

**ARTICLE**

**THE EFFECT OF WHATSAPP TO ELEVENTH GRADE  
STUDENTS' SPEAKING OF SMKN 2 KEDIRI  
IN THE ACADEMIC YEAR 2017/2018**



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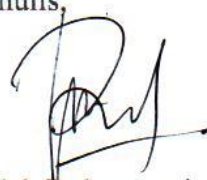
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### ABSTRACT

This study was designed to investigate the effect of WhatsApp on students' speaking of SMKN 2 Kediri. The subject of the research was 37 students consist of 3 males and 34 females of XI Banking I class of SMKN 2 Kediri in the academic year 2017-2018. This is pre-experimental quantitative research with one group pre-test post-test design. The data collected by comparing results of pre-test and post-test with the mean score 20,108 and standard deviation 17,658, and then the data analyzed using Paired Sample T-test on IBM SPSS Statistic version 23. The result showed that t-score 6,927 with the significance (2-tailed) value was higher than t-table at the level of significance 0.01 which was 2,719. It can be concluded that WhatsApp has significant effect on students' speaking of SMKN 2 Kediri in the aspect of fluency, vocabulary, pronunciation, and especially in the grammar aspect. For the teachers who interested in applying WhatsApp on teaching learning process, it is suggested to prepare more time in order to cover all the students' problems.

**KEYWORDS:** Speaking, WhatsApp.

### I. INTRODUCTION

During learning speaking, students faced some difficulties in many aspects such as low in vocabulary, having difficulties in pronouncing words, confusion in arranging words or grammar, etc. Those problems made them worried to make a mistake that led them to be unconfident. As Afisa (2015) found in her study that the students have some difficulties in speaking English, such as

(a) the student's low vocabulary mastery resulted from their limited knowledge of meaning vocabulary had led them difficulties in understanding the conversation. (b) the students had difficulties in pronouncing certain words because, English words are different between pronunciation and writing. (c) the students were still confused in arranging words. Then, there were still some mistakes in their grammar. (d) the students were often afraid of speaking English because they were worried of making mistakes.

They were unconfident and nervous when the teachers were asking them. Those statement was supported by Azizah's (2016) study that found almost 76% of students are afraid of making mistakes to speak English in front of their teacher because they are afraid if it would influence the end of their course result. Another factor was because the limit time in teaching learning process. Because of this time limit, learners cannot practice speaking maximally. It is supported by Azizah's (2016) statement that they had English lesson only two hours every week which was not enough for the students to learn and practice their English skills.

The available of instructional media help the English teacher in the teaching process. As stated by Smaldino et al (2004: 12) that certainly, properly designed instructional media can enhance and promote learning and support teacher-based instruction. Teacher can effectively use instructional media to support their teaching process. Many types of instructional media that can be used by teacher. There are six basic types of instructional media that proposed by Smaldino et al (2004: 10): text, audio, visual, motion media, manipulative object, and people. Those are considered as offline media, since to use them, teacher do not need to use internet connection. However,

with the increase of new technology, teachers also start to change their media into mobile media.

The use of mobile phone in the teaching learning process has been very popular. Martin and Ertzberger (2013) studied the difference between the use of computers and mobile phones in a classroom setting and found that students show more enthusiasm towards mobile devices. Moreover, teachers and students show the positive respond toward the use of mobile learning tool. Han & Keskin (2016) stated that the application of mobile devices in classrooms has been welcomed by both the teachers and the students. Several applications providing conversation in real time have appeared recently and have spread worldwide within just a few years, as can be seen with the case of "WhatsApp" and its benefit in teaching learning process. Using WhatsApp can reduce students' anxiety on speaking (Han & Keskin, 2016). Mobile learning offers an environment where learners can ubiquitously negotiate meaning, reflect and evaluate on their own performance through authentic interaction and feedback (Vaca & Martfnez, 2017). Therefore, using mobile learning tool can boost student's confidence since they don't have to worry to make a mistake. Moreover, they feel more secure since they already familiar

with the mobile learning tool. It also helps the teacher to make the learners practice outside the classroom, yet, the teacher can keep eye on them.

Those difficulties also faced by Eleven Grade Banking students of Vocational School II Kediri. This school is famous for its achievement in every aspect of knowledge, especially Banking class. Last time, they killed all the 1st, 2nd, 3rd, and also common champion on the Capital Market Olympiad held by Malang State University on September 2017. Despite their fabulous achievement they do not feel confident in speaking English. It was because they did not have much time in practice speaking since the time they practice English speaking is only in the classroom. However, there is a plus point of this vocational school which is they are already familiar with online learning, since they have their own e-learning website, and handphone is allowed in this school. That is why it was possible to use WhatsApp to teach speaking in Eleven Grade Banking students of SMKN 2 Kediri.

## **II. METHOD**

This study used quantitative as the research approach since basically this study gathered and statistically analyzed numeric data. As defined by Ary et. al (2010: 39)

that Quantitative research deals with questions of relationship, cause and effect, or current status that researchers can answer by gathering and statistically analyzing numeric data. The technique of this study was pre-experimental research with one-group pre-test post-test design. The data was collected through speaking test on pre-test and post-test.

