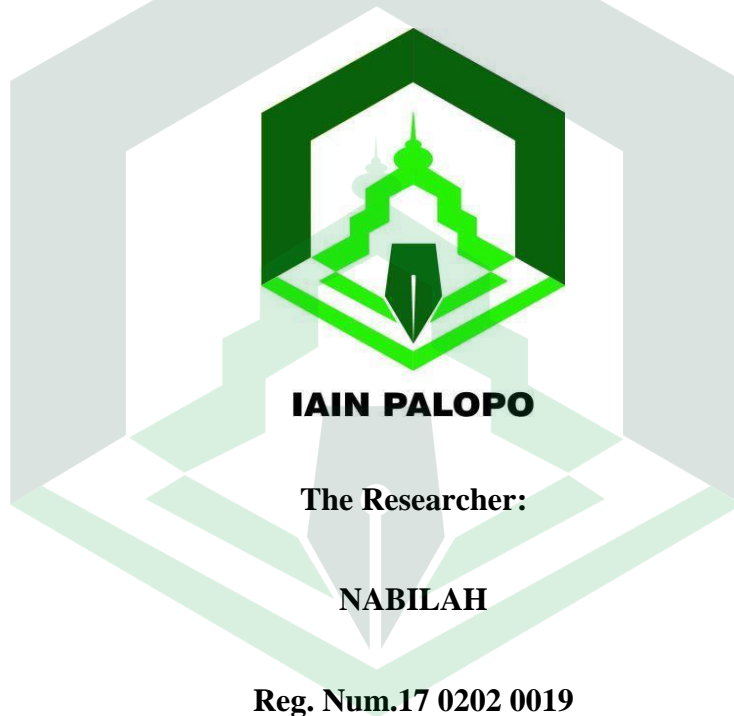


**THE USE OF WHATSAPP GROUP INIMPROVING
STUDENTS'SPEAKING SKILLS AT THE FIRST GRADE OF
MA AS'ADIYAH NO.17 BABU'E**

Thesis

*Submitted to Faculty of State institute for Islamic Studies IAIN PalopoTo do
Thesis Research To Complete Undergraduate Studies On English Study Program*



IAIN PALOPO

**ENGLISH STUDY PROGRAM OF TARBIYAH AND
TEACHER TRAINING FACULTY OF STATE INSTITUTE
FOR ISLAMICSTUDIES (IAIN PALOPO)**

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FOR ISLAMIC STUDIES (IAIN PALOPO)**

2021

THESIS APPROVAL

This thesis, entitled "THE USE OF WHATSAPP GROUP IN IMPROVING STUDENTS' SPEAKING SKILLS AT THE FIRST GRADE OF MA AS'ADYAH NO.17 BABU'E" written by Nabilah, Reg. Number 17 0202 0019. English Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in MUNAQASYAH session which is carried out on Tuesday 23th November 2021 M, coincided with Rabiul Awal 18th 1443 H. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.


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بسم الله الرحمن الرحيم

In the name ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our prophet, MUHAMMAD SAW peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (ALLAH) that has been given his guidance, chances, and good health. So that, the researcher could finish the thesis on the title **“The Use Of WhatsappGroup inImproving Students’Speaking Skill At The FirstGrade Of Ma As’adiyah No.17 Babu’e”**.To our prophet, the chosen one Muhammad SAW, safety and peace be upon him.

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The writer also thanks others who can not be mentioned one by one, who have helped and supported the writer to finish this thesis. The writer realized that this thesis would not be created without their participation.

The writer hopes this thesis can give some value to the students of the English Department and English Teacher and the readers especially The Use Of Whatsapp Group In Improving Students' Speaking Skill At The First Grade Of Ma As'adiyah No.17 Babu'e. The writer admits that this thesis is not perfect so that the writer will accept suggestions from the readers to make it better. The writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis, May ALLAH SWT. Bless us. Aamiin

IAIN PALOPO

Palopo, 04 Oktober 2021

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ABSTRACT

Nabilah, 2021 “*The Use Of WhatsappGroup InImproving Students’ Speaking Skill At The FirstGrade Of Ma As’adiyah No.17 Babu’e*”English Language Education study program Tarbiyah And Teacher Training Faculty State Islamic Institue of Palopo2021, Supervisor by : (1) Dr. Masruddin,S.S.,M.Hum. and (2) Dr. Jufriadi,S.S.,M.Pd

This thesis focuses on improving students speaking skillsspeaking was important to be learned because speaking is the way to communicate with other people to deliver opinions and express ideas but the student's ability in speaking English' still low. It is caused by several factors such as there are some elements of speaking as comprehension, Accuracy, and fluency that must be masteredby students to become good English speakers. In this study, researchers used WhatsApp groups to improve students' speaking skills.

The main purpose of this study was to examine the use of WhatsApp groups in teaching speaking and to identify how much improvement in students' speaking skills after being taught to learn through WhatsApp groups.

This research is classroom action research conducted in two cycles. Data collection is done by observation and tests. Observational data obtained from each cycle were analyzed descriptively while the test data were analyzed quantitatively. The implementation of WhatsApp group dialogue in learning to speak for class I MA As'Adiyah no.17 Babu'e.is carried out in two cycles, namely, cycle one and cycle two. Participants in this study were 14 respondents in class I MA. The results of this study indicate that the use of WhatsApp groups through the student dialogue method can improve speaking skills.

This is evidenced by the increase in student test scores in each cycle. In the first cycle, the students' average score was 53.5 and in the second cycle, the students got 91.78.WhatsAppgroup dialogue is the right method used to improve students' speaking skill. The result of this study is useful information for English language technicians in teaching speaking skill.

Keyords: Whatsapp Group In Improving Students' Speaking Skill

CHAPTER I

INTRODUCTION

A. Background

Based on developing science and technology, language has an important role in human life, by using language the people will express their ideas, emotion, and desires, and it is used as a medium to interact with one another, to fulfill their daily needs. English has been the most important language in international communication.

In English and master the four English major skills to achieve the teaching purposes English is one of the compulsory subjects in senior high schools. In the Indonesian curriculum, four major skills have to be taught in the English teaching and learning process. Those are listening, speaking, reading, and writing. Learners must learn to listen, speak, read, and write.¹

Speaking is one of the important skills in learning a language. Especially in learning English, this skill is a need that must be mastered by everyone. By Talking, One will be able to access whatever information he or she needs. He will easily go about his daily life with extensive knowledge gained from speaking skills. This research will discuss improving speaking skills.

Teaching and learning will be successful if they are supported by some factors such as the method that is used in teaching English, completeness of

¹Pratiwi, EritaBudi."Improving the speaking skill of the tenth grade students at SMA Berbudi Yogyakarta by using videos in the academic year of 20011/2012." Yogyakarta: Yogyakarta State University (2012)

teaching facilitation, interesting media, and conditions of the school environment. In the current era of technological advances, the use of English is very easy, no longer needs to carry a dictionary wherever you go but the dictionary can be installed on a smartphone via an application.

In the current era, technological advances are very rapid, namely WhatsApp and information technology, one of which is a gadget, besides that we also know what is called social media, namely WhatsApp. WhatsApp is currently very busy or has many users, its use is in various circles, one of which is MA As' Adiyah No.17 Babu'e students. Where the researchers conducted a survey on 03May 2021 at MA As'Adiyah No.17 Babu'e and lasted for 1 day. Researchers go to school to find out how far they know about English, especially speaking. Researchers have also prepared questions for teachers and students what are their obstacles in learning English.

At school, teachers also provide methods that teaching and learning are very boring because students have to read and do questions. This makes students bored in learning English because the teaching method given by the teacher to students is not fun. The researcher also interviewed the students when they were lacking in English. Students at the same time answer our shortcomings in learning English, namely vocabulary and lack of practice because in our school the subject is listening to how students know the lesson if we all lack practice or practice.

Finally, the researchers found the problem of how enthusiastic students are in English and improve their speaking through WhatsApp Group media as student learning method, the latest activity is the researcher creates a WhatsApp group for the class to be studied, the target class of the researcher is class X at MA As'Adiyah No. 17 Babu'e also collaborates with teachers so that researchers and teachers can deal with students who have difficulty learning English.

Researchers analyzed that students were less enthusiastic in the teaching and learning process, especially in speaking material. Mr. S (the teacher is MA As'AdiyahBabu'e)stated: "that some students only listen to teacher instructions without giving feedback, students also find it difficult to understand their speaking skills". This can be seen when they talk look like they are confused and can't express their ideas. Researchers concluded that they did so because of a lack of vocabulary and expressions. One of the students stated that "The teacher also has not delved deeper into the various strategies of teaching speaking". The teaching methods are too monotonous. Students feel bored, less enthusiastic, and have low motivation to learn speaking understanding. The researcher focuses on how to solve student problems by applying strategies to grade 1 students at MA As'adiyah No.17 Babu'e

With this dialogue through the WhatsApp group, the researcher will use it to solve problems that researchers find in class X MA As'adiyah No.17 Babu'e, Dialog is a conversation that goes through a WhatsApp group and is

divided into each group consisting of 2 or more students. every student must have a dialogue text; Student A will be given dialogue texts to student B, and student C must be able to dialogue the instructions that have been given by their friends, and finally, they will try to speak up and automatically they can improve. their speaking ability, but beforehand the researcher will provide expressions related to the topics practiced in the learning process.

Those problems of speaking must be solved because it can be difficult for the students to continue to the next level or grade. Also, the students may have low motivation in learning English because they feel English is difficult. Furthermore, the students will have boredom in the English class.²

Based on the student's problem, the writer and the teacher agree to apply this technique in the speaking class. The author is interested in conducting a research entitled "The Use of WhatsApp Group In Improving Students' Speaking Skill at the First Grade of MA As'adiyah No. 17 Babu'e". (classroom action research)

B. Problem statement

What is the appropriate procedure for applying WhatsApp group discussion in developing students speaking skills at the First Grade of MAAs'adiyahNo.17 Babu'e?

²Abdul Hanan, Published Thesis: *"Increasing Students' Speaking Ability Through Board Game For The Eight Grader Of SMPN 1 MontongGading,(STKIP Hamzanwadi Selong,2013)p.2*

C. The objective of the research

Relevant to the problem statement, the objective of the researcher is as follows: The purpose of this study was to find out the good procedure in applying WhatsApp group discussion in developing students speaking skills at the First Grade of MAAs'adiyah No.17 Babu'e.

D. Significances of the research

The researcher hopes that this research will have some benefit in the English to learning process especially in teaching speaking. There are two kinds of the benefit of this research used theoretically and practically:

1. The theoretical significance

the result of this study is expected to contribute to the development of teaching speaking, especially focusing on the use of WhatsApp groups using dialogue, arranging in improving speaking skills. And also expected to be used for further research that wants to investigate this problem more deeply.

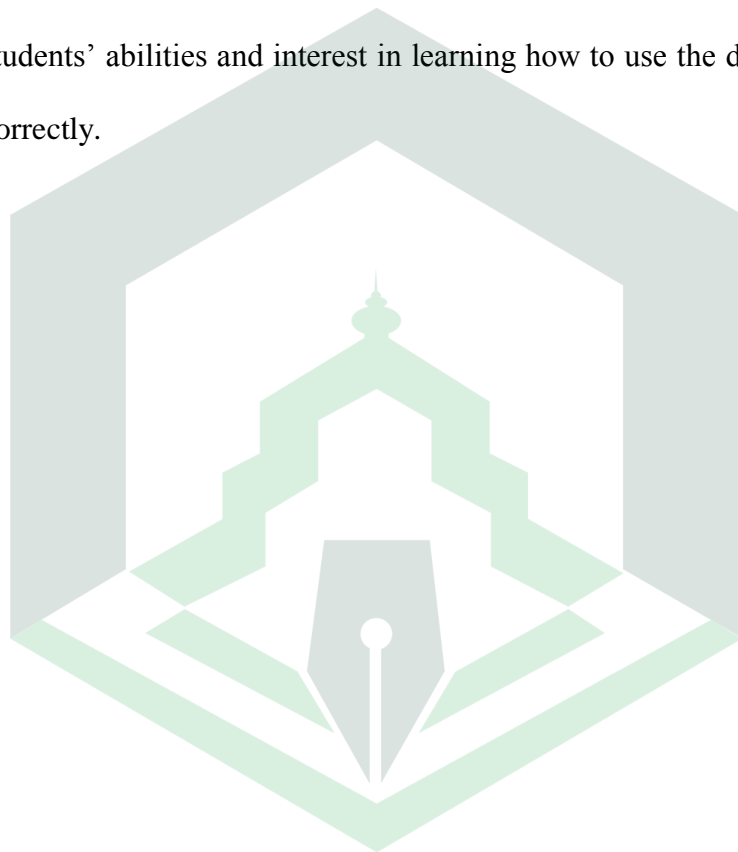
2. The practical significance

the result of this is expected to be used by the teacher in the process of teaching speaking in English at the first grade of MA As'adiyah No.17 Babu'e in particular. He developed speaking through the WhatsApp group using dialogue.

