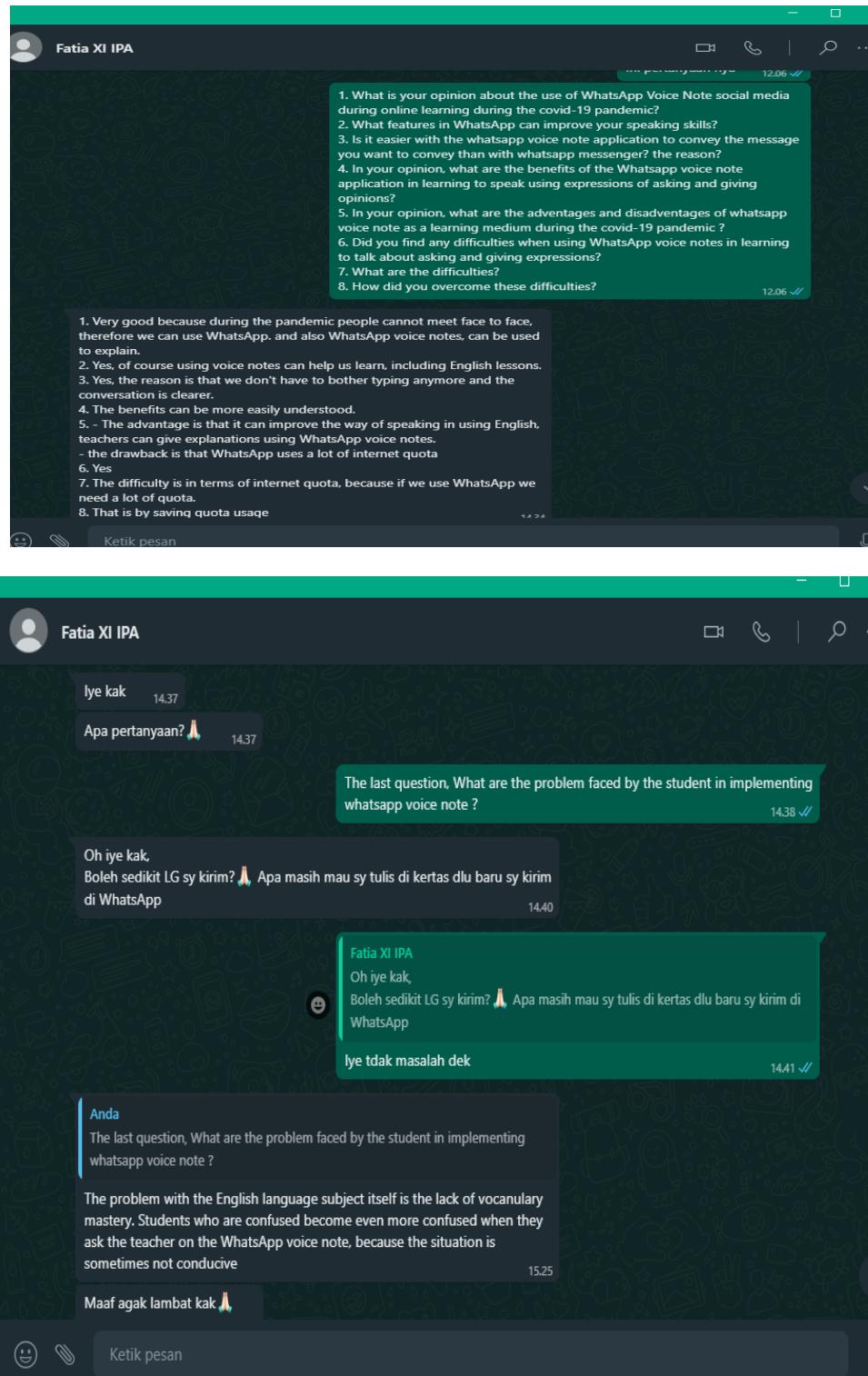
DOKUMENTATION

1.1 Interview with Mrs Nurlindah, S.Pd. Teacher of SMA Negeri 1 Sidoan





1.2 Interview with F student of SMA Negeri 1 Sidoan



1. What is your opinion about the use of WhatsApp Voice Note social media during online learning during the covid-19 pandemic?
2. What features in WhatsApp can improve your speaking skills?
3. Is it easier with the whatsapp voice note application to convey the message you want to convey than with whatsapp messenger? the reason?
4. In your opinion, what are the benefits of the Whatsapp voice note application in learning to speak using expressions of asking and giving opinions?
5. In your opinion, what are the advantages and disadvantages of whatsapp voice note as a learning medium during the covid-19 pandemic ?
6. Did you find any difficulties when using WhatsApp voice notes in learning to talk about asking and giving expressions?
7. What are the difficulties?
8. How did you overcome these difficulties?

