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THE EFFECTIVENESS OF USING WHATSAPP APLICATION IN TEACHING SPEAKING ONLINE TO **THE TENTH GRADE STUDENTS OF SMK** KARTANEGARA KEDIRI AT ACADEMIC YEAR 2020/2021 SKRIPSI ABSTRACT MERINA HARTIKASARI: The Effectiveness of Using WhatsApp Application in Teaching Speaking Online at **Tenth Year Students of SMK** Kartanegara Kediri at the Academic Year 2020/2021, Skripsi, English Department, The **Faculty of Teacher Training and Education**, Nusantara PGRI Kediri University, December, 2020.

Keywords: Speaking, Teaching Speaking Using WhatsApp, Speaking Ability. **Speaking is one of** important skill in English because the main target of most English learners is can communicate orally using English. But, people also believe that speaking is difficult because in speaking, the people should not only learn on how to use the words but also to speak properly.

That is why, for students, it is also difficult to find the idea to be expressed. So, **the teacher should make effort to help the students to** get the idea easily. **One of them is by using** teaching media. One of the teaching media is **the use of WhatsApp** Application. According to the statements above, the researcher would like to have research on the following questions: How is the students' speaking score before learning using WhatsApp application? How is the students' speaking score after learning using WhatsApp Application? Is **the use of WhatsApp** Application **effective in teaching speaking** online? In this research, the researcher uses quantitative design because to know the students' ability, the researcher uses test as instrument.

There **are two kinds of test. They** are pre test, that is **given in the beginning of the research and** post test, that is given **in the end of the** reserach. The data obtained are

analyzed using statistical formula. In this case, the researcher uses t-test. The population of this research is the tenth year students of SMK Kartanegara Kediri, while the sample is only 1 class that is X TPm 1 consists of 36 students.

The result obtained in this research shows that there is improvement ability of the students speaking ability by using WhatsApp Application. The t-table for level significant 5% and degree of freedom 35 was 2.030. While the result of t-test is 3,588. It means that t-test is higher than t-table ($3,588 > 2.030$). So, H_0 is rejected and H_a is accepted.

It means that using WhatsApp Application in teaching speaking online is an effective way. Finally, suggestion is given to the English teacher, as well as the other researcher. For the teacher, in teaching speaking, the teacher should use teaching media that can help the students to get more chance to speak.

So, the students can train their speaking ability as much as possible. The next is for the next researcher. Hopefully, the next researcher can make another research on teaching speaking using some other teaching technique or media.

CHAPTER I INTRODUCTION

This chapter provides the basic ideas related to the research being carried out.

Here, the researcher presents background of the research, as the fundamental reasons of discussing the problem, identification of the problem, limitation of the problem, objectives of the research as well as significance of research, including the definition of key terms to help in understanding the focus of the research's title. Background of The Problem In Indonesia, English is considered as a foreign language. Ones who can speak English well means can communicate with foreigners.

It seems very important, because by communicating with others, especially from abroad, Indonesian can change exchange information as well as culture. Like Year (2015: 4) stated, "Language is a tool to understand and appreciate the culture of a human society and we must learn its language to understand it clearly." That is why, nowadays, English is given to all Indonesian students in many educational level.

In this case, Year (2015: 11) said, "The objectives of teaching English has two main aspects, namely language aspects like words, sentences, pronunciations, spelling and grammar and the other aspect being literature aspect which include words, sentences, expressing ideas, feelings and experiences." So, in teaching English, students should be taught all components of language.

In early level, students are demanded to memorize new words, but in High School level, English students should learn a complex sentences including communication

expressions. It is supported by the statement of Year (2015: 14) that the very purpose of language learning is to communicate. Teaching communication skills attempts to communicate and encourage from the very beginning."

While in English, there are two main productive skills for using English in communication. They are speaking and writing. Speaking is defined as a form of communication where people have interaction with someone else to exchange information. It is stated by Brown, adopted by Mead (2009: 1), "Speaking is talking between one to many or one to one, talking in small group and talking in mass media."

It can be said that speaking is a process of delivering message to someone else in words. Furthermore, in focusing on communication, Brown, adopted by Mead (2009: 1) stated, "Speaking is to inform, persuade and solve problem." It means that in speaking, there is certain purpose. Someone speaks to inform what they know, invite someone else to do what they want or give suggestions or opinion.

Considering the definition above, it is allowed to conclude that speaking is a way for one to extend what they know to the others to get any responses. Besides, speaking is a process of interaction among people to meet their communication need. Those definition is supported by Doff (1989: 209) who proposed the reason of someone need to communicate with others.

It is stated, "Although this is not the only reason why people communicate in real life, it is one of the main reasons; very often we talk in order to tell people things they do not know or find things out from other people." It means that the main purpose of people to communicate with others is to find out what they do not know and tell someone else what they know.