E. Scope of the research

The scope of this research focuses on learning to speak which will be taught by using dialogue through the WhatsApp group as planning in

English which will be used for dialogue or opinion planning such as providing a design that will be taught by researchers in class X MA As'adiyah No.17 Babu'e. This study because according to researchers this method will be in great demand by high school students. As it is known that using the dialogue method between two or more people increase students' abilities and interest in learning how to use the dialogue method correctly.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The researcher found some previous studies which are closely related to this research, those researchers:

1. SarnitaManullang, in her thesis, has written with the title “ Improving students’ speaking skill with a flipped learning approach using WhatsApp” (Classroom action research) with class XI SMA Jakarta. Based, on the results of the research, the students’ scores related before and after treatment with the flipped learning technique using WhatsApp were obtained, meaning that the flipped learning technique using WhatsApp could the speaking ability of class Xi students of SMA Jakarta.³
2. RindaSyafirah, I hereby sincerely state that the thesis titled “Techniques in Teaching-Learning Process of Speaking Skill at the Eight Grade of SMP IT Al-AnisKartasura in Academic Year 2019/2020” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.⁴

³Manullang, Sarnita, SitiYulidharHarunasari, and Ira Chairiyati. “*MeningkatkanKeterampilanBerbicaraSiswdenganPendekatan Flipped Learning MenggunakanWhatsapp.*” Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara. 2019.

⁴RindaSyafirah. “*Techniques in Teaching Learning Process of Speaking Skill at the Eight Grade of SMP IT Al-AnisKartasura in Academic Year 2019/2020*”

3. AdikaSaputra, in her thesis, has written under the title “The Use of Back to Back Game to Improve Students’ Speaking Ability At The First Grade of Madrasah AliyahNegeriPalopo” (Classroom Action Research)The teaching method was too monotonous. The students were bored, not enthusiastic, and had low motivation in learning speaking comprehension.The researcher focuses on how to solve the students’ problems by implementing a strategy at the first grade exact 2 students of Palopo Islamic Senior High School.⁵

Based on the above studies, researchers have different subjects and objects and they use the same method, namely understanding speaking in different skills. In this study, the research subjects were teachers at MAAs’Adiyah No.17 Babu’e. And the object of the research is The use of WhatsApp group in improving students’ speaking skills at the first grade of MAAs’Adiyah No.17 Babu’e.

B. The Concept of Speaking Skill

1. Definition of Speaking

There are several definitions of speaking has given by some experts. Speaking is a means of communication in expressing ideas, information, and feeling to others. It is the most essential way in which the speaker can express himself through a language. Brown states that speaking is defined as saying things, expressing thought aloud, and

⁵AndikaSaputra, thesis “*The Use of Back to Back Game to Improve Students’ Speaking Ability At The First Grade of Madrasah AliyahNegeriPalopo*” IAIN Palopo: 2020

using the voice. Spoken language and speaking are similar in meaning that how people use the voice loudly that occurs in time cannot go back and change, and it is produced and processed online.⁶

Hornby defines that speaking as the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively.⁷ So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom.

Bygate, in Leong, defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences.⁸

Anggani, Donough, and Shaw write that there are some reasons for speaking involved expressing ideas and opinions, expressing a wish or a desire to do something, negotiating or solving a particular problem, or establishing or maintaining social relationships and friendship.⁹

⁶DounglasBrown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: San Francisco State University Press2001),p.257.

⁷Hornby(2016) “*definition of speaking skill*”newyork;publisher

⁸Leong Lai-Mei &Ahmadi,SeyedehMasoumeh “*An Analysis of Factors Influencing Learners’ English Speaking Skill*”UniversitiSains Malaysia,2017,pp 2

⁹AngganiLB,Dwi and Hartono,Rudi (2015) “*Improving students’ personal self concept through rolep technique in teaching speaking skill*”UniversitasNegeriSemarang,Indonesia

From the experts' statements above, it can conclude that to be a success in English speaking, students should master the linguistic aspect and possess the non-linguistic aspect. They both correlate with each other. So, English speaking ability here not only focuses on the knowledge of the language that the learners have, but also focuses on the personality dimension (enthusiasm, and motivation) that will influence them in presenting their knowledge of English and they know how and when to present it.

2. The Problem Of Speaking

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. As we learn to speak, we also should learn some aspects such as vocabulary mastery courage to speak, and do continuously speaking practice.

Speaking is a language is usually difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication but also linguistic elements of speech, such as pitch stress and intonation.¹⁰

Some characteristics can make speaking difficult a well as, in some cases, easy.

a. Clustering

¹⁰Jack C Richard, *methodology in language Teaching : an Anthology of current Practice* (United State of America : Cambridge University Press, 2002),p . 204

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in both groups) through such clustering

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced from

Construction, elision, reduced vowel, etc. all forms are all special problems in teaching language

d. Performance variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performances of hesitation, pauses, backtracking, and corrections.

e. Colloquial language.

Make sure your students are reasonably well acquainted with the words. Idioms and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is the rate of delivery. How to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress rhythm and intonation

The most important characteristic of English pronunciation will be explained below. Those are the stress, rhythm of spoken English and its intonation pattern conveys important message.

h. Interaction

Learning to produce forms of language in a vacuum without interlocutors would rob the speaking skill of its richest component: the creativity of conversational negotiation.¹¹

3. Main factors speaking ability

The following are the main factors that need to be considered in assessing speaking ability namely:

- a. Fluency is a highly complex notion related mainly to the smoothness of continuity in discourse, it includes a consideration of how sentences are connected, how sentence varies in word order and omit elements of structure, and also a certain aspect of the prosody of discourse.
- b. Intelligibility essentially depends on the recognizability of the words and sentence patterns of speech. Therefore it involves us in considering the phonetic character of conversational English, particularly from the point of view of its segmental (vowel and consonant)system.

¹¹Brown H. Douglas, *Teaching by Principle : an Interactive Approach to language pedagogy* (New york : Prentice Hall, 2001), p. 240-271

- c. Appropriateness refers to the suitability of the situation language. It is also about how informality is expressed by choice of vocabulary, idiom, and syntax.¹²

We certainly should know well that the main objective of teaching spoken language is the development of the ability to the internet to interact successfully in that language and this involves comprehension as well as production.¹³ Rasyid and Hafsah J. nurDivide speaking skills into two features. The first feature is competency that consists of fluency and accuracy. And the second feature is a performance that consists of content and interaction. The approach is the ability to use language generally appropriate to the function. Syahsyaid that appropriacy is the usage of lexical, phonology, and intonation properly and fairly based on situation and condition. In this case, the performance feature is the appropriateness of using the language. Based on the statement above, the speaking skill can be divided into three main components, as follow :

1. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching. Speak without too great an effort with a fairly wide range of expression. In the past research Rasyid and Hapsah J. Nur found that in the students' speaking skills, they were fairly fluent in interaction by

¹²David Crystal and Derek Davy, *Advanced Conversational English*(England : longman Group Limited, 1976), p. 45.

¹³Hopkins, David, *A Teacher's Guide to Classroom Research*(Philadelphia : open university press, 1993).

speaking 75-85 words per minute with not more than 3 false and repetition and not more fillers per 100 words.¹⁴

2. Accuracy

Accuracy is the ability to use the target of language clearly with intelligible pronunciation, particular grammatical and lexical accuracy. Brown says that accuracy is achieved to some extent by directing the students to focus on the elements of phonology, grammar, and discourse in their spoken output.

3. Comprehensibility

Suhasini states that comprehension is how a person maintains, differentiates, suspects, explains, expands, concludes, generalizes, provides examples rewrites, and estimates.¹⁵

4. Techniques in Teaching Speaking

Speaking is one of the central elements of communication. The functions are interactional and transactional. Therefore, teachers should provide learners with opportunities for meaningful communicative behavior about relevant topics.

They need to know that many different forms can be used to perform a function and that a single form can often serve a variety of functions. They must be able to choose among the most appropriate form, give the social context and the roles of the interlocutors. They also must be able to manage the process of negotiating meaning with their interlocutors.

¹⁴Muh.Rasyid, *Teaching by English as foreign language (TELF) in Indonesia* (Department of English education FBS IKIP : Ujung Pandang, 1997), 20.

¹⁵H. Douglas Brown, *Teaching by principle : an interactive approach to language pedagogy* (New York : longmanInc, 2001), p.268

Brown argues that in planning and implementing the technique in the interactive classroom, teachers need to make sure that their students can deal with types of spoken language. Moreover, Nunan in Brown states that much of our language teaching energy is devoted to instruction in mastering English conversation. However, numerous other forms of spoken language are also important to incorporate into a language course. In teaching oral communication, teachers need to show the details of how to convey and negotiate the ever-elusive meaning of language.

Some important points are applied in the teaching speaking process. They are:

C. The Concept Of Dialogue

1. Definition of dialogue

Dialogue is literature and theatrical which consists of oral or written conversations between two or more people. Dialogue is a process of communication between two or more agents, in dialogue, the meaning must be considered to fulfill semantic and pragmatic principles. Dialogue is also not a confrontation in which one party questions seething and the other gives an account. Dialogue is also not a debate to seek the superiority of one's own opinion and overpower other opinions. Dialogue is "a conversation with the intention of mutual understanding, understanding, accepting, living in peace and working together to achieve common prosperity".

2. The benefits and functions of dialogue

Dialogue serves to express the character of the characters, enrich the plot, facilitate pronunciation (speaking) and explain the conflicts that occur. As for the function dialogue that needs to be done well and followed by people who meet the requirements, it can produce many results, including:

- a. On a personal level, dialogue in the WhatsApp group can enhance mutual understanding and acceptance, and facilitate our communication without having to meet in person, and develop togetherness and peaceful life of mutual respect and trust.
- b. At school, the dialogue in the WhatsApp group can help teachers and students exchange ideas about lessons and easily access lessons so that students don't fall behind on their subjects, smooth learning evaluation.
- c. In society, dialogue can be a means of mutual understanding, acceptance, and cooperation between various groups of people with different cultural, educational, economic, ideological, religious, and religious backgrounds.
- d. In the whole life of the nation, dialogue can solve national problems, plan and implement nation-building, and take the direction of the nation's life towards the future.

3. How to Organize a Dialogue

Below are the ways or steps in compiling/creating a simple dialogue, including the following:

- a. First of all, we must determine the theme of what will be discussed.
- b. Then, determine the characters involved in the dialogue.
- c. Next, we must determine the position or role of each of these figures.
- d. Continue, make a core or outline material about the conversation.
- e. Then, we structure the dialogue based on the outline of the conversation.
- f. After that, it shows the rules of writing that dialogue properly.

4. Terms of dialogue

For the dialogue to produce the desired results, the following conditions must be fulfilled, such as:

- a. Understand correctly the meaning, purpose, and purpose of dialogue and must also have skills in carrying out dialogue.
- b. Have education or knowledge about topics/themes that will be used as material for dialogue.
- c. Have goodwill in seeking truth in dialogue. Therefore, listening dialogue should be open, not prejudiced and impartial.
- d. Creating a peaceful and calm atmosphere, away from the most intense emotions and feelings. Must be able to convey ideas well,

clearly, and possibly with enthusiasm, but in a pleasant and wise tone, do not use an emotional tone.