1. Very good because during the pandemic people cannot meet face to face, therefore we can use WhatsApp. and also WhatsApp voice notes, can be used to explain.
2. Yes, of course using voice notes can help us learn, including English lessons.
3. Yes, the reason is that we don't have to bother typing anymore and the conversation is clearer.
4. The benefits can be more easily understood.
5. - The advantage is that it can improve the way of speaking in using English, teachers can give explanations using WhatsApp voice notes.
- the drawback is that WhatsApp uses a lot of internet quota
6. Yes
7. The difficulty is in terms of internet quota, because if we use WhatsApp we need a lot of quota.
8. That is by saving quota usage

lye kak 14.37
Apa pertanyaan? 14.37

The last question, What are the problem faced by the student in implementing whatsapp voice note ? 14.38 ✓

Oh iye kak,
Boleh sedikit LG sy kirim? 🙏 Apa masih mau sy tulis di kertas dlu baru sy kirim di WhatsApp 14.40

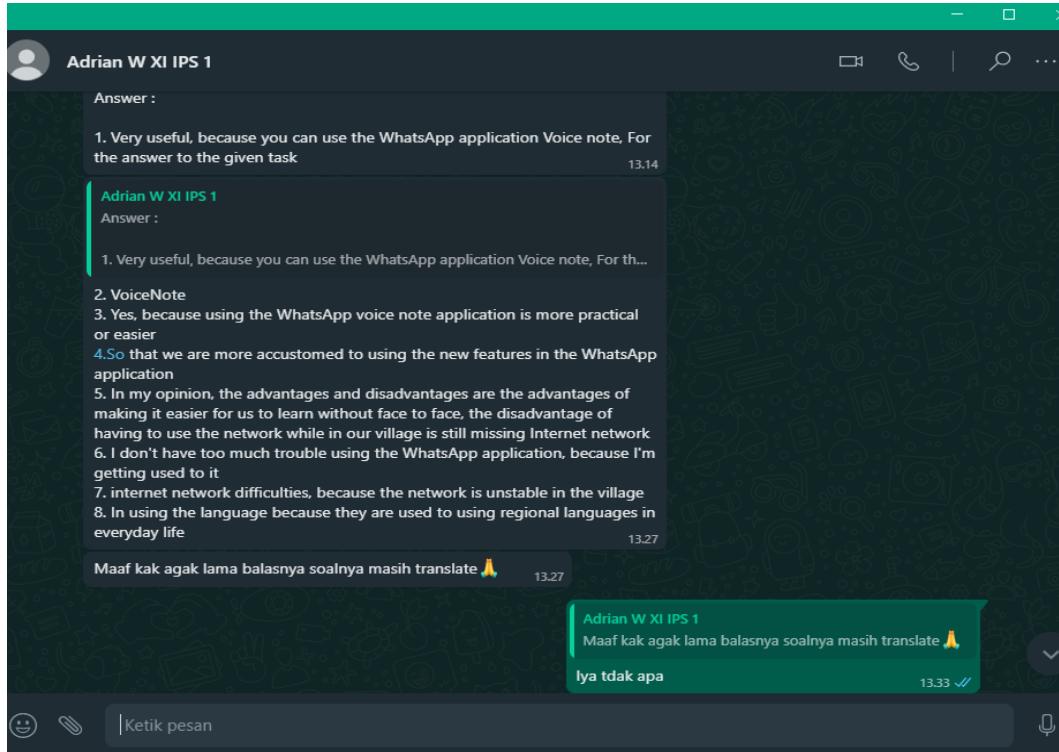
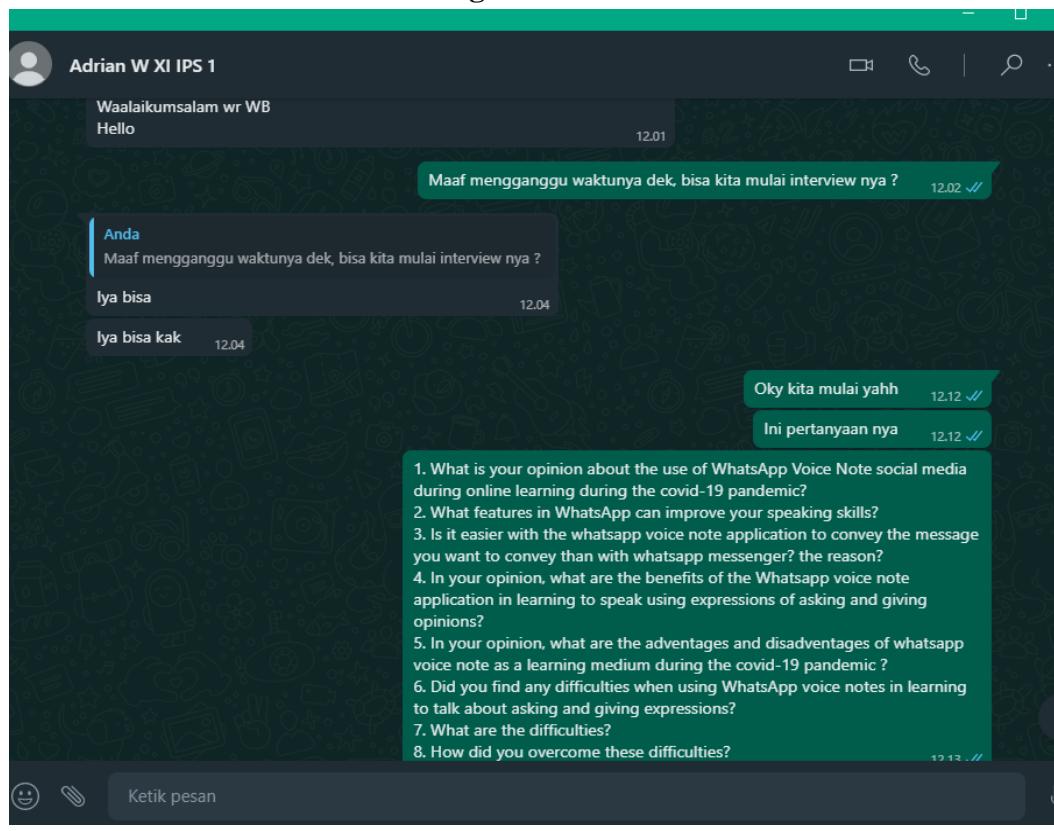
Fatia XI IPA
Oh iye kak,
Boleh sedikit LG sy kirim? 🙏 Apa masih mau sy tulis di kertas dlu baru sy kirim di WhatsApp 14.41 ✓