That is why, there are so many people today who are eager to learn English, not only in the form of written but also in spoken form. Then, the question now is that why people need to learn speaking. Some reasons are delivered by some experts. Flohr and Paesler (2006: 6) wrote, "Speaking is the most important skill in learning a foreign language.

The focus in learning a foreign language is on communicative activities and expressive abilities and the goal is to become a fluent speaker." It is clearly mentioned that speaking should be learnt by foreign language learners so they can use English in fluent communication: The next opinion is stated by Ur (1987: 120), "Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign language

learners are primarily interested in learning to speak." In brief, speaking is one of important skill in learning English.

Therefore, the students should be able to use their English in oral communication in effective and proper way. Furthermore, the English learners, measure their learning success from their ability of using it in speaking. It is stated by Richard (2008: 19), "The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.

Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency." It is clearly mentioned that most English learners can be said they learn successfully if they can use their English in good speaking.

It is faced so far that there are still many conservative and shy learners that need a long time to speak confidently. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of 'losing face' in some cultures including Indonesia. That is one of the problems in speaking class because being confident to speak is very important in practicing speaking.

It is found in BBC's booklet (2010: 1) as, "Confidence is a very important element in learning to speak a language. Many learners worry that they are going to make a mistake, or that the people listening will not understand them." It means that the students cannot speak fluently because they are afraid of making mistakes in speaking the words in good sentences or cannot be understood by others.

The problem now, in Indonesia, there is complex situation. It is impossible to teach speaking in the classroom. There is Corona Virus Disease – 19 of COVID-19 that demands all Indonesian students to stay at home. But, the English teacher should make many efforts that the students can stay learning English well, especially speaking.

There are so many applications that can be used in teaching English on line. Internet nowadays is easily to be accessed. One of media that can be used in teaching is android gadget. There are some applications that supports the gadget to help the students in learning, especially English. One of them is WhatsApp application. Based on <https://www.webopedia.com>, WhatsApp is the name of a mobile messaging app for Android, iPhone, Windows Phone or for Mac or Windows PCs.

WhatsApp lets users make free voice calls, face-to-face video calls or text message. It means that by using WhatsApp application, teacher and students can make message, voice calls, and video call as well. Furthermore, <http://www.extracatchy.net/> stated that there are some advantages of WhatsApp.

Some of them are : 1) WhatsApp is completely free for use; 2) Instantly send a message to anywhere in the world; 3) Easy to use, even a novice mobile user can use it; 4) Voice call support; 5) Video calling available. So, it can be clearly said that WhatsApp application can be used easily by all students and teacher in teaching and learning English, especially speaking.

By using this application, the teacher can send a teaching video and ask the students to send a video feedback or in the form of speaking task. Even, the teacher can have a simple chat with the students by using voice call or voice note messages. Referring to the above problems, the writer intends to conduct a research entitled "The Effectiveness of Using WhatsApp Application in Teaching Speaking Online to the Tenth Grade Students of SMK Kartanegara Kediri at the Academic Year 2020/2021 to know the effectiveness of WhatsApp application in encouraging the students to speak and express their idea and opinion communicatively.

Identification of the Problem Among the four skills of English, speaking seems to be the main goal of most English learners because they can be successfully learn if they can use the language in communication. Besides, speaking is one of productive skills, so in speaking, the students should produce English in the form of spoken language.

It makes speaking becomes one of difficult skills to be mastered. In speaking, the students are not only demanded to produce spoken English but also produce appropriate language. It is the main problem of the students. In this way, the teacher should make effort to help the students to gain the achievement.

It means that the main goal of teaching speaking is the students can apply English in communication without afraid of making mistakes in grammar, pronunciation or vocabulary. The main thing is the students can speak up and use their time to practice. In fact, nowadays, Indonesia is in bad situation of COVID-19 that the educational system are held in online way.

So, in SMK Kartanegara Kediri, the students should learn English by using their mobile phone or computer that supported by internet access to receive the material and send the task, including in teaching and learning process. One of the applications is using WhatsApp application. WhatsApp application is easily to be used and almost all mobile

phone users have this application.

Besides, by this application, the teacher as well as the students can send video, and message including voice or image. Limitation of the Problem It is important to make problem limitation to decide the focus of discussion beside because of the limited time and the researcher's capability to discuss all. So, this research will only discuss the use of WhatsApp application in teaching speaking.

The students focused here is the tenth grade students of SMK Kartanegara Kediri. There are ten classes in this school. The researcher takes X TPm 1 consists of 32 male students. The reasons of focuses on this class because the students are fresh graduate from their Junior High School. Besides, English is still new for them in their Vocational High School.