- e. In the whole dialogue, one must be honest, not manipulative, sincere, and not look for weaknesses and weaknesses of dialogue partners and also must believe that everything discussed in the dialogue is not used outside the dialogue for other purposes for one's benefit or also certain groups.
- f. Dialogue can be used as a way to directly discuss a matter or also as a prelude to discussing material that is indeed heavy and difficult. The things that are used as material in the dialogue include various fields of life, such as social, moral, economic, cultural, political, ethical, religious, and so on.¹⁶

D. The Concept Of WhatsApp Group

1. Definition of WhatsApp Group

WhatsApp is an interactive chat application from the United States, where members can be active in chat. Can chat with more than one person or many people and for people who are busy and have lots of business, the most reliable feature on WhatsApp is a group. If used wisely, the WhatsApp group has benefits.

¹⁶ Rockwell, Geoffrey. *"Defining dialogue: From Socrates to the internet."* (2003)

2. Purpose of the WhatsApp Group

The purpose of the WhatsApp group is not designed for work purposes but is formed to maintain friendship and cohesiveness between students and teachers and students.

3. The Benefits of WhatsApp Groups

The benefits of WhatsApp groups: don't lose contact, always know important information, reunion media, learning media, promotional media, and entertainment by yourself.¹⁷

4. The use of WhatsApp groups

The use of WhatsApp groups to improve the speaking skills of students and educators is expected not only to carry out learning based on curriculum alone but also to provide encouragement to arouse, stimulate and increase student motivation so that the objectives of learning can be achieved properly.

E. Learning Material

Asking and Giving Information

(1 meeting)

Asking Information	Giving Information
<ul style="list-style-type: none"> • Where do you live? • Where does he play 	<ul style="list-style-type: none"> • I live at Jl. Cempaka • He plays football on the

¹⁷ Dixon, Natalie. "Stranger-ness and belonging in a neighbourhood WhatsApp group." Open Cultural Studies, 1.1 (2018): 493-503

<p>football?</p> <ul style="list-style-type: none"> • Where is your book? • Where is the pen? 	<p>field.</p> <ul style="list-style-type: none"> • My book is on the table. • The pen/it is on the book. • The book/ it is in the book. • The book/ is under the book. • The book/ it is behind the book. • The book/ is beside the book. • The book/ it is in front of the book. • The book/ it I between the books.
---	---

Preposition: in, at, on, under, beside, behind, in front of, between.

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Example:

Shopkeeper: Good afternoon, sir. Can I help you?

Customer: I want the newest camera.

Shopkeeper: This way, sir. Here is the newest camera from America

Customer: I want a Japanese camera. Do you have some?

Shopkeeper: Yes, we have, sir. Here is a Japanese camera. The newest and simple one. Please have a look.

Customer: I like this model. How much?

Shopkeeper: One hundred and nine dollars including tax, sir.

Customer: Do you accept credit cards?

Shopkeeper: Yes, we accept credit cards.

Customer: I'll take this camera. **Where** can I pay?

Shopkeeper: At counter three, si.

Customer: Thank you.

Shopkeeper: My pleasure.

➤ **(2 meetings)**

- When were you born?
I was born on June 13, 2003
- When are you going to Palopo?
I'm going to Palopo this morning.

Adverb of \Good morning.

Bilha: Good morning. Could you tell me **when the movie starts?**

Miranti: let me chek, it starts 7.45.

Bilha: I see.Do you know if there is a later showing?

Miranti: Of course I can. There is one at 9.15, but there is also a late one at 10.45.

Bilha: Thank you. One more thing, could you find out how long the movie is?

Miranti: Let me see, it says on may appear that it is 2 hours long. But there will be advertisements before it starts. Does that answer your question?

Bilha: Yes it does. Thanks for your help!

Miranti: You're welcome!¹⁸

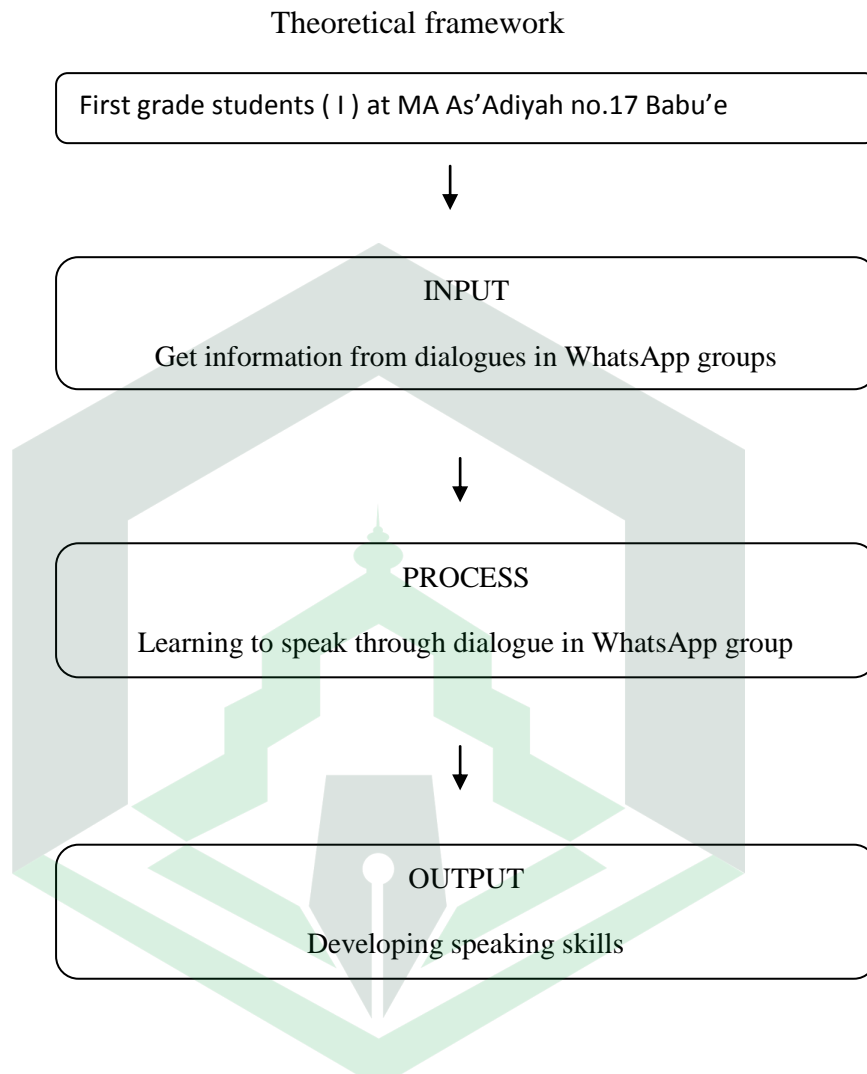
F. Conceptual framework

The conceptual framework shows the research process improving students' speaking skills through dialogue in WhatsApp Groups. In the process of learning English as input or material, English will measure students' speaking ability and the learning process through dialogue in the WhatsApp group. Dialogue in WhatsApp groups will be used in classroom action research which consist of several cycles, the planning stage uses cycle I, cycle II, and the next cycle, the researcher makes plans then takes action, observes and prepares teaching materials, then student's will dialogue, then identify the dialogue and discuss their dialogue in the classroom. Researchers will observe students' responses, participants, and researchers reflect to analyze understand and conclude. Activities in cycle I as research of effective dialogue discussions to improve students' speaking skills. The conceptual framework in this study is given in the following flow char.

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¹⁸https://www.itapuih.com/2018/10/3-contoh-dialog-bahasa-inggris-asking.html#aoh=16183614159304&referrer=https%3A%2Fwww.google.com&_tf=Dari%20%251%24s

Chart 2.2



Flow chart of conceptual framework

1. Input refers to the material that will be though
2. Process refers to all activities during the speaking class by using dialogue in the WhatsApp group
3. Output refers to the students in English speaking¹⁹

¹⁹Yusnita, "Improving Students' Speaking Skill Through Film Discussion at The Third Semester of IAIN Palopo." (2015)

CHAPTER III

RESEARCH METHOD

A. The setting of the Research

The research will do his research at MA As'Adiyah no.17 Babu'e, especially the first-grade students will be focused on X MA. The total number of students is 14.

B. Design of the Research

Action research is carried out by collecting data systematically about daily practices and analyzing them to be able to make decisions about practical practices that should be advanced in the future.²⁰ Action research aims to develop new skills or new approaches and to solve problems with direct application in the world of work or another real world. The basic competence which is focused on this classroom action research is the competence in teaching speaking by using Group WhatsApp media.

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²⁰SuwarsihMardya, *PenelitianTindakann Action Research*. (Bandung: Alfabeta. 2011), p.



C. Techniques and Instrument of Collecting Data

The instrument for collecting data aims to support the success of the research. This helps the researcher to get data and information about the process of increasing student activity in speaking, especially speaking in English by using dialogue through WhatsApp groups.

In conducting the research, the researcher will use some instruments for collecting data. The data of the research would be collected from observation and instruments. The description is as follows:

1. Observations

The observation used in this study is to list some observable student behaviors that show their understanding of the material is thought that can be seen by the teacher from their activities and responses during the teaching and learning process. Observations will be made to obtain information about human behavior as it happens in reality. With observation, we can get a clearer picture of social life, which is difficult to obtain by other methods. Observation is also done if not much information is owned about the problem we investigate. Researchers use observation because they want to know the activity of students during the teaching and learning process in learning speaking by using WhatsApp groups through dialogue.

In the observation section, the researcher provides a list of observations as a data collection instrument. There are two types of observation checklists. It is provided to observe student activities during teaching speaking using dialogues in WhatsApp groups.

2. Instrument

The instrument that uses in collecting data in this classroom action research is:

This test was conducted to determine students' understanding of the speaking learning material the form of the test is an interview. This test method is used as a research instrument in collecting data to determine student achievement after following the learning process. The tests carried out consisted of two types, tests are processed to obtain student achievement results during the learning process. Both were carried out before and after the application of the dialogue method through the WhatsApp group in learning speaking.

D. Research procedure

This action research is conducted through four activities: in which each activity consist of four steps, as follow :

1. Planning

Planning is the first step in the research procedure. This activity cover problem identification. This is the most important step in conduction action research as by knowing the problems, the researcher and collaborator could find a good solution to solve the problem that arose.

2. Action

After knowing the possible causes of the problems faced by the tenth-grade students of MA As'Adiyah No.17 Babu'e, the students had difficulties in learning English because their practice and vocabulary were low. This action aims to solve the problem.

3. Observation

Observation is the activity of collecting data to supervise to what extent the result of "action" reaches the objective. The data take quantitative and qualitative data. The quantitative data cover the students' progress (the students' score) while the qualitative and comprise students' interest, class management.

4. Reflecting

Reflection is a critical activity about the progress or changes of students, classes, and teachers. At this stage researchers and collaborators can observe whether the action activities produce results and progress. What progress is happening and also about the positives and negatives.

In planning, the researcher wants students to enjoy the lesson and improve their speaking skills. He will use WhatsApp groups to improve students' speaking skills.

➤ Cycle 1

1. Planning

- a. Analyzing the curriculum especially the basic competence after doing the need analysis of the students in the first grade of MA As' Adiyah No.17 Babu'e.
- b. Made a lesson plan about the use of WhatsApp groups through dialogue in learning speaking.
- c. Prepared the test.
- d. Made the instrument that is used in a cycle of classroom action research.

2. Action

In action the researcher will provide material about learning speaking then the researcher gives some examples of dialogue. After that, the researcher will make groups of 6 or 7 groups of two and ask students to practice and practice speaking using dialogue.

At the stage of implementing these actions, the English teacher of class X takes learning actions based on the lesson plans that have been prepared. The method used is the use of the WhatsApp application which is expected to build students' motivation in learning English.

a. Initial Activities

1. Using the WhatsApp application in the teaching and learning process.
2. The teacher gives a simulation to students how to learn through WhatsApp groups
3. The teacher gives an interview test to measure students' speaking in English.
4. The acting teacher conveys greetings and prepares conditions for student learning.
5. The implementing teacher introduces himself and assists the students to get to know the students.
6. The implementing teacher gives apperception to students, and conveys today's learning objectives, and distributes material through WhatsApp groups.
7. The teacher implementing the action gives the task that must be completed.

b. Core activities

1. The teacher provides brief material about the general description of the material to be studied during the learning process.
2. Students do the assignments given.
3. Some students give examples of the dialogue given in front of the class.
4. The teacher guides students to pay attention to their dialogue through WhatsApp groups.

c. Closing activities

After completing the learning activities in cycle 1, at the end of the meeting students are reminded to prepare the next material.