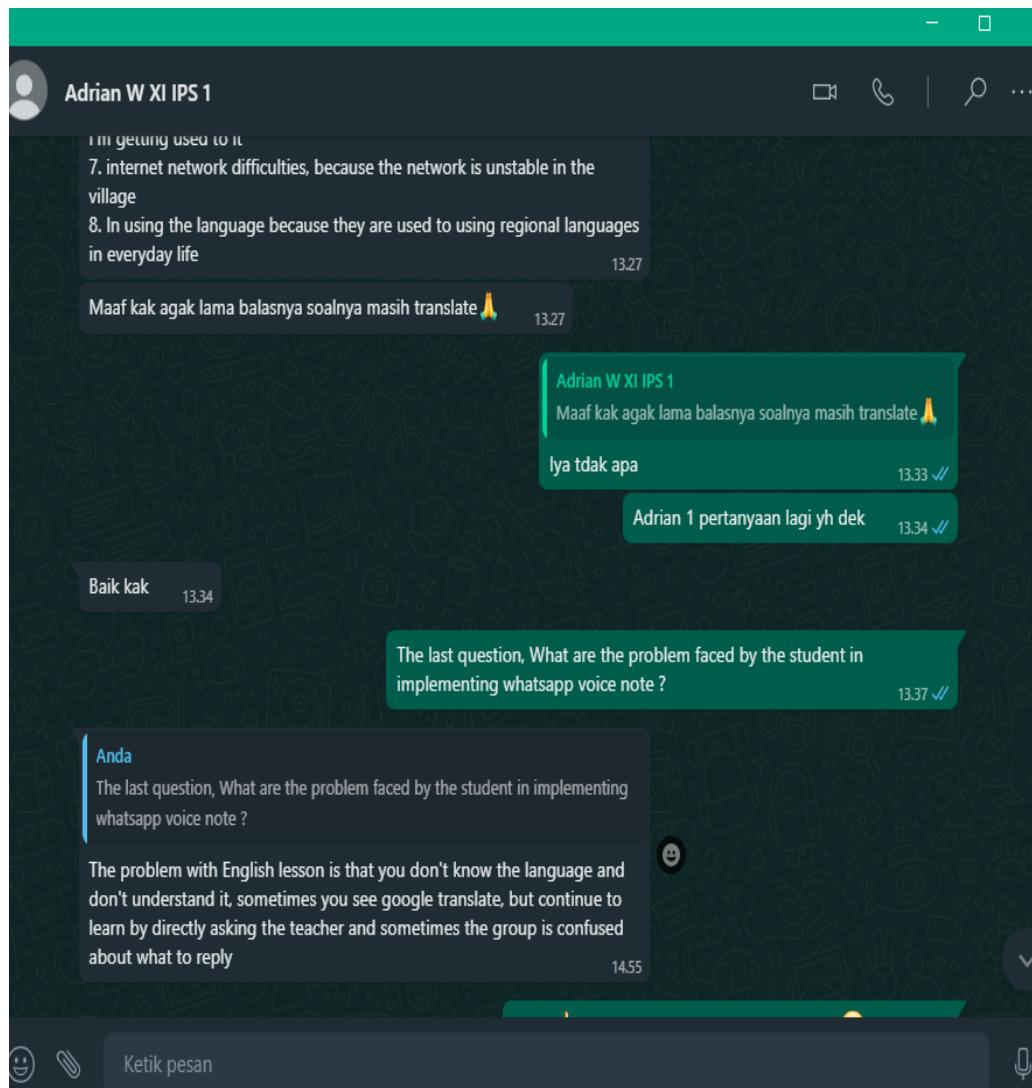
lye tdak masalah dek 15.25

Anda
The last question, What are the problem faced by the student in implementing whatsapp voice note ?
The problem with the English language subject itself is the lack of vocabulary mastery. Students who are confused become even more confused when they ask the teacher on the WhatsApp voice note, because the situation is sometimes not conducive 15.25

Maaf agak lambat kak 15.41

1.2 Interview with AW student of SMA Negeri 1 Sidoan





1.3 Interview with R student of SMA Negeri 1 Sidoarjo

Rosita XI IPS
online

1. What is your opinion about the use of WhatsApp Voice Note social media during online learning during the covid-19 pandemic?
2. What features in WhatsApp can improve your speaking skills?
3. Is it easier with the WhatsApp voice note application to convey the message you want to convey than with WhatsApp messenger? The reason?
4. In your opinion, what are the benefits of the WhatsApp voice note application in learning to speak using expressions of asking and giving opinions?
5. In your opinion, what are the advantages and disadvantages of WhatsApp voice note as a learning medium during the covid-19 pandemic?
6. Did you find any difficulties when using WhatsApp voice notes in learning to talk about asking and giving expressions?
7. What are the difficulties?
8. How did you overcome these difficulties?

1. During the online learning period, I was required to independently understand the learning that had been explained by the teacher, besides that an unstable network was also considered as one of the factors that led to misunderstandings. I also find it difficult to interact with other students during learning, the teacher only gives me material and assignments that make me bored studying.
2. Features in WhatsApp can improve our speaking skills. Suppose you are lazy or tired of typing, we usually use a feature, namely voicemail.
3. - WhatsApp messenger allows us to communicate via chat, phone calls, video calls, and others.
4. - Now if we use WhatsApp, it has features that support users who run businesses such as online businesses.
5. Lack of WhatsApp groups as learning media, such as if the signal is not good, it will hinder the process of receiving subject matter. The advantages of WhatsApp media are that it is easy, practical, fast, saves internet quota, and can be accessed only using a mobile phone, has various features that can be used to support communication, such as the existence of a new group.
6. Yes
7. Many student complaints
• Unclear material
• Not sure about the lesson with the given task
• Not fit with pictures that are not accompanied by the voice of the teacher
• Limited signal and internet quota
8. Stay focused on online learning
• Active while studying
• Don't play the cellphone while studying
• Learn from videos
• Make practical scratches
• Ensure that the learning environment is conducive

Good👍 15.30 //

Rosita 1 pertanyaan lagi dek, boleh ? 15.30 //

Iya ka bolh? 15.30

The last question, What are the problems faced by the student in implementing WhatsApp voice note ? 15.31 //

Anda
The last question, What are the problems faced by the student in implementing WhatsApp voice note ?