In addition, this school gives their high attention to their students' English achievement, because in job test recruitment, the students are demanded to have interview in English. **Formulation of the Problem** Paying attention to the description above, in this research, the researcher really would like to find out the answer of the following questions: How is the students' speaking score before learning using WhatsApp application? How is the students' speaking score after learning using WhatsApp application? Is the use of WhatsApp application effective in teaching speaking? Objective of the Research Based on the above research formulation, the objectives of this research is as follows: To find out the students' score before learning using WhatsApp application. To find out the students' score after learning using WhatsApp application.

To know whether or not the use of WhatsApp application is effective in teaching speaking. The **Significance of the Research** This research is written in purpose to give some significance, so that it can be valuable not only for the writer but also for the teachers, and the students.

Those significances are as follows: For the writer, it can be used to describe the use of WhatsApp application as teaching media that can be used effectively in teaching speaking to encourage the students to speak in learning English Online. For the teacher, it can be used as a reference to find out another way in teaching speaking. So, the teacher can apply it in her or his teaching during the pandemic.

For the students, it can be used to know that WhatsApp application can help them as one of effective media to rise their speaking achievement. **CHAPTER II REVIEW OF RELATED LITERATURE** The review of related literature is intended to sharpen the theoretical work and give a brief description of concepts discussed in the study. So, in this chapter, the writer presents some references which are relevant to the study for the

research relating with speaking. They are: a).

Related Theory, b). Rationale, c). Hypothesis. Related Theory The related theory here talks about speaking and some of its discussions, WhatsApp Application as well as the application of teaching speaking and teaching speaking online using WhatsApp. Speaking Speaking is one of productive skills of English because in speaking, the students should produce English orally.

The nature of speaking, the definition of speaking and the elements of speaking will be discussed as follow. The Nature of Speaking Before talking more about speaking, it is important to know what is meant by speaking. In this way, speaking is differentiated from writing as the other productive skill.

Jones, adopted by Richards (2008: 19) stated, "In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper." It means that in speaking, people need to express their ideas or opinions orally.

In expressing their idea, people need to know the way of speaking, including when, what and with whom they are communicating so that they can communicate properly and effectively. Further, Harmer (2004: 246) wrote, "In order for communication to be successful we have to structure our discourse in such a way that it will be understood by our listeners or readers." The quotation means that in speaking, someone should use certain way and proper language so that it can be understood well by the listeners.

In addition, Brown and Yule, adopted by Richards (2008: 21) distinguish two basic functions of speaking. They are transactional and interactional function. It is written, "... the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information." Here, it is known that speaking brings two main functions.

Speaking is very useful in holding interaction with others and it is used in delivering information to each other so that the communication runs well and gives a desired result. The Definition of Speaking Brown, adopted by Mead (2009: 1), said that the definition of speaking has been expanded. There are three focuses in defining speaking, as follows: Focus on Communication Activities Speaking is talking between one to many or one to one, talking in small group and talking in mass media. Focus on Using Communication to Achieve Specific Purposes To speak is to inform, to persuade and to solve problems.

Focus on Basic Competences needed for Everyday Life Speaking is used to give directions, ask for information or provide basic information in an emergency situation. From the definitions above, it can be concluded that speaking is the way people communicate with others. They have to speak to get their need, like asking for information they do not know or tell what they know.

In speaking, people use words in sentences as well as non verbal aspect, such as, gesture, facial expressions, intonation and stress. The Components of Speaking Every language skill must have language components, including speaking. Brown (2004: 157) stated some elements of speaking that should be evaluated. They are grammar, vocabulary, comprehension, fluency, pronunciation and content.

Grammar Grammar is one of the important things in speaking although it is not the most important element. But grammar is another aspect of language that relates whether or not the learners can use the correct form of the language learnt. Ur (1987:75) said that grammar is sometimes defined as the way words are put together to make correct sentences.

So, by mastering grammar well, learners can interpret phrases or sentences in correct form so that they can speak in the right form of language, fluently and accurately. In short, actually, in teaching-learning speaking, learners are not only expected to speak up but also required to know more about the concept or theory on how to speak. Vocabulary In learning language, there must be vocabulary that should be known as language consists of vocabulary.

According to Ur (1987:60), vocabulary is words taught in the foreign language. In conclusion, vocabulary is the total number of words needed in learning a foreign language including English. While in learning speaking, by mastering a large number of vocabulary, the learners are expected to speak more fluently because they can express their ideas using sentences in varieties of dictions. Then, it is clear that vocabulary also plays an important role in speaking ability.

Pronunciation The aim of learning pronunciation is not to achieve a perfect imitation of a native accent, but simply to get the learners to pronounce accurately enough to be easily and comfortably comprehensible to other speakers. So, the meaning of spoken sentences can also be obtained from the pronunciation. An acceptable pronunciation can avoid misunderstanding among speakers. That is why, pronunciation is also very useful in mastering speaking skill.