3. Observation

In this step, the researcher will observe all events or activities during the research. During the learning process going on, the researcher will observe the situation of the learning and teaching process, and also the students' participation and evaluation.

4. Reflection

This classroom action research will succeed if some of the following requirements are fulfilled :

- a. Most of the students have a good score in evaluation (speaking test) (60%)
- b. Most of the students' activities in the learning process (75%).

5.Data Analysis

Data from observations and interviews in this study can be seen from the scores on the observation sheet used. The percentage of achievement scores on the observation sheet is accumulated to determine the increase in student activity in the teaching and learning process, especially speaking using WhatsApp groups through dialogue. The percentage will be obtained from the average percentage of student activity per meeting.

Assessment of knowledge: Speaking

Speaking assessment rubric

Classification

a. Accuracy

Assessment criteria for students English language assessment

Classification	Score	Assessment criteria
Excellent	5	The pronunciation is only slightly affected by the native language a few grammar errors and a few words errors but mostly correct speech
Good	4	Pronunciation is influenced by the mother tongue, with just a few phonology errors. Some grammatical and mechanical errors, some of which cause confusion
Average	3	Serious grammatical and lexicon errors. No evidence has mastered the language skills and the trained midwife
Poor	2	Pronunciation is strongly influenced by the mother tongue by the errors that cause communication interference, many grammatical and lexicon errors
Fairly poor	1	Serious grammatical errors because of many basic grammatical and lexicon. No evidence has mastered the language skills and the trained midwife

b. Fluency

Assessment criteria on students English fluency

Classification	Score	Assessment criteria
Excellent	5	Speaks without too much effort with a fairly wide range of expressions. Searching for words now and then with only one or two unnatural pauses.
Good	4	Must make an effort when searching for words. However, it was smooth overall and had only a few unnatural lags
Average	3	Sometimes it stutters but manages to convey common meanings. Good expressions It took a loot time. Often have to find the desired meaning stopping frequently and stammering with limited. Expressions.
Poor	2	Pausing for a long time when he searches for the desired meaning often halts and pauses. Almost gave up while speaking with an expression to continue the discussion
Fairly poor	1	It took a long to stop. Speaking haltingly and fragmented, sometimes giving up trying, a very limited range of expressions.

c. Comprehension

Assessment criteria on students understanding of English

Classification	Score	Assessment criteria
Excellent	5	Easy to hear to understand the speaker's meaning and general meaning. Very few interruptions or classification
Good	4	The intention and general meaning of the speaker are quite clear. Some distraction by the listener for the sake of classification is required
Average	3	The listener can understand much of what is being said was easy to follow. Her intentions were always clear but some distraction was needed to help her covey a message or seek clarification
Poor	2	Only small bits and pieces (usually short sentences and phrases) can be grasped and then laboriously understood by someone who listened to the dialogue
Very poor	1	Almost nothing of what is said can be understood. Even when the listener tries hard or interrupts, the dialogue cannot anything he is saying.

To calculate the results of observations of student activity, the percentage of the class is used. The formula is as follows:

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

P = the percentage of observation score

F = number of students activeness score in each indicator

N = number of all students in a class

Table 4.1
The Qualification of the Students Activeness and Respond
The percentage for Each Indicator

PERCENTAGE	CRITERIA
80-100	Excellent
66-79	Good
56-65	Average
40-55	Poor
0-39	Fairly Poor

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F.Criteria of Action Success

To evaluate an action research study, consider using the following criteria to assess its quality. These criteria apply to both practical action research and PAR. In a high-quality action research study, the author:²¹

- ◆It focuses on an issue in practice or an issue in the local community.
- ◆Collects multiple sources of data (often quantitative and qualitative) to help address the problem.
- ◆Collaborates with others during the study to find the best solutions.
- ◆Shows respect for all collaborators so they are equal partners in the action research process.
- ◆Advances a plan of action for trying to solve the problem.
- ◆Helps to enhance the lives of participants by solving a problem,
- ◆Develops a plan recommending changes to practice.
- ◆Reports the research in a way that is understandable and useful to audiences, including other professionals.

In this research, the teacher and the collaborators determine the criteria for successful action. The action's success is based on observation and instrument. If the observation result shows 75% of the students' activeness in teaching and learning process, and instrument result shows the students give positive response or argument of their feeling in joining the lesson using WhatsApp group media,

²¹ John W. Creswell, *Educational Research Planning Conducting and Evolution Quantitative and Qualitative Research Fourth Edition*, 2012, University of Nebraska–Lincoln, Pearson p.591

this research will regard success by the researcher and collaborator, and the action will be stopped.



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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of research findings and a discussion that contains detailed data analysis. The findings of this classroom action research relate to answers to problem formulations which aim to find out good procedures in implementing discussions through WhatsApp group dialogues in developing speaking skill. Students have a dialogue through the WhatsApp group. The findings consisted of the students' speaking ability through dialogue in the WhatsApp group and the results of observations. The findings of this stud include the results of data from the first cycle of students' speaking skills.

A. FINDINGS

1. The situation of the class

Based on pre-observations, the researcher obtained some data about the situation of students in the classroom, including student problems. Based on the results of observations and tests, the researcher got information from students that the difficulties included English language skills in developing speaking skills. Researchers often provide material or examples of dialogue as well as dialogue videos from the internet, but they lack understanding of these speaking skills and they are lazy and shy in practicing speaking, the data is analyzed to overcome these problems. This means that students will be taught to speak English through the WhatsApp group media with the dialogue method where the media can help them in the speaking tests.

After the researcher gave the test, the researcher continued to observe student activity in the class. Then the researcher provided information to students about the WhatsApp group media used at the next meeting. The researcher briefly explains what WhatsApp group media is as a learning media.

➤ **Cycle 1**

The first cycle of research based on this research consist of planning, implementing actions, observing, and reflecting.

a). Planning

To carry out classroom action research, various tools that have been made and developed are needed, namely: lesson plans (RPP), observation sheets, handphones, and tests. At this stage the research prepares what to do in the action step, students are tested by interviewing 5 to 10 minutes to find out where their speaking skills in English are. Type of test: interview test

At this stage the preparations prepared by the researcher before acting in cycle 1 are:

1. The material was made by the researcher based on the material that the teacher had provided at the school. To get an about studies and programs at school. I interviewed the teacher.
2. Researchers prepare facilities and materials from the internet and school books used in the learning process in classroom action research.

3. The researcher introduces the students to dialogue in the WhatsApp group.
4. Researchers convey to students that they want to practice dialogue through WhatsApp groups in learning speaking.
5. Researchers and collaborators discuss student problems and activities since they teach in class.

b). Action

At the first cycle on may 03, 2021 at MA As'Adiyah no.17 Babu'e, the researcher opened the class by saying 'Assalamualaikumwarahmatullahiwabarakatuh', and students answered 'waalaikumusalamwarahmatullahiwabarakatuh'. Then the researcher checked the students' attendance one by one, after that the researcher asked the students about the dialogue asking for and giving information, "do you know about the dialogue asking and giving information, or have you ever heard that sentence? "Students looked confused and some said" never " and there was one student in the class who answered if they had ever listened to" a text that containing dialogue asking and giving information". Therefore, the researcher explained to the students writing an explanation, and the researcher gave an example of 'how to make a dialogue with sentences asking and giving information to someone. After that, the researcher explained the material from the school and the internet if it was used as a media for student learning to develop speaking skills. The researcher divided the students into 7 WhatsApp groups, each group consisted of two students, then the researcher distributed the dialogue text then the students saw the dialogue text and

understood it but there were still misunderstandings and confusion due to a lack of practice. It's in English. After that, each group reads and practices the dialogue.

Dialogue 1:

Shopkeeper: Good afternoon, sir. Can I help you?

Customer: I want the newest camera.

Shopkeeper: This way, sir. Here is the newest camera from America

Customer: I want a Japanese camera. Do you have some?

Shopkeeper: Yes, we have, sir. Here is a Japanese camera. The newest and simple one. Please have a look.

Customer: I like this model. How much?

Shopkeeper: One hundred and nine dollars including tax, sir.

Customer: Do you accept credit cards?

Shopkeeper: Yes, we accept credit cards.

Customer: I'll take this camera. **Where** can I pay?

Shopkeeper: At counter three, sir.

Customer: Thank you.

Shopkeeper: My pleasure.

Dialogue 2:

Bilha: Good morning. Could you tell me **when the movie starts?**

Miranti: let me chek, it starts 7.45.

Bilha: I see. Do you know if there is a later showing?

Miranti: Of course I can. There is one at 9.15, but there is also a late one at 10.45.

Bilha: Thank you. One more thing, could you find out how long the movie is?

Miranti: Let me see, it says on may appear that it is 2 hours long. But there will be advertisements before it starts. Does that answer your question?

Bilha: Yes it does. Thanks for your help!

Miranti: You're welcome

After the students practiced and read the dialogue text asking for and giving information, the researcher gave some corrections, including how the students learned their English skills, some students were still wrong. Then the researcher conveyed the results of today's class learning and the delivery of learning at the next meeting. Finally, the researcher closed the class by saying "Assalamualaikumwarahmatullahiwabarakatuh, thank you for your attention and see the next meeting." And students said "waalaikumusalamwarahmatullahiwabarakatuh."

c). observation

The researcher observed students' activity during the teaching-learning process. The result of observation:

1. The condition of the class was a bit inactive and embarrassed to speak during the teacher's explanation.
2. Students are not familiar with the use of WhatsApp groups through dialogue in speaking class.

Table 4.2
Students' Speaking Score Test in the First Cycle

No	Respondents	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1	R1	5	15	10	30
2	R2	20	20	30	70
3	R3	10	10	10	30
4	R4	10	15	15	40
5	R5	10	15	15	40
6	R6	20	30	30	80
7	R7	10	20	20	50
8	R8	20	20	30	70
9	R9	10	10	10	30
10	R10	20	20	20	60
11	R11	20	20	30	70
12	R12	30	30	30	90
13	R13	20	20	20	60
14	R14	10	10	10	30
TOTAL		SCORE			750

The mean score of students test of cycle 1

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

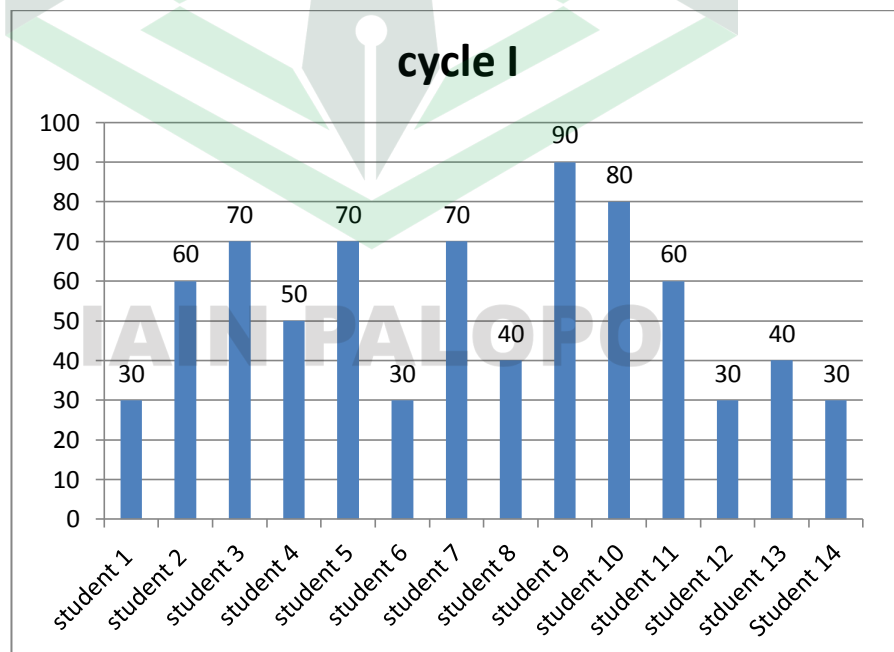
$$= \frac{750}{14}$$

$$= 53.5\%$$

Table 4.3**The Rate Percentage of Students Score on First Cycle**

Classification	Score	Frequency	Percentage
Excellent	80-100	2	14%
Good	66-79	3	21%
Average	56-65	2	14%
Poor	40-55	3	21%
Fairly poor	0-39	4	28%

The table above shows that the students score in the first cycle, there was 2 ‘ ‘ Excellent’’(14%) there was 3 ‘ ‘Good’’ (21%), 2 ‘ ‘Average’’ (14%), 3 ‘ ‘poor’’ (21%) and 4 ‘ ‘ fairly poor’’ (28%).