This research was carried out at SMKN 2 Kediri which located on Jl. Veteran No. 5, Mojoroto, Kota Kediri, Jawa Timur. The total 37 students consisted of 3 males and 34 females of XI Banking I class participated in this research. The speaking test was used to measure students' speaking skill. The students had to tell their future plan to their partner in the form of conversation. In each conversation, they were given two different times for their plan. In this test, the aspects of speaking which being concerned was grammar, pronunciation, fluency, and vocabulary. Those aspects of score are in the range of 1 up to 4 with the maximum score 16.

There were three processes on collecting the data in this research that were pre-test, treatment, and post-test. Firstly, in the pre-test, the students did the speaking test. They had to make a conversation telling their plan for

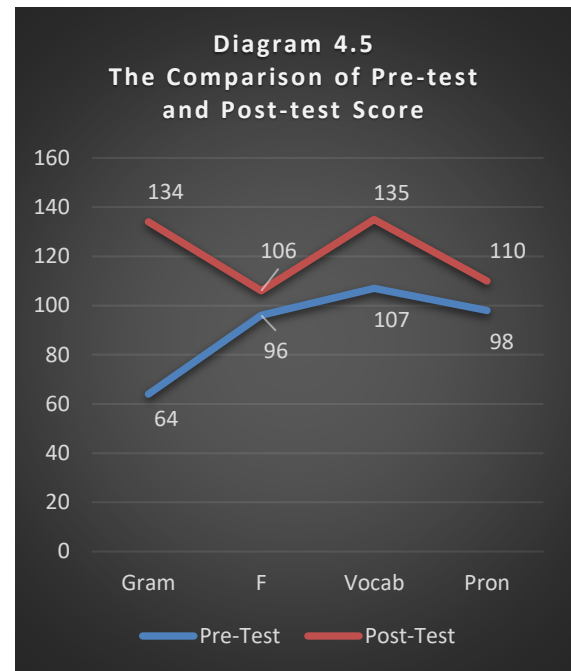


tomorrow and next week to their partner. After the pre-test score collected, the treatment in which WhatsApp was used as the media was held twice. The first treatment was focused on grammar and fluency aspect. Continued with the second treatment which was focused on vocabulary and pronunciation aspect. the last, post-test was held after all the treatment to measure student's speaking skill after being taught using WhatsApp.

Finally, the result of the test was analyzed statistically using Paired Sample T-test on IBM SPSS Statistic version 23. As Gupta (1999: 4) said that the paired sample T-test is the method used for comparing means that incorporate the use of the mean's dispersion. So basically, it is used to compare the means of two variables for a single group. In this case, it is used to compare the pre-test and post-test score of students' speaking test.

### III. FINDING AND CONCLUSION

After all the data were collected, it was found that the students' scores were improved. Their scores were improved in the aspect of vocabulary, pronunciation, fluency, and especially grammar. It can be seen in the diagram below.



From the diagram above, can be seen that there is some increase of each aspect in speaking. The grammar aspect increased 70 points after were taught using WhatsApp. The fluency aspect increased 10 points in the post-test. The vocabulary aspect increased 28 points in the post-test. The pronunciation aspect increased 12 points after were taught using WhatsApp.

**Table 4.3**  
**The Mean Score of Pre-test and Post-test**  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	82.00	37	6.831	1.123
	Pretest	61.89	37	16.188	2.661

After the students were taught using WhatsApp, their scores increased. It can be seen from the mean score in the table above. It shows that in the pre-test, the mean score is 61,89. The mean score

increased in the post-test which is become 82.00. Therefore, the mean score increased 20,108 points.

To know the effect of WhatsApp on eleventh-grade students' speaking, the data from pre-test and post-test were analyzed using Paired Sample T-Test on IBM SPSS Statistic version 23. The result of SPSS calculation can be seen in the table below.

**Table 4.5**  
**The T-score of Pre-Test and Post-Test**  
**Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
P posttest - 1 pretest	20.108	17.658	2.903	14.220	25.996	6.927	36	.000

From the Paired Sample Test table above, it can be seen that t-score from pre-test and post-test is 6,927 with degree of freedom 36 in the significance (2 tailed) 0,00. To know the significance rate of WhatsApp on eleventh-grade students' speaking, see the table below.

**Table 4.6**

**Table of T-test based on Significant 1% and 5%**

Df	T-score	T-table 1%	T-table 5%	Significant Ha	Ho
36	6,927	2,719	2,028	Very significant	Rejected

The table above shows that t-score is higher than t-table 1% and 5% in the degree of freedom 36. It means that the significance of Ha is very significant. In the other word, WhatsApp gave very significant effect on eleventh-grade students' speaking.

#### IV. CLOSING

From this research, it was known that WhatsApp gave very significant effect to eleventh-grade students' speaking. However, in the application of this media, teacher needs to prepare much more time so he/she can cover all of the students' problem. The students also can use this media to practice speaking not only with the teacher but also with their friends in their daily life since they used this application all the time to communicate with their friend. In the end, this research can be used as reference for further research related with WhatsApp used as the media not only in the speaking skill but also for other skills of English in other level proficiency.

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