Students have difficulty consulting in learning from home and complain about the many assignments from the teacher. 15.33

Oky👌 15.34 //

Rosita terimakasih kasih atas partisipasi nya dek😊 15.34 //

Ada Igi😊 15.34

Iya kak sama" 15.36

1.4 Interview with S students of SMA Negeri 1 Sidoan

Safarudin XI IPS 1 online

Ini pertanyaannya dek 12.03 ✓

1. What is your opinion about the use of WhatsApp Voice Note social media during online learning during the covid-19 pandemic?
2. What features in WhatsApp can improve your speaking skills?
3. Is it easier with the whatsapp voice note application to convey the message you want to convey than with whatsapp messenger? the reason?
4. In your opinion, what are the benefits of the Whatsapp voice note application in learning to speak using expressions of asking and giving opinions?
5. In your opinion, what are the advantages and disadvantages of whatsapp voice note as a learning medium during the covid-19 pandemic ?
6. Did you find any difficulties when using WhatsApp voice notes in learning to talk about asking and giving expressions?
7. What are the difficulties?
8. How did you overcome these difficulties?

1. The use of whatsapp voice notes is very helpful in learning during the covid-19 pandemic because during the current pandemic, face-to-face learning is not allowed.
2. Yes, we can, with the voice note feature, we can further hone our speaking skills, especially in English.
3. Yes, with voice notes, we are easier and faster to convey or understand the lessons given by the teacher. while on whatsapp messenger it takes a long time to type.
4. the benefit is that we are younger and clearer in receiving or understanding learning materials.
5. - the drawback is that the sound quality is sometimes not good and voice notes use more quota
-Our advantage is that it is easier and clearer to accept learning.
6. Yes
7. the difficulty is not in the voice note, but in th... Baca selengkapnya 15.22

Good 👍 15.25 ✓

Saparudin 1 pertanyaan lagi dek 15.25 ✓

Anda
Saparudin 1 pertanyaan lagi dek

iyakak 15.26

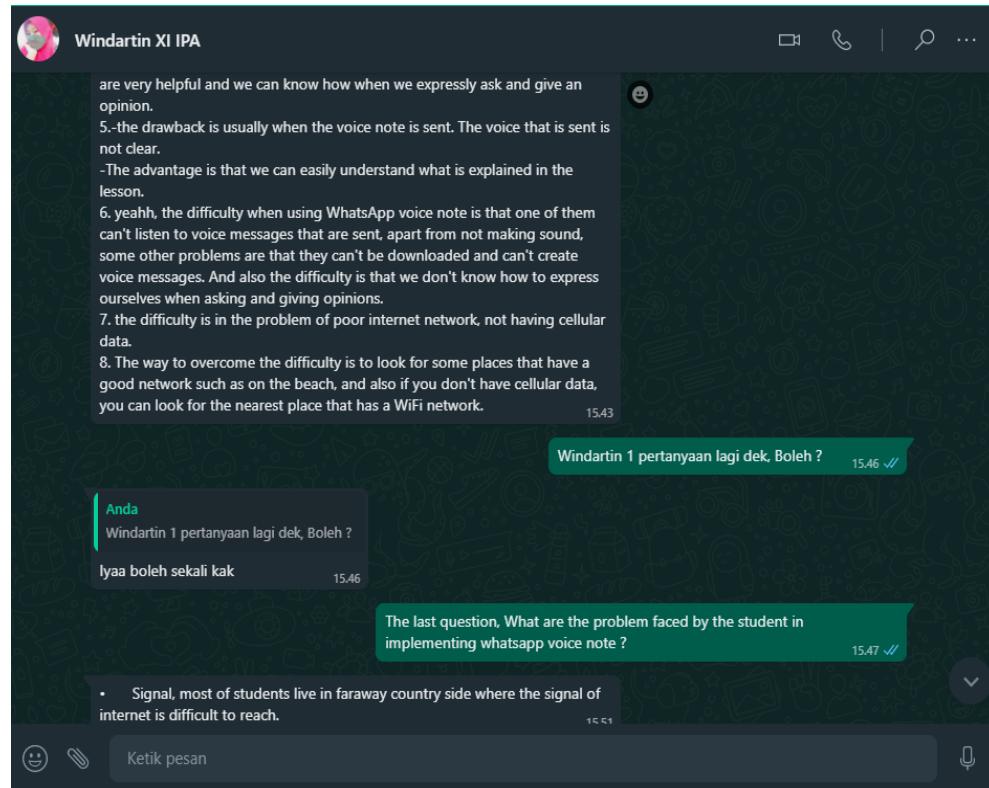
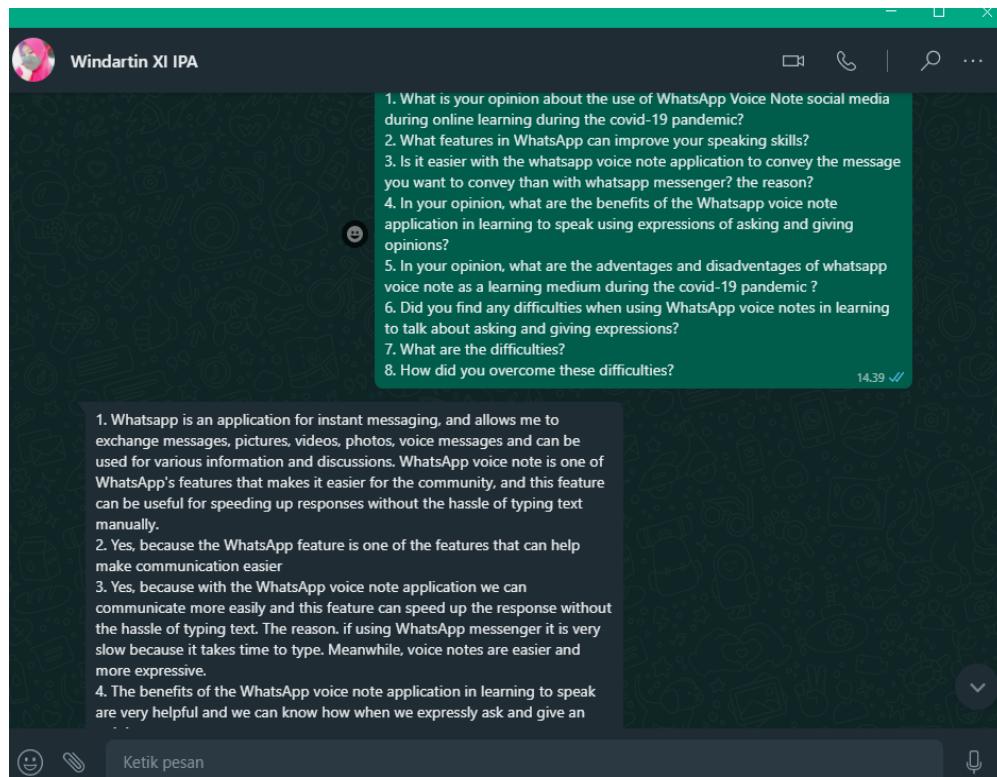
The last question, What are the problem faced by the student in implementing whatsapp voice note ? 15.30 ✓