Diagram 4.1

OBSERVATION SHEET

Indicators in observing students activeness :

Very active: - Always asking the question

- Always show spirit to studying

- Always answer teaching question

Active : - Asking question more

- Show spirit to studying

- Answer the teaching question more

Less active: - Asking question once

- Sometimes show laziness and spirit to studying

- Answer teacher question once

Not active: - Never asking the question

- Show laziness

- Never wants to answer teacher question

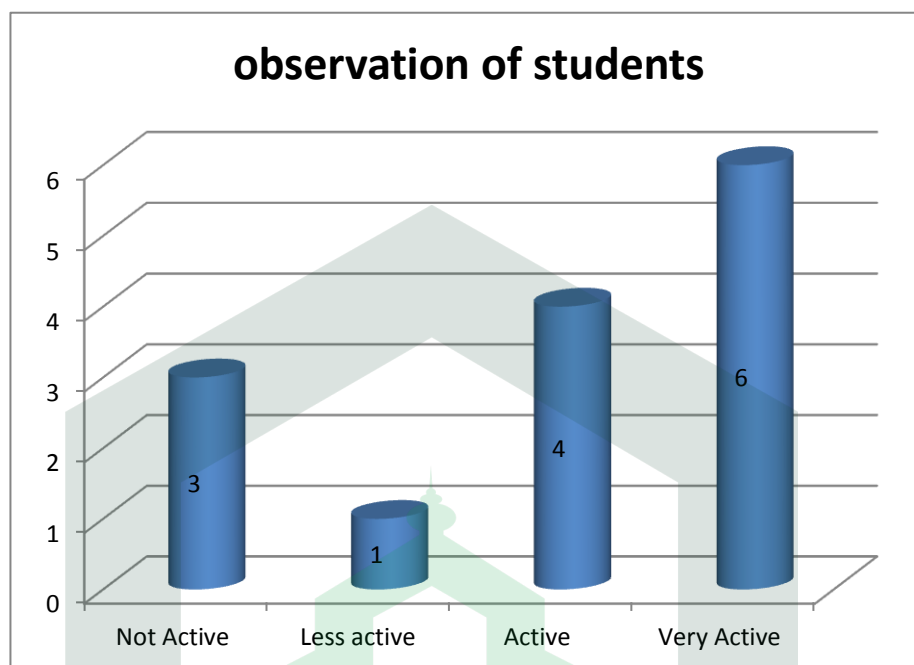
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Table 4.4

The Observation of Students Participation Cycle 1

No	Respondents	Students Participations			
		Very active	Active	Less Active	Not Active
1.	R1		√		
2.	R2		√		
3.	R3				√
4.	R4	√			
5.	R5		√		
6.	R6	√			
7.	R7			√	
8.	R8	√			
9.	R9	√			
10.	R10	√			
11.	R11	√			
12.	R12				√
13.	R13		√		
14.	R14				√

Diagram 4.2



d. Reflecting

At this stage, the researcher got a significant advantage in the application of the dialogue method through the WhatsApp group in learning speaking. There are several advantages for students when applying the dialogue method through WhatsApp groups. Students are cooperative in understanding WhatsApp groups and collaboration in practicing speaking in English.

There is a significant weakness in the first cycle, most of the students cannot know speaking based on the test because the media is not familiar and students are shy. Students are confused about working because students do not know to learn to practice speaking English in WhatsApp groups because they only use WhatsApp groups to get class information, not to learn speaking practice.

Based on the result of interviews with students, some students are more active in using WhatsApp groups and some students are rarely active with WhatsApp media, the media is less familiar because this media is still new to students because new students actively use WhatsApp groups at the time of covid-19 and even then not too effective for students to learn speaking practice. Based on the weaknesses above, it is evident that the first cycle failed from the target. So it will continue in cycle II.

➤ **Cycle II**

a.) Planning

In the planning section, the researcher prepared lesson plans, as well as a smartphone to access WhatsApp Group media. In this section, the preparations prepared by the researcher before taking actions in cycle II are:

1. The teacher greet the students first
2. Check the attendance of students
3. The researcher prepare facilities and book material used in the learning process in classroom action research.
4. The researcher explained to the students about WhatsApp group media
5. The researcher gives motivation to the students

b.) Acting

The second cycle was continued may 15, 2021, in the first lesson at 08.00, the teacher opened the class by reading

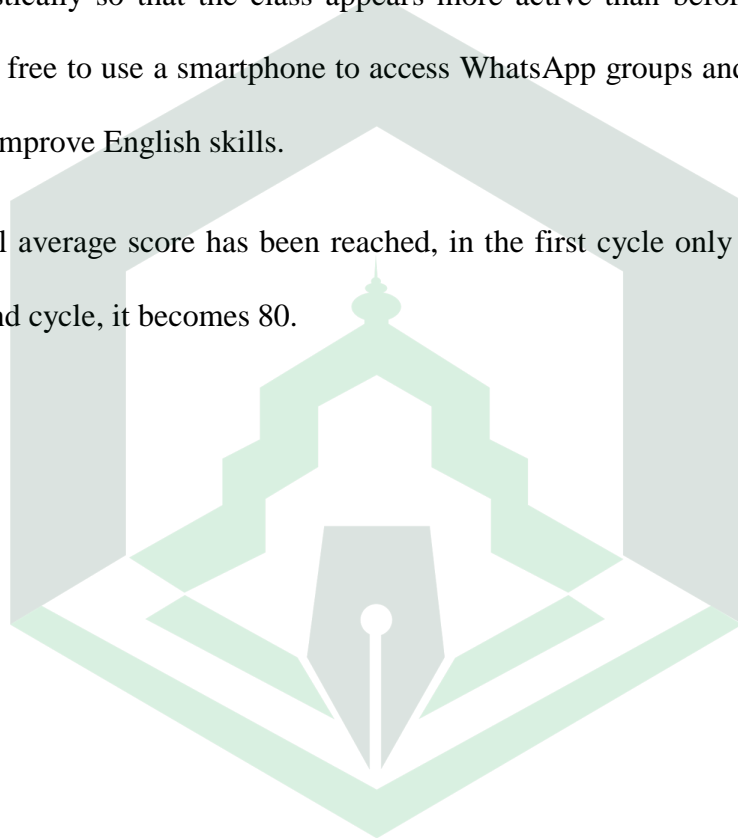
‘Assalamualikumwarahmatullahiwabarakatuh’, and students saying ‘waalaikumsalamwarahmatullahiwabarakatuh’. Then the researcher checked the attendance of the students one by one. After that, the researcher asked the students “how are you” and the students answered, “I am fine.” Therefore, the researcher asked the students “are there any problems when implementing WhatsApp group media”? and students answered ‘no’. Before continuing the lesson, the researcher explained again about the WhatsApp group and divided the students into 2 groups and each group consisted of seven students. After the researcher divided the students into two groups, the researcher gave instructions to have a dialogue in the WhatsApp group and understand the pronunciation. Then the researcher gave 10 minutes to the students to read and practice the dialogue in the WhatsApp group. After that, the researcher asked each group about the dialogue. And each group answered the questions faster. Then the researcher gave time to the students in the WhatsApp group to practice speaking in English through dialogue.

After the students practice speaking through dialogue in the WhatsApp group, the researcher tells something to the students, the researcher gives motivation, the researcher thanks the students for their participation so far. The researcher apologized while the researcher was teaching in class. Then the researcher informs if this is the last meeting of the researcher and will be continued again by the teacher. The researcher closed the class by saying “assalamualikumwarahmatullahiwabarakatuh” and the students “waalaikumsalamwarahmatullahiwabarakatuh”.

c.) Observation

Based on observational activities conducted by researchers and collaborators in cycle II, researchers and collaborators found that student participation was very good. Therefore students follow the learning process enthusiastically so that the class appears more active than before. The students feel very free to use a smartphone to access WhatsApp groups and also look very good to improve English skills.

The ideal average score has been reached, in the first cycle only 10, and then in the second cycle, it becomes 80.



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Table 4.5**The Result Students English Skills on the Second Cycle**

No.	Respondents	Score of Test			
		Accuracy	Fluency	Chomprehensip	Score
1.	R1	88	93	90	90
2.	R2	95	97	89	91
3.	R3	92	93	97	95
4.	R4	89	93	95	94
5.	R5	75	97	89	89
6.	R6	90	100	88	94
7.	R7	98	97	87	94
8.	R8	92	93	86	91
9.	R9	92	93	86	90
10.	R10	88	75	92	89
11.	R11	88	90	100	91
12.	R12	89	100	95	95
13.	R13	85	97	100	96
14.	R14	75	87	90	86

Calculate the mean score of students' English skills in the first cycle. \bar{X}

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

$$= \frac{1,285}{14}$$

$$= 91.78 \%$$

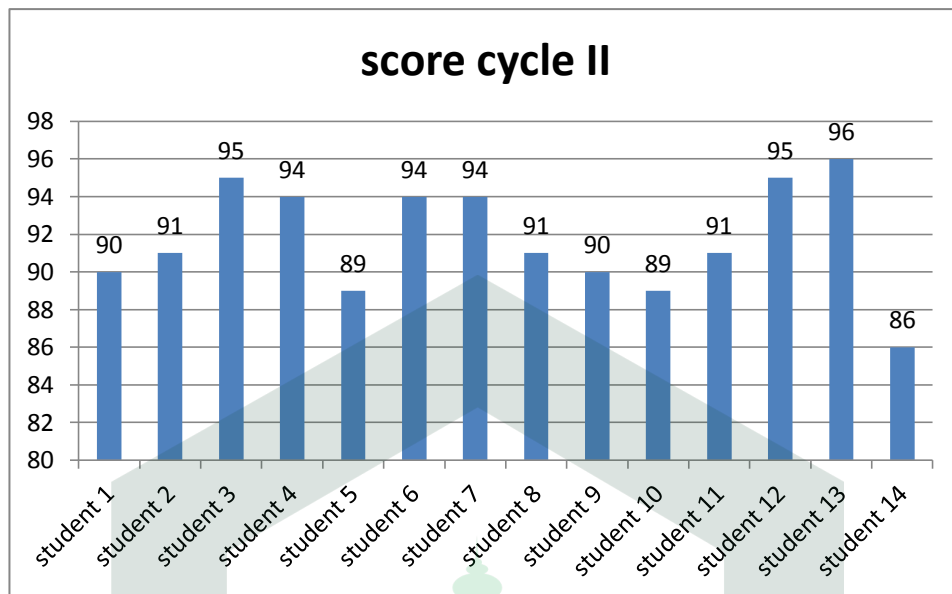
Based on table (4.3) shows that the student's score increased in the second cycle. Where the mean score in the first cycle was 53,5% and in the second cycle increased to 91,78%

Table 4.6
The Rate Percentage of Students Score in the Second Cycle

Classification	Score	Frequency	Percentage
Excellent	80-100	30	100%
good	66-79	-	
Average	56-65	-	
Poor	40-55	-	
Fairly poor	0-39	-	

The table (4.5) above shows that students' score in the second cycle there was "30 excellent" (100%). Then none students got good, average, poor, and fairly poor.