Fluency One of the main aims of learning the spoken language is being able to communicate using the language with others effectively. This effective way can be measured by the fluency in producing the language. Therefore, every foreign language learner is expected to produce oral speech fluently in normal speed without stop thinking, as defined in BBC Booklet (2010: 2) as, "Fluency means being able to communicate your ideas without having to stop and think too much about what you are saying."

In brief, fluency is also an important component of spoken language to be mastered well. This fluency is of course supported by the other components like grammar and vocabulary mastery. Content What is meant by content here is the quality of the language production.

The language spoken should be easy to be understood by others and consist of acceptable idea as the topic discussed. The content of the language production can not be separated with cultures and social rules. So, the language expressions used should be suitable with the condition of conversation.

Content is the element of spoken language which determines the understanding or comprehension among speakers so that they can find the communication needed. Basic Types of Speaking There are some basic types of speaking activity. They are imitative, intensive, responsive, interactive and extensive like mentioned by Brown (2004: 141-142). The first type is imitative.

It is usually used to train the students' pronunciation ability. In this type, the students should imitate what the teacher said. Brown (2004: 141) says, "At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence." It means that in this type the students are like a parrot who will repeat what the teacher says to train how to pronounce a word, phrase or simple sentence.

The next type is intensive. In this type, the students have to produce simple spoken English. The main poin in this type is the ability of using spoken language in the right intonation, stress or thythm. Brown (2004: 141) states, "... is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships (such as prosodic elements – intonation, stress, rhythm, juncture)."

So, the students should produce a short or simple spoken English like in dialog completion or simple translation. The other type is responsive. Brown (2004: 141) wrote,

"Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments and the like."

It means that in this type, the students should be able to give response to the spoken interactive dialog. Interactive is the next type of speaking. It is rather the same with responsive because in this case, the students should also give response to the spoken dialog. But, it is more complex than responsive one.

Brown (2004: 142) states, "The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants." It means that in responsive type, there will be two participants only between the teacher and the students or the student with partner.

While in interactive type, there will be more than two participants. It can be done in group. The last is extensive. In this type, the students should produce spoken English in the type of monolog. It can be in the form of speech, oral presentation or story telling. The Definition of Teaching Speaking It was discussed in the previous sub chapter about the definition of speaking and what is meant by speaking.

The next is about teaching and teaching speaking itself. According to Brown (1987: 6) teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. It means that teaching is the teacher's task to help the students to learn.

Brown continued (1987: 7) teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. So, in teaching, the teacher should not only prepare the material and technique but also create enjoyable situation. In conclusion, teaching speaking is the teacher's task to guide and facilitate the students to learn how to speak, how to communicate with others, and how to exchange information. The Stages in Teaching Speaking There are some techniques in teaching speaking. One of them is teaching speaking as performance.

In this case, the students should perform spoken English. Like suggested by Feez and Joyce, adopted by Richard (2008: 36), the detail stages are as follows: Phase 1 : Building the Context In this stage, first of all, the teacher introduces the social context of an authentic model. Then, the students have to explore the purpose of the text.

Besides, the students have to understand the way to communicate used in the media.

Phase 2 : Modeling and Deconstructing the Text In this stage, the students investigate the structural pattern and language features of the model. Then, they have to compare the model with other example of the same text-type.

Phase 3 : Joint Construction of the Text In this stage, the teacher discuss the content of the text with the students. Here, the teacher can ask questions to the students to be discussed orally. Phase 4 : Independent Construction of the Text In this stage, the students work individually with the text.

They also perform their spoken English using the text for achievement assessment. The Characteristics of Successful Speaking Activity Ur (1987:120) mentioned four characteristics of a successful speaking activity, they are as follows: Learners talk a lot In teaching-learning speaking, learners talking as much as possible must be reached because in this case the learners can practice their ability in expressing their idea in long span of time. Participation is even It can also be said as learners' participation during the speaking class.

Thus, hopefully, in speaking class, there is no dominating learner but all learners in class have the same chance to speak. Motivation is high Actually, all learners are eager to speak but they lack of motivation to show up what they want to express. But, it can be overcome by having an interesting topic to be discussed including the media and the techniques used and giving something new to the learners.

Language is on acceptable level In this case, the learners show up what is in their mind in sentences or utterances that can easily be understood by others and still have correlation with the topic discussed. In conclusion, a speaking activity can be said that it is successful if it can fulfill the above criteria. The students are active in learning and practicing as well as interested and motivated in doing the activity.

Besides, they can use their acceptable language in which their sentences can be understood by others. Speaking Assessment in Teaching Speaking Using WhatsApp Application It is mentioned before that there are some types of speaking. In teaching speaking using WhatsApp Application, the teacher can use responsive speaking because in this case, the students should give responses to the teacher's interaction. The students should have some simple online conversation with the teacher orally and directly. Then, the teacher gives score for the students' performance.