Anda
The last question, What are the problem faced by the student in implementing whatsapp voice note ?
Signal, Quota and Lack of confidence when speaking English, for fear of being wrong when speaking 15.33

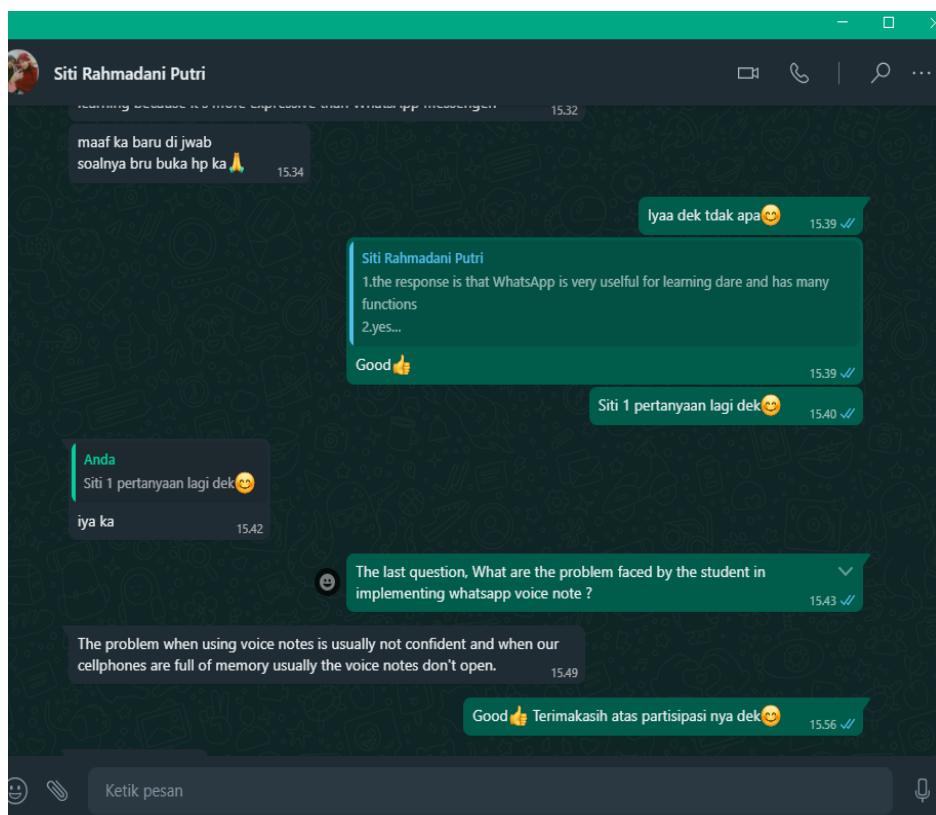
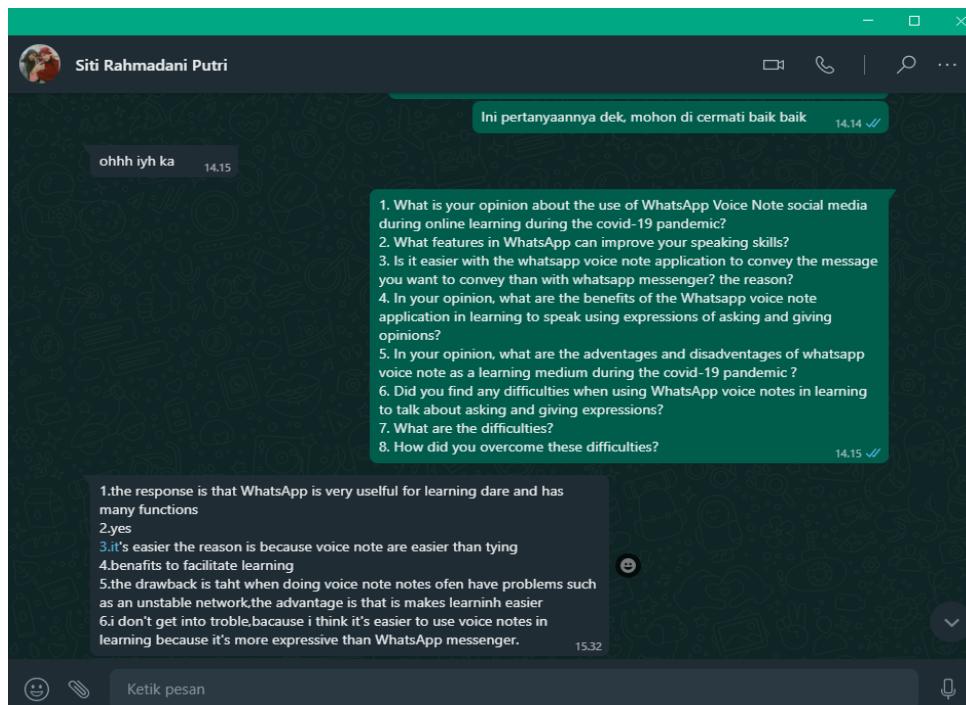
Good 👍 Terimakasih atas partisipasi nya dek 😊 15.51 ✓