Diagram 4.3

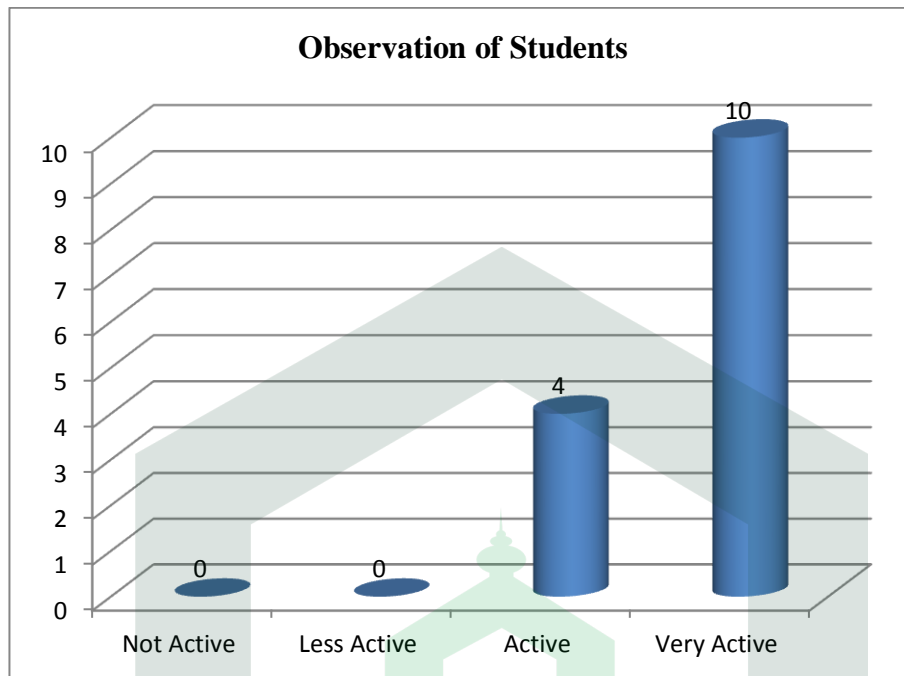


The result of observation is students' activities during the teaching and learning process. It can be seen in the table below :

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Table 4.7**The Observation of Students Activity in Cycle II**

No	Respondents	Students Participations			
		Very active	Active	Less Active	Not Active
1.	R1	√			
2.	R2	√			
3.	R3		√		
4.	R4	√			
5.	R5		√		
6.	R6	√			
7.	R7	√			
8.	R8	√			
9.	R9		√		
10.	R10	√			
11.	R11	√			
12.	R12	√			
13.	R13	√			
14.	R14		√		

Diagram 4.4

d.) Reflection

Some improvements can be gathered from the reflection stage. Learning in the second cycle of a class action is better than the first cycle. The activeness of students is more motivated to express their opinions and arguments. Students are very enthusiastic about using WhatsApp media and look disciplined. The conditions are not noisy and attentive. This means that Classroom Action Research (CAR) can be stopped.

Students' participation in the teaching and learning process is good. In addition, students can produce an increase in how to speak in English well, and on the other hand, students look more enthusiastic in the learning process by using WhatsApp media.

B. DISCUSSION

Based on the research that has been done while the researcher presents a discussion about the data given to students, the section explains the improvement of students in teaching speaking using WhatsApp group media to class X MA As'Adiyah No.17 Babu'e students.

This research is in line with SarnitaManullang (2019) in her writing entitled "Improving students' speaking skills with a flipped learning approach using WhatsApp" (Classroom action research) with class XI SMA Jakarta. Based, on the results of the research, the students' scores related before and after treatment with the flipped learning technique using WhatsApp were obtained, meaning that the flipped learning technique using WhatsApp could the speaking ability of class X students of SMA Jakarta. Easy to learn and help students to improve students' speaking skills. It is evident from the results in the first cycle is low and in the second cycle, there is an increase.

Based on several previous studies above, this research is in line with the author's research using applications that are now widely used by everyone, especially learning applications like theWhatsApp group. This media can improve students' speaking ability. It can be seen that the students' scores from cycle 1 (53.5) and cycle 2 (91.78) can be seen. In this case, the researcher divides the discussion into two parts as part (1) discussion of data analysis, which is intended to find out whether WhatsApp media is effective to be applied in teaching speaking. This can be seen from the results of a cycle I and cycle II. (2)

Discussion about student activities. Speaking skills using WhatsApp media can be analyzed from the results of the text in cycle II. In cycle II, students' abilities in learning activities were more enthusiastic. It can be proven that students' WhatsApp media is effective in teaching speaking to X grade students of MA As'Adiyah No.17 Babu'e.

From the percentage, practice, and frequency of cycle 1 and cycle 2, the researcher showed that before being given treatment, student learning achievement was not good. It is proven that there are 4 (28%) students who get moderately bad scores and 3 (21%) students get bad grades, there are 3 (14%) students who get an average score and there are 3 (21%) who get good grades and only 2 (14%) scored very well. good score. After being given treatment, student achievement in the structure is classified as good. It was proven that all students (100%) got very good marks.

From the observations, the researchers showed that the use of the English miracle application can help students to improve students' speaking skills.

In addition, the researcher encountered some difficulties that the researcher faced during the online class research, such as:

1. The students are usually late online and active in group WhatsApp.
2. Students are still shy to speak in group WhatsApp classes.
3. Some students just fill in the attendance list but do not want to talk(dialogue) in their groups.

4. For online classes, the time is very short.
5. The students have difficulty with speaking English due to a lack of practice and practice.

Finally, from the research significance value, it can be concluded that cycle 1 (53.5%) and cycle 2 (91.78%). This means that there is a significant difference between the results of cycle 1 and cycle 2. According to descriptive statistics, cycle 2 is higher than cycle 1 so that in this study there is a significant difference between students' speaking skills in cycle 1 and cycle 2.

Based on the results in the observations, it was proven that students gave positive statements about the use of the Whatsapp group application in English lessons.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the description in chapter IV, it is concluded that an effective way of teaching speaking using WhatsApp group media can be achieved by motivating students before the researcher starts the lesson. The steps used in starting lessons using WhatsApp group media have stages namely:

1). Preparation stage

- Creating a WhatsApp group
- Preparing material
- Explaining the learning rules
- Attendance list
- Must have internet network access

2). Stages of implementation

- Voice note
- Share the material in each group
- Dialogue in WhatsApp group

3). Final stage

- Motivating students

- Providing feedback between teachers and students to make summaries to cover the text
- Giving simple questions to students
- Students read the dialogue text on by one
- Students answer the dialogue in group
- Finally, make self-reflection (evaluation)

Giving attention to students besides that students feel comfortable in learning activities, such as: giving awards to students who are successful in the learning process and avoiding negative comments for students because they make students fall.

In addition, more creativity is needed in WhatsApp group media for students. Teachers should not give unfamiliar topics on WhatsApp, because it will confuse students.

The students' English ability can be seen from the evaluation results which increased from cycle I (53,5) to cycle II (91.78). Improving the quality of learning can be seen from the percentage of students who experienced an increase inactiveness from cycle I (50%) to cycle II (90%).

B. Suggestion

Based on the conclusion above, the writer would like to put forward some suggestion as follow :

1. To develop quality English skills, English teachers should apply dialogue in WhatsApp groups as one of the best ways to improve their speaking.
2. Libraries should prepare several media related to speaking such as books with dialogue in English to facilitate students in improving their speaking skills. In addition, students can search for dialogue videos on the internet.
3. An English teacher, especially in high school, should be more creative in giving an appropriate method or media to the students which can make them relax and enjoy getting the material, and also the teacher should make the classroom situation to be fun.
4. The teacher should keep motivating the students to learn English.
5. To achieve the goal of teaching, the teacher should adapt between material and method that the teacher applies in the classroom.
6. The teacher should create a competition of feeling among the students to increase students' motivation in learning English.

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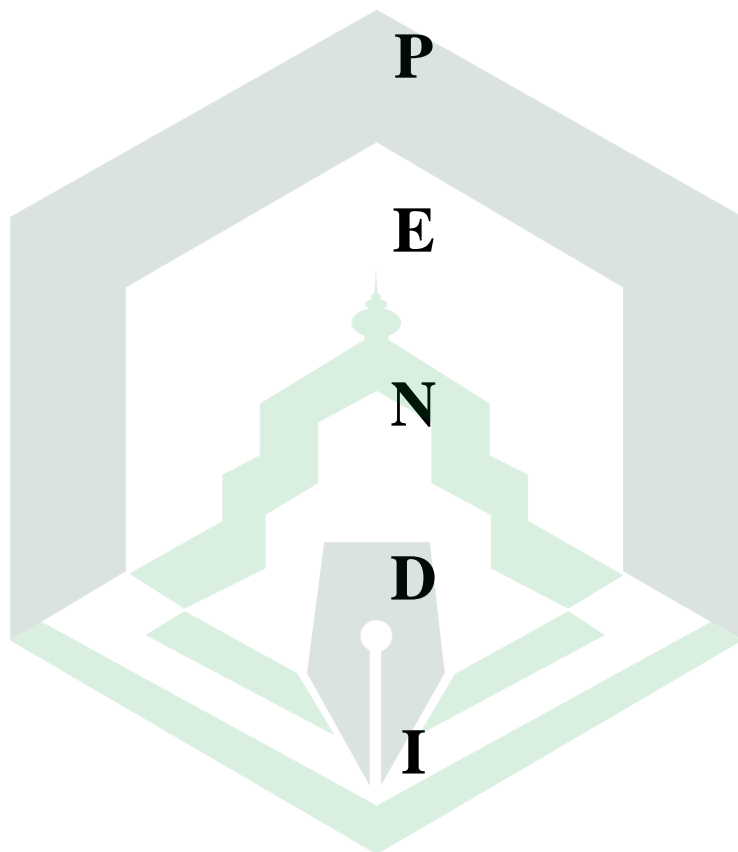
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1. Observation