There are two kinds of scoring system. They are holistic and analytic scoring. Thornbury (2010: 127) says, "There are two main ways: either giving it a single score on the basis of an overall impression (called holistic scoring) or giving a separate score for different

aspects of the task (analytic scoring).” In this research, the score given to the students is holistic score.

In giving score, there must be certain criteria. Brown suggested some oral proficiency scoring categories. For teaching speaking using brochures, the teacher can use the following criteria suggested by Brown (2004: 172): Grammar: 5 = equivalent to that of an educated native speaker 4 = able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.

3 = able to speak the language with sufficient structural accuracy. 2 = can usually handle elementary constructions quite accurately. 1 = errors in grammar are frequent. Fluency: 5 = has complete fluency 4 = able to use the language fluently on all levels normally 3 = rarely has to grope for words 2 = can handle with confidence 1 = stop speaking frequently for some words Pronunciation: 5 = equivalent to and fully accepted 4 = errors in pronunciation are quite rare 3 = errors never interfere with understanding 2 = accent is intelligible though often quite faulty 1 = errors in pronunciation are frequent Those criterias are added with the followings to ease the teacher in giving the score.

They are as follows: Performance: 5 = using facial expressions, gesture and make interaction with the audience 4 = using facial expressions, gesture and have enough interaction 3 = have fair expressions or gesture 2 = have less communicative expressions 1 = give no communicative expressions Content: 5 = the content is about the material talked 4 = the content is about the material but added by other information 3 = the content is about the material but no exploration 2 = the content is only retelling the brochure 1 = the content is far from material used Teaching English Online As known that in 2020, Indonesia got COVID-19 pandemic.

So, school is held online. Everyone needs internet, as well as students to learn and teachers to teach. For some students, learning online is more enjoyable because they are free to do it at home or everywhere. Ko and Rosen (2010: 3) said, “Teaching online means conducting a course partially or entirely through the internet.”

It means that in the teaching learning process, both the teacher and the students use internet as their main media. Without internet, the teaching learning process cannot be conducted well. So, nowadays, internet becomes the main need for students and the teacher as well. Furthermore, Ko and Rosen (2010: 5) stated, “Worldwide, online learning is taking place in a variety of environments and combinations.

There are students using mobile devices to communicate and collaborate with instructors.” It means that internet nowadays do not only use in a computer but also in

mobile devices. So, the students and the teacher can conduct teaching learning process from everywhere. They can use their mobile phone as their media to interact each other.

And the last, it is mentioned by Ko and Rosen (2010: 4) that it can be more challenging to host interactive activities when teachers are teaching online. Teachers will have to come up with alternatives and find other ways to have students interact, communicate and learn from one another. So, teaching English online can be more attractive when the teacher conducts communicative activity. Speaking is one of English skill that can be conducted online.

WhatsApp Application Riyaz (2019: 1) wrote in his article, "WhatsApp is one of the best and most popular application all over a world. The one who has a smartphone will definitely have WhatsApp installed." It means that WhatsApp application can be installed to all mobile phone. So, every students who have mobile phone can use this application. But, as mobile application, there must be some advantages and disadvantages.

The first advantages of using Whatsapp application is completely free for use. Another advantages are as follows: instantly send a message to anywhere in the world Easy to use, even a novice mobile user can use it Voice call support Video calling available Send to anyone Document files up to 100Mb such as PDF, Slideshows, etc It does not have any advertisements on display screen WhatsApp calling made it more reliable Beside its advantages, there must be some disadvantages of using Whatsapp application.

They are as follows: There is the risk, your spouse/girlfriend/boyfriend may read the messages. It can be annoying sometimes due to constant messages. You must have access to internet to send and receive messages for free In a group only the Group-Admin can add the persons / give admin title to other persons in the group. Your profile picture is visible to every person having your contact number. WhatsApp is addictive.

Once you get addicted to it, it's very difficult to get over WhatsApp addiction. You need to share your number in case you want to add someone and communicate. Rationale Talking about the title, that is "The Effectiveness of Using WhatsApp Application in Teaching Speaking online", it is clearly mentioned that the use of WhatsApp Application should be effective in teaching speaking. So, the writer needs to give his rationale about the two matters.

Like mentioned before that speaking is one of productive skills where the students should produce English in the form of oral production. Speaking is used to convey

meaning, express idea and opinion as well as giving information. But, it must be remembered that in speaking, someone should use certain way and proper language in usage so that it can be understood well by the listeners to avoid misunderstanding. So, speaking seems like a difficult skill. Beside, in speaking, students should be confident to use English.

That is why, the teacher should make effort to be succes in teaching speaking. There are some techniques and media that can be done in teaching speaking. In the speaking class, the students should get more chance to practice their English. Even, there must be participant from the students to speak and express their idea. One of the media in teaching speaking online is by using WhatsApp application.

In this way, the teacher can interact with the students by using this application. In teaching speaking, the teacher can use voice note even video call to have speaking interaction with the students. So, in this way, the teacher can know on how well the students use and apply their English in speaking.