Smiley icon, Paperclip icon, Text input field 'Ketik pesan', Microphone icon

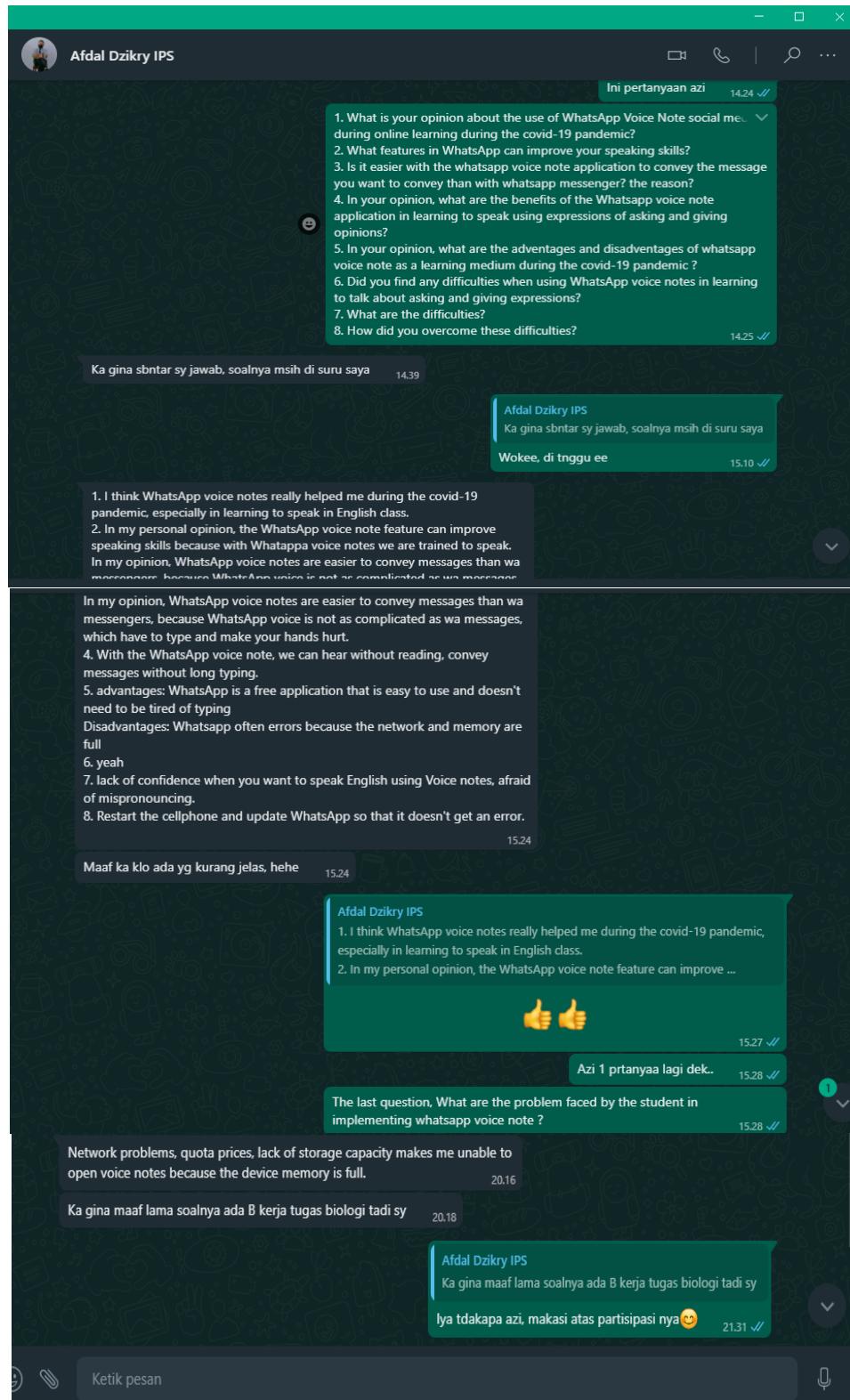
1.6 Interview with W students of SMA Negeri 1 Sidoan



1.7 Interview with SRP students of SMA Negeri 1 Sidoan



1.8 Interview with AD students of SMA Negeri 1 Sidoan





PEMERINTAH PROVINSI SULAWESI TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN DAERAH
CABANG DINAS PENDIDIKAN MENENGAH WILAYAH II
KABUPATEN PARIGI MOUTONG DAN KABUPATEN DONGGALA
SMA NEGERI 1 SIDOAN

Alamat :Jalan Trans Sulawesi No. 65 Sidoan Kode Pos 94375



SURAT KETERANGAN

Nomor : / / SMA 01 2022

MN 11/01/2022/DIKBUD

Sehubungan dengan surat dari Fakultas Tarbiyah dan Ilmu Keguruan Universitas Agama Islam Negeri Palu, Nomor:123/Un.24/F.I/PP.00.9/01/2022, hal: Izin Penelitian Untuk Menyusun Skripsi tertanggal 24 Januari 2022 maka Kepala SMA Negeri 01 Sidoan dengan ini menerangkan nama mahasiswa di bawah ini:

Nama	:	Gina Ramdani
NIM	:	171160101
Jurusan/Prodi	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jenjang	:	S1

Benar telah mengadakan penelitian di SMA Negeri 01 Sidoan pada tanggal 25 Januari 2022 s/d 12 Februari 2022 guna melengkapi data pada penyusunan Skripsi yang berjudul **“The Teaching Of Speaking Using Expression Asking And Giving Opinion Throught Whatsapp Voice Note Application To Grade XI Students At SMA Negeri 01 Sidoan Pantai Timur”**.

Demikian Surat Keterangan dibuat untuk dipergunakan sebagaimana mestinya.

Sidoan, 15 Februari 2022

Kepala Sekolah



Daeng Situju, S.Pd, MM

Nip. 197102112000121003

CURRICULUM VITAE

Research Identify

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B. Education Details

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SMP/MTS Graduate year : MTs Darul Mubin Kota Barat Kota Gorontalo
(2011-2014)

SMA/MA : SMA Negeri 1 Sidoan (2014-2017)

College, Graduate year : Bachelor of English Education Department, State
Islamic University (UIN) Datokarama Palu 2023.

Palu, , 22 August 2023
Your sincerely,



Gina Ramdani
171160101