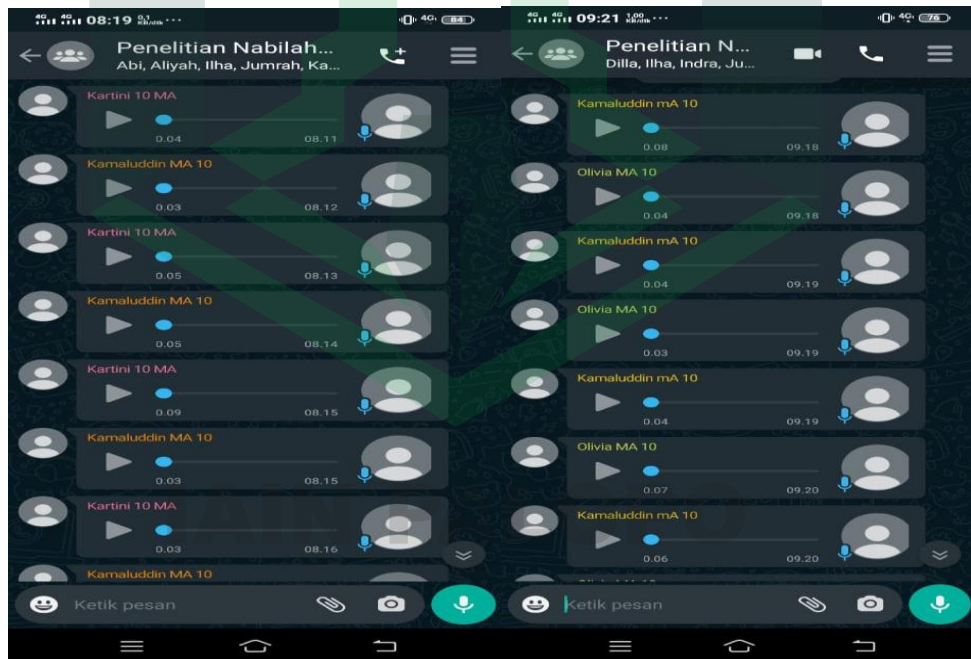


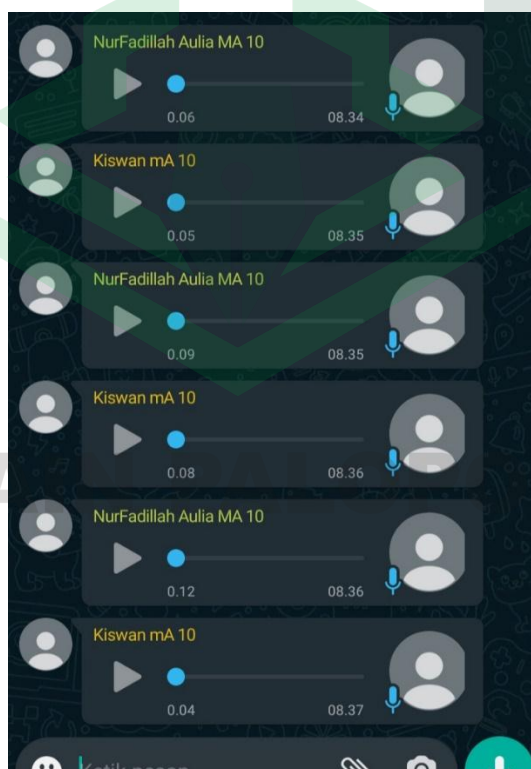
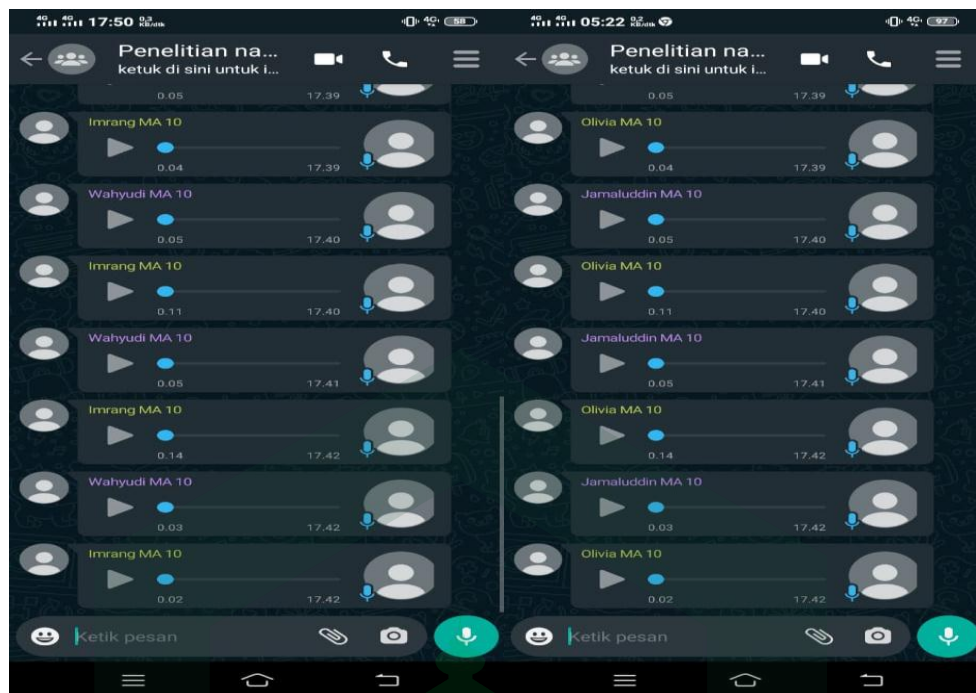
2. Action





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**Rencana
Pelaksanaan Pembelajaran (RPP)**

Sekolah : MA As'adiyah No.17 Babu'e

Mata Pelajaran : Bahasa Inggris

Topik : Dialog

Materi : Asking and Giving Information

Kelas : X (1 MA)

Alokasi waktu : 2X60 Menit

A. Kompetensi Inti

KI – 1 dan KI – 2 : menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3 : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengelola, menalar dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. Merespon makna dalam percakapan transaksional(to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur:meminta dan memberi informasi. Mengucapkan terimakasih, meminta maaf dan mengungkapkan kesantunan.

C. Indikator

1. Mengidentifikasi makna dan fungsi ungkapan meminta (asking for) dan memberikan informasi(giving information).
2. Merespon ungkapan meminta (asking for) dan memberikan informasi(giving information).

D. Tujuan Pembelajaran

1. Diperlihatkan dan memberikan contoh kemudian dibacakan teks dialog dalam grup WhatsApp, peserta didik dapat mengidentifikasi makna dan juga pembelajaran yang diberikan dari dialog melalui grup WhatsApp tersebut dengan hal itu siswa dapat menjelaskan dengan sesuai apa yang mereka pahami.
2. Diberikan situasi, peserta didik dapat mendeskripsikan makna dialog melalui grup WhatsApp, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
3. Diberikan situasi, peserta didik dapat mendeskripsikan dialog dalam grup WhatsApp, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
4. Diberikan situasi, peserta didik dapat melakukan monolog dan dialog tentang berdialog melalui grup WhatsApp, dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.

E. Materi Pembelajaran

➤ (1 meeting)

Asking Information	Giving Information
<ul style="list-style-type: none">• Where do you live?• Where does he play football?• Where is your book?• Where is the pen?	<ul style="list-style-type: none">• I live at Jl. Cempaka• He plays football in the field.• My book is on the table.• The pen/it is on the book.• The book/ it is in the book.• The book/ it is under the book.• The book/ it is behind the book.• The book/ it is beside the book.• The book/ it is in front of the book.• The book/ it is between the books.

Preposition: in, at, on, under, beside, behind, in front of, between.

Example:

Shopkeeper: Good afternoon, sir. Can I help you?

Customer: I want the newest camera.

Shopkeeper: This way, sir. Here is the newest camera from America

Customer: I want a Japanese camera. Do you have some?

Shopkeeper: Yes, we have, sir. Here is a Japanese camera. The newest and simple one. Please have a look.

Customer: I like this model. How much?

Shopkeeper: One hundred and nine dollars including tax, sir.

Customer: Do you accept credit cards?

Shopkeeper: Yes, we accept credit cards.

Customer: I'll take this camera. **Where** can I pay?

Shopkeeper: At counter three, sir.

Customer: Thank you.

Shopkeeper: My pleasure.

➤ (2 meetings)

- When were you born?
I was born on June 13, 2003
- When are you going to Palopo?
I'm going to Palopo this morning.

Adverb of time: today, tomorrow, yesterday, last month, at night, in the morning, on Sunday, in January, on March 10, on January 1, 2000, in 2001.

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Example:

Miranti: Good morning.

Bilha: Good morning. Could you tell me **when the movie starts?**

Miranti : let me check, it starts 7.45.

Bilha: I see. Do you know if there is a later showing?

Miranti: Of course I can. There is one at 9.15, but there is also a late one at 10.45.

Bilha: Thank you. One more thing, could you find out how long the movie is?

Miranti: Let me see, it says on my paper that it is 2 hours long. But there will be advertisements before it starts. Does that answer your question?

Bilha: Yes it does. Thanks for your help!

Miranti : You're welcome!

F. Langkah-Langkah Kegiatan Pembelajaran

1. Metode pembelajaran

- a. Presentation and practicing

2. media

- a. Grup WhatsApp.

3. Referensi

- a. Internet and buku

4. Kegiatan Pendahuluan (10 menit)

- a. Peneliti mengucapkan salam dan berdoa
- b. Peneliti menyampaikan tujuan pembelajaran.
- c. Guru mempersiapkan media.
- d. Peneliti memeriksa kehadiran siswa satu per satu.

5. Kegiatan Inti (40 menit)

➤ Mengamati

- a. Peneliti menanyakan kepada siswa tentang dialog meminta dan memberi informasi “apakah kamu tahu tentang diaog meminta dan memberi informasi atau pernah mendengar kalimat itu.”
- b. Peneliti memberikan penjelasan tambahan dan penguatan yang dikemukakan peserta didik tentang materi tersebut.
- c. Peneliti menyampaikan gambaran teknis tentang tata cara berdialog melalui Whatsapp grup.
- d. Peneliti membagi siswa menjadi 7 kelompok, yang terdiri dari dua siswa setiap kelompok.
- e. Peserta didik secara bergantian mempraktikkan tata cara berdialog sesuai dengan teks dialog yang telah di bagikan kepada siswa.

➤ Menanya

- a. Dengan bimbingan dan arahan peneliti, siswa mempertanyakan antara lain siswa mempertanyakan tentang langkah yang akan dilakukan selanjutnya.

- b. Siswa menanyakan gagasan pokok, informasi rinci dan informasi tertentu didalam dialog melalui grup WhatsApp tersebut.

➤ Mengeksplorasi

- a. Siswa akan membicarakan dan menjelaskan tentang apa yang mereka pahami dengan pengucapan, tekanan kata dan intonasi yang tepat tentang makna apa yang mereka dapatkan.
- b. Siswa menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari dialog yang mereka baca.

➤ Mengasosiasi

- a. Siswa menganalisis dengan memperhatikan berbagai penjelasan yang menjelaskan makna dari dialog yang mereka baca sesuai dengan apa yang dijelaskan dalam teks dialog tersebut.
- b. Siswa memperoleh balikan (feedback) dari peneliti tentang apa yang dia sampaikan dalam menjelaskan gagasan utama dalam dialog yang mereka bacakan dalam grup WhatsApp.

➤ Mengkomunikasikan

- a. Siswa menyusun penjelasan tentang makna yang mereka dapatkan dari teks dialog sesuai dengan tujuan, dan apa yang disuruhkan.
- b. Siswa memperhatikan penjelasan dari temannya.
- c. Siswa menyampaikan deskripsinya didalam grup WhatsApp yang sudah ada didalamnya guru dan teman-temannya.

➤ Closing (penutup)

- a. Thanks for your attention. Assalamu'alaikum Wr. Wb
- b. Ok/Well. I think enough, thanks for your attention. Assalmu'alaikum Wr. Wb
- c. Ok./well, that is all from me, assalamu'alaikum Wr. Wb

G. Penutup Dan Penilaian (10 menit)

1. Penutup

- a. Peneliti menutup kelas dengan mengucapkan salam (thank you for your niceattention), dan peneliti menyampaikan materi pertemuan berikutnya.see you on the next meeting, Wassalamu'alaikum Wr. Wb.

2. Penilaian

- 1. Penilaian pengetahuan : Speaking
- 2. Rubrik penilaian speaking

Klasifikasi

d. Ketepatan

Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
-------------	-------	--------------------

Excellent (luar biasa)	5	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Good (baik)	4	Pengucapan dipengaruhi oleh bahasa ibu, hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikal beberapa diantaranya menyebabkan kebingungan
Average (rata-rata)	3	Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidan yang dipraktikan.
Poor (buruk)	2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal
Fairly poor (sangatburuk)	1	kekesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidan yang dipraktikan

e. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
-------------	-------	--------------------

Excellent (luar biasa)	5	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jeda yang tidak wajar.
Good (baik)	4	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar.
Average (rata-rata)	3	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
Poor (buruk)	2	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan.
Fairly poor (sangat buruk)	1	Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah, kadang-kadang menyerah berusaha, rentang ekspresi yang sangat terbatas.

f. Pemahaman

Kriteria penilaian pada pemahaman berbahasa Inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	5	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.

good (baik)	4	Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klasifikasi di perlukan.
Average (rata-rata)	3	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Poor (buruk)	2	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicaraan.
Fairly poor (sangat buruk)	1	Hampir tidak ada dari apa yang dikatakan dapat dipahami. Bahkan ketika pendengar berusaha keras atau menyela, pembicaraan tidak dapat mengklarifikasi apapun yang ia katakan.