Based on those statements, it can be said that WhatsApp application is one of effective media used in teaching speaking online. It can be used to help the students in attracting as well communicating orally and directly with the teacher. So, in this research, the writer needs to discuss more about the effectiveness of WhatsApp application in teaching speaking online applied to the tenth year students of SMK Kartanegara Kediri.

Hyphotesis Arikunto (2010: 110) writes that “hipotesis dapat diartikan sebagai suatu jawaban yang bersifat sementara terhadap permasalahan penelitian, sampai terbukti melalui data yang terkumpul”.. It means that hypothesis will be the truth after it is experimented by the teacher. Ha : There is significant effect WhatsApp Aplication in speaking ability to the teHnth grade high school? Ho : There is no significant effect WhatsApp Aplication in speaking ability to the tenth grade high school? **CHAPTER III RESEARCH METHOD** This chapter will present the method of the research. They are: a).Research design, b). Place and time of conducting the research, c). Population and sample, d). Instrument of the research, e). Research procedure, f). Data analysis and g).

Interpreting the result of calculation. Research Design Marshall and Rossman (2010: 55) stated that research is a process of trying to gain a better understading of the complexities of human experience – by asking basic questions. There are many kinds of reseach design. The design of this research is quantitative research.

Hoy (2010: 1) writes, “Quantitative research is scientific investigation that includes both experiments and other systematic methods that emphasize control and quantified

measures of performance. Measurement and statistics are central to quantitative research." It is clearly mentioned that in quantitative research, the writer uses number and certain statistical formula to analyse the data.

In this research, the writer uses pre-test and post-test score as the data to be analysed to know the effectiveness of using WhatsApp Application in teaching speaking online. In this way, the writer needs to prove hypotheses of this research. Place and Time of Collecting the Data Place of Collecting the Data Based on the title, it is clearly mentioned that the place of this research is at SMK Kartanegara Kediri. It is located at Ir. Sutami Street 27 Kediri.

The reason of choosing this school is this school is one of wellknown vocational high schools in Kediri and it gives more attention to the students' English development. So, the writer needs to know the students' speaking skill and their responses to the online teaching learning process. Time of Collecting the Data Further, it is also needed to decide when the research will be taken place.

The writer needs to confirm with the headmaster and the English teacher of SMK Kartanegara Kediri. This research was done around October 2020. The detail time table is as follow: Table 3.1 Time of the research

No	Activities	Time in 2020
1	Finding the problem	March
2	Proposing the title	April
3	Collecting references from the library	March - April
4	Arranging introduction	May
5	Gathering theories of the related literature	June - August
6	Designing the research method	September
7	Collecting the data	October
8	Analyzing the data	October
9	Making conclusion based on the result	November
10	Making abstract, acknowledgement, table of content, bibliography and approval sheet	November
11	Accomplishing the research	December

Population and Sample Looking back to the title of this research, the population and sample of this research is the tenth year students of SMK Kartanegara Kediri.

There are 10 classes in SMK Kartanegara Kediri for the tenth year. In this research, the writer will only take one classes as the samples. The technique of getting the sample is using one of sampling techniques of probability sampling like mentioned by Sugiyono (2008: 218), that is simple random sampling. So, as the sample, the writer takes X TPm 1 class as the sample, consists of 36 male students.

Instrument of the Research Instruments are tools used by the writer in collecting the data. In this research, the writer uses pre-test and post-test as the instrument to know the students' speaking score before and after learning using WhatsApp Application. Pre-test is given in the beginning of the teaching learning process and post-test is given

in the end of the teaching and learning process.

Between those two kinds of test, there are some treatments. Beside test, here, the writer also uses scoring sheet as the instrument in obtaining the data. There is a scoring sheet for each students. It is used to record the score got by the students in the aspect of grammar, fluency, pronunciation, performance and content.

In this research, the writer uses scoring speaking criteria as follow: SCORING SHEET
Name : No. : Grammar accuracy The fluency Pronunciation accuracy Performance (how to response) Content _Number of contributions by students 5 4 3 2 1 _ _ The final score : x 4 = The scoring sheet above is used for each student. The highest score will be 100 and the lowest is 20.

What is meant by "number of contributions by students" above is the score for each criteria. The highest score for each criteria is 5 and the lowest one is 1. Then, the scores obtained are added then multiplied by 4 to find the final score. It is needed to multiply the total score by 4 because the writer needs to get 100 as the highest score.

Research Procedures In this part of this chapter, the writer will describe the procedures of conducting this research. There are three main steps in conducting this research. They are preparation, during the research and after the research. The detail procedures are like below: Research preparation In preparation, the writer decides the problem discussed then states the title of the research and proposes it. Then, the writer arranges the reasons of taking the problem. The next step is find out some theory discussing about the problem.