3. Pedoman penskoran

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

Classifying the score of the students into six levels as follows :

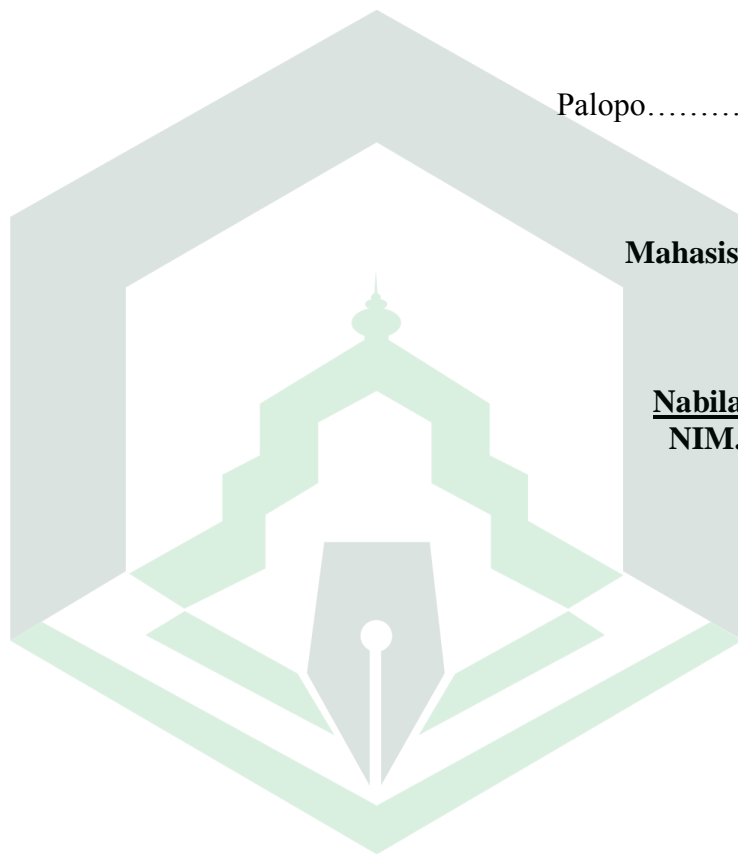
No	Score		Classification
1	80-100	5	Excellent
2	66-79	4	Good
3	56-65	3	Average
4	40-55	2	Poor
5	0-39	1	Fairly Poor

Palopo.....2021

Mahasiswa

Nabilah

NIM. 17 0202 0019



IAIN PALOPO

**Rencana
Pelaksanaan Pembelajaran (RPP)**

Sekolah : MA As'adiyah No.17 Babu'e

Mata Pelajaran : Bahasa Inggris

Topik : Dialog

Materi : Asking and giving opinion

Kelas : X (1 MA)

Alokasi waktu : 2X60 Menit

H. Kompetensi Inti

KI – 1 dan KI – 2 : menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3 : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengelola, menalar dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

I. Kompetensi Dasar

2. Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menanya dan menjawab sesuatu pendapat. Mengucapkan terimakasih, meminta maaf dan mengungkapkan kesantunan.

J. Indikator

3. Mengidentifikasi makna dan fungsi ungkapan ungkapan (asking for opinions) dan memberikan pendapat(giving opinion).
4. Merespon ungkapan menanya (asking for opinion) dan menjawab(giving opinion).

K. Tujuan Pembelajaran

5. Diperlihatkan dan memberikan contoh kemudian dibacakan teks dialog dalam grup WhatsApp, peserta didik dapat mengidentifikasikan makna dan juga pembelajaran yang diberikan dari dialog melalui grup WhatsApp tersebut dengan hal itu siswa dapat menjelaskan dengan sesuai apa yang mereka pahami.
6. Diberikan situasi, peserta didik dapat mendeskripsikan makan dialog dmelalui grup WhatsApp, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
7. Diberikan situasi, peserta didik dapat mendeskripsikan dialog dalam grup WhatsApp, struktur bahasa dan unsur kebahasaan yang benar dan sesuai konteks.
8. Diberikan situasi, peserta didik dapat melakukan monolog dan dialog tentang berdialog melalui grup WhatsApp, dengan memperhatikan tujuan, struktur bahasa dan unsur kebahasaan secara benar dan sesuai konteks.

L. Materi Pembelajaran

➤ (1 meeting)

Asking for Opinions	Giving Opinion
<ul style="list-style-type: none"> • What do you think about...? • What do you suggest...? • What is your opinion? • What is your point of view? • Have you got any thoughts on this? • Do you have any views on this? • Do you have any idea...? • How about...? 	<ul style="list-style-type: none"> • I think... • I think that • I think I like it • I personally consider • In my opinion... • I personally believe • I tend to think that... • It is my comment • In my view... • As far as I know • From my point of view • The way I see is that • My comment is

Example:

A: Hello, there! How are you?

B: Hello, I'm good. Thanks, what happened.

A: Hmm, I call you because I miss you so much. This pandemic makes us never meet again for a year.

B: Yeah, you are true. What do you think about this pandemic especially PPKM?

A: In my opinion, this pandemic will never finish if there is no teamwork between the government and the people.

B: I agree with you and How about PPKM?

A: I don't think the policy is going well, there are still many violations everywhere.

B: I think so too, the target is not clear, many small people are suffering more and more.

A: We can only pray that the world will get better soon.

B: Yes, I hope so.

➤ (2 meetings)
Example:

A: Next week, we will have our holiday.

B: Ok, do you have any idea for the next trip?

A: Last holiday we went to the beach. I think next holiday we better go to Malang. How about you?

B: It's a good idea. We can invite others to join our trip.

A: Ok, I will invite and prepare it.

B: Ok, see you next week.

M. Langkah-Langkah Kegiatan Pembelajaran

6. Metode pembelajaran

- b. Presentation and practicing

7. media

- b. Grup WhatsApp.

8. Referensi

- b. Internet and buku

9. Kegiatan Pendahuluan (10 menit)

- e. Peneliti mengucapkan salam dan berdoa
- f. Peneliti menyampaikan tujuan pembelajaran.
- g. Guru mempersiapkan media.
- h. Peneliti memeriksa kehadiran siswa satu per satu.

10. Kegiatan Inti (40 menit)

- Mengamati
 - f. Peneliti bertanya kepada siswa “ apakah ada kendala saat menerapkan media grup WhatsApp”?
 - g. Peneliti menjelaskan kembali tentang grup WhatsApp dan membagi siswa menjadi dua kelompok dan setiap kelompok terdiri dari 7 siswa.
 - h. Peneliti memberikan intruksi untuk berdialog di grup WhatsApp dan memahami pengucapannya.
 - i. Peneliti memberikan waktu 10 menit kepada siswa untuk membaca dan mempraktekkan dialog di grup whatsapp.
- Menanya
 - c. Peneliti menanyakan setiap kelompok tentang dialog tersebut dan setiap kelompok menjawab pertanyaan dengan lebih cepat.
 - d. Peneliti memberikan waktu kepada siswa di grup whatsapp untuk berlatih berbicara dalam bahasa inggris melalui dialog.
- Closing (penutup)
 - d. Peneliti mengucapkan terima kasih kepada siswa atas partisipasinya selama ini, Thanks for your attention.
 - e. Peneliti meminta maaf saat peneliti sedang mengajar di kelas.
 - f. Peneliti mengimpormasikan kepada siswa bahwa ini pertemuan terakhir dan akan dilanjutkan lagi oleh guru.
 - g. Peneliti menutup kelas dengan mengucapkan, wassalamu’alaikum Wr. Wb

N. Penutup Dan Penilaian (10 menit)

3. Penutup

- h. Peneliti mengucapkan terima kasih kepada siswa atas partisipasinya selama ini, Thanks for your attention.
- i. Peneliti meminta maaf saat peneliti sedang mengajar di kelas.
- j. Peneliti mengimpormasikan kepada siswa bahwa ini pertemuan terakhir dan akan dilanjutkan lagi oleh guru.
- k. Peneliti menutup kelas dengan mengucapkan, wassalamu’alaikum Wr. Wb.

4. Penilaian

4. Penilaian pengetahuan : Speaking

5. Rubrik penilaian speaking

Klasifikasi

g. Ketepatan

Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
-------------	-------	--------------------

Excellent (luar biasa)	5	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Good (baik)	4	Pengucapan dipengaruhi oleh bahasa ibu, hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikal beberapa diantaranya menyebabkan kebingungan.
Average (rata-rata)	3	Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidang yang dipraktikkan.
Poor (buruk)	2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal
Fairly poor (sangatburuk)	1	kekesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidang yang dipraktikkan

h. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent	5	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-

(luar biasa)		kata sesekali hanya dengan satu atau dua jeda yang tidak wajar.
good (baik)	4	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara keseluruhan dan hanya beberapa jeda yang tidak w
Average (rata-rata)	3	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
Poor (buruk)	2	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan.
Fairly poor (sangat buruk)	1	Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah, kadang-kadang menyerah berusaha, rentang ekspresi yang sangat terbatas.

i. Pemahaman

Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent	5	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit

(luar biasa)		interupsi atau klasifikasi yang diperlukan.
good (baik)	4	Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klasifikasi di perlukan.
Average (rata-rata)	3	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Poor (buruk)	2	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang menegakkan pembicaraan.
Fairly poor (sangat buruk)	1	Hampir tidak ada dari apa yang dikatakan dapat dipahami. Bahkan ketika pendengar berusaha keras atau menyela, pembicaraan tidak dapat mengklarifikasi apapun yang ia katakan.

6. Pedoman penskoran

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

Classifying the score of the students into six levels as follows :

No	Score		Classification
1	80-100	5	Excellent
2	66-79	4	Good
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Palopo.....2021

Mahasiswa

Nabilah

NIM. 17 0202 0019

IAIN PALOPO



PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
(DPMPTSP)

Jalan Simpursiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN

Nomor : 17728/01048/SKP/DPMPTSP/IV/2021

Membaca : Permohonan Surat Keterangan Penelitian an. Nabilah beserta lampirannya.
Menimbang : Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/108/IV/Bakesbangpol/2021 Tanggal 28 April 2021
Mengingat : 1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;
2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

Menetapkan : Memberikan Surat Keterangan Penelitian Kepada :
Nama : Nabilah
Nomor : 082190401475
Telepon :
Alamat : Dsn. Pattimang, Desa Pattimang Kecamatan Malangke, Kab. Luwu Utara Provinsi Sulawesi Selatan
Sekolah / : Institut Agama Islam Negeri (IAIN) Palopo
Instansi :
Judul : The Use Of Whatsaap Group For Students Dialogue To Improve Speaking Skill at The First Grade Of MA As
Penelitian : Adiyah No. 17 Babu e
Lokasi : MA As Adiyah No. 17 Babu e, Desa Tandung Kecamatan Malangke, Kab. Luwu Utara Provinsi Sulawesi Selatan
Penelitian :

Dengan ketentuan sebagai berikut

1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 3 s/d 31 Mei 2021 (1 Bulan).
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba
Pada Tanggal : 29 April 2021



Retribusi : Rp. 0,00
No. Seri : 17728

DPMPTSP
www.dpmpstsp.luwuutara.go.id



KEMENTERIAN AGAMA
MADRASAH ALIYAH AS'ADYAH NO. 17 BABU'E
DESA TANDUNG KEC. MALANGKE KABUPATEN LUWU UTARA
Alamat : Jl. Pendidikan No. 3 Babu'e Kec. Malangke Kab. Luwu Utara

SURAT REKOMENDASI PENELITIAN

Nomor : MA.21.11.16/AS/17/02.1/05/2021

Yang bertanda tangan dibawah ini

Nama : KM. Nur Rahmi, S.H.I

Nip :

Jabatan : Kepala Madrasah

Pangkat /Gol :

Alamat : Dusun Babu'e, Desa Tandung

Menerangkan Bahwa :

Nama : Nabilah

T.T.L : Rante tembo, 07 Mei 1998

NIM : 1702020019

Prodi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Kampus : IAIN PALOPO

Menerangkan Bahwa MA As'adiyah No. 17 Babu'e, siap menerima mahasiswa tersebut melakukan Penelitian Tindak Kelas diatas dari IAIN PALOPO dengan jangka waktu mulai tanggal 3 s/d 31 Mei 2021

Demikian Surat Keterangan ini, dibuat untuk dipergunakan sebagaimana mestinya

Babu'e, 01 Mei 2021

Kepala Madrasah


KM. NUR RAHMI, S.H.I



INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN

No.730/In.19/FTIK/PBI/PP.00.9/11/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Nabilah
NIM : 17 0202 0019
Semester : X (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 12 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 09 November 2021

Mengetahui,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

IAIN PALOPO



CURRICULUM VITAE

Researcher Nabilah was born on May 7, 1998 in RanteTembo, Luwu. He is the 8th of 8 siblings, he has 5 brothers and 3 sisters. His father's name is Sile and his mother's name is Sennahati.

The researcher completed his studies at MI Salubua in 2010 then continued his studies at SMP PonpesNurulHidayahSalubua, graduated in 2013. Then continued his education at MA Salubua, and graduated in 2016. After graduating from high school, he was unemployed for one year due to illness, then The researcher continued his studies at the Palopo State Islamic Institute (IAIN) and chose the English Department. He completed his studies in 2021. In the end, studying at IAIN Palopo, the researcher wrote a thesis entitled **"THE USE OF WHATSAPP GROUP IN IMPROVING STUDENTS' SPEAKING SKILLS AT THE FIRST GRADE OF MA AS'ADIYAH NO.17 BABU'E"**

IAIN PALOPO