After that, arranging research method and instruments. Then, the writer gets liscence from the Head of English Department of Nusantara PGRI Kediri University then asks permission to the head master of SMK Kartanegara Kediri to conduct the research and make appoinment with the English teacher to conduct the research.

During the Research There are five meetings in this research as follow: First Meeting In this meeting, the researcher introduced the teaching material. Then, explaining the instructional purposes of teaching the material, including the language expressions. The material is about greeting and introduction. In this meeting, the researcher also gave the students pre-test. Here, the researcher asked the students to introduce their selves.

The students had to record their introduction then sent it to the researcher. Second Meeting In the second meeting, the researcher used WhatsApp Application in speaking. There were interaction among the teacher and the students. The researcher had simple

dialog with all students using voice note as well as video call. In voice note, the researcher only can do it one by one, while in video call, the researcher can speak with more than one students.

Here, the researcher used her time well to interact with the students. So, in this meeting, the researcher could only interact with half of students in the class. It was done from eight to eleven o'clock in the morning. The researcher could reach more or less 17 students. Third Meeting In this meeting, the researcher still did like what an English teacher did. The researcher did the same way with the second meeting.

The different was the students. Here, the teacher made interaction with the rest of the whole students. There were at least 17 students. It was held from eight to eleven o'clock in the morning. Fourth Meeting In this meeting, the researcher did not give any material. Here, the researcher only did interaction by using voice note to all students one by one. In this way, the researcher used it as post test.

So, in this meeting, the researcher could get score on the students' speaking ability. After the Research In this section, the writer will analyze all data obtain from class observation. The research will count the students' score based on the scoring sheets using certain formula. Then, the writer will write the result and draw a conclusion.

Data Analysis After collecting the data, the writer will analyse the data obtained and draw the conclusion. The data are the students' speaking score got from pre-test and post-test. In this research, the researcher uses the following formula:
$$D = \frac{\sum (post\ test - pre\ test)}{n}$$
 It means that above formula is used to analyse the data got from pre-test and post test of one class sample. The detail is as follow: D = Mean from the difference between pre-test and post-test (post test-pre test).

D = The average of the total of Mean which is divided by the total of the students. $\sum D =$ The sum deviation of mean differences n = The number of subjects as sample
Interpreting the Result of Calculation This step is done after analyzing the data. The data obtained are analyzed using those above formula. From the table and the result of calculation using the formula, a conclusion can be drawn.

The t-test must be compared to the t-table to decide the significance of the study. t-table used is the t-table suggested by Arikunto (2006: 363). And the norms which are used by the researcher are: If t-test \geq t-table, significant, H_0 is rejected If t-test < t-table, not significant, H_0 falls to be rejected
CHAPTER IV RESEARCH FINDING AND DISCUSSION In this chapter, the data obtained and their analysis is presented.

The method used in this research is quantitative, so here, it is presented the result of statistical formula of the students' performance on speaking online using WhatsApp Application. This chapter is divided into three sections. They are research finding, the discussion and the interpretation of the research finding. Research Finding In this section, it will be presented the data obtained from pre-test and post-test of the two scorers.

Here, the researcher will explain clearly about the process from the beginning to the end of the research. This research was begun by giving pre-test then followed by giving treatment using certain technique, that is the use of WhatsApp Application and the last is by giving post-test in the end of this research. Pre-test Pre-test was given in the beginning of the research.

It has purpose to know the students' speaking ability before given treatment in practicing speaking online using WhatsApp application. The test was about greeting and introducing. Here, the researcher asked the students to have introduction by using WhatsApp Application. In this case, the students had to send voice recorder. There were at least 5 sentences spoken by each student.

They had to send their voice recorder or voice note using WhatsApp Application. For this pre-test, the researcher gave the score for each student. For the validation, the researcher needed a intereter. The intereter here is the English teacher of SMK Kartanegara Kediri, Mrs. Rusita, S.Pd. The students' score obtained from this pre-test is as follow: TABLE 4.1 The Result of Pre-Test No.

Name	pre1	pre2	Average	pre
_1_Student 1	7,2	7,2	7,2	
_2_Student 2	6,4	6,8		
_3_Student 3	6,8	6,4	6,6	
_4_Student 4	7,6	6,8	7,2	
_5_Student 5	7,2	6,8		
_6_Student 6	7,6	7,2	7,4	
_7_Student 7	7,6	7,6	7,6	
_8_Student 8	6,8	7,2		
_9_Student 9	7,2	7,6	7,4	
_10_Student 10	6,8	6,8	6,8	
_11_Student 11	6,4	6,4		
_12_Student 12	7,2	7,2	7,2	
_13_Student 13	8	8	8	
_14_Student 14	7,6	8		
_15_Student 15	8	8	8	
_16_Student 16	8	8	8	
_17_Student 17	7,6	7,6	7,6	
_18_Student 18	7,2	6,8	7	
_19_Student 19	6,8	6,8	6,8	
_20_Student 20	8,4	8,4		
_21_Student 21	7,2	8	7,6	
_22_Student 22	6	6	6	
_23_Student 23	7,6	7,6		
_24_Student 24	8,4	8,4	8,4	
_25_Student 25	7,2	7,2	7,2	
_26_Student 26	7,2	7,2	7,2	

_27_Student 27	8	8	8	
_28_Student 28	8	8,4		
_29_Student 29	8	8	8	
_30_Student 30	7,2	7,2	7,2	
_31_Student 31	8	8	8	
_32_Student 32	8	8	8	
_33_Student 33	6,8	7,2	7	
_34_Student 34	7,2	7,2	7,2	
_35_Student 35	7,2	7,2	7,2	
_36_Student 36	6,8	6,8	6,8	
_Total	265,6			
_From				

the table above, it can be seen that there are still some students got mark lower than minimum standard, that is 7,5 and there are only 12 students who got 8 or more. Series of Treatment Referring to the result of pre-test above, it is necessary to give series of treatment to the students.

It has purpose to help the students find another way to practice their speaking ability and arise their idea in short time so that they can increase their score. Here, the researcher gave treatments in three meetings. The first meeting became the first treatment. After greeting the students and preparing the class, the teacher told the students about the material, that was greeting and introducing.

Here, the teacher explained the language features and some language expressions used in greeting and introducing. As it was done online, so the teacher gave her explanation by giving them a note to read. Then, the teacher gave the students a short video about greeting and introducing, including explaining the use of some language expressions, as follows: "Hi, students, how are you today? I hope you're all fine. Masih sehat, ya! Jangan lupa tetap jaga kesehatan and increase your immunity always.

Well, today, we'll learn about greeting and introducing. Kalian pasti sudah pernah memperoleh materi ini kan di SD dan SMP? But, it is necessary for us today to learn it. Karena, tak kenal maka tak sayang, bukan? So, the main purpose of this learning is, tujuan utama pembelajaran kita kali ini adalah you can greet and introduce your self using English properly. Now, let me show you some expressions used in introducing. They are : Untuk memperkenalkan nama, you have to say : My name is

Untuk mengenalkan alamat, you have to say : I live in Kediri Untuk menyatakan umur, you have to say : I am ... years old. Untuk memberitahu tentang kesenangan, you can say : My hobby is ... Untuk memberitahu fakta umum, you can say : I am a boy/girl. I am a student I have a sister and two brothers Etc. Now, I would like to listen to your introduction. Please introduce your self in at least 5 sentences.

You can use voice recorder or voice note. Then, send it to me. I will give you an hour to prepare. Thank you. (Teaching Scripts 1) The score results were analyzed as pre-test scores. It was shown above. The next treatment was given in the second meeting. Here, the teacher asked the students to have simple dialog with the teacher directly. It was held after the teacher delivers the purpose of the learning.

Here, the teacher reminded the students about some expressions given before. Then, the teacher explained the rules of the learning. After that, the teacher asked the students to stand by with their mobile phone. In this way, the teacher will call the

students one by one using voice note in WhatsApp application.

The dialog can be drawn as the following: The teacher : Hi! Bayu : Hi, Mam The teacher : Well, what is your name? Bayu : My name is Bayu The teacher : Hi, Bayu, how do you do? Bayu : How apa, Mam? (laughing) The teacher : kalau saya sapa How do you do, kamu seharusnya jawab How do you do juga, ya. Bayu : Okay, Mam The teacher : Well. How do you do, Bayu? Bayu : How do you do. The teacher : Where do you live? Bayu : Yuhu, I live in Doko, Kediri.

Mampir, Mam kalau lewat. The teacher : Okay, Bayu. Thank you. See you soon at school. Bayu : See you, Mam Teaching Process As the limited time, the researcher had to held such an interactive dialog for twice. The researcher divided the whole students into two sessions. The first session was held in the second meeting with 17 students.

The next treatment was given in the third meeting. In this meeting, the teacher did like what she did the previous meeting. She held the interactive dialog with the rest of the students. Post Test This kind of test was given in the end of the research. It has purpose to know the students' speaking ability after given some treatments. The form of the test was almost the same with the pre-test.

But, here the researcher did the test like what she did in treatments. The researcher held a direct interaction using voice note in WhatsApp application. The reason of making the difference between pre-test and post-test is in this way, the students will not do the same test. If the students do the same test before and after treatment, the score must be better.

But, if the students do the different test before and after treatment, the score can be better, the same and even worst. So, the result of this research is hopefully can show the real effectiveness of certain technique, that is the use of tourism brochures. The result of the post-test is as follow: TABLE 4.2 The Result of Post-Test No.

_Name	_Post1	_Post2	_Average post	_1	_Student
1	7,2	7,6	7,4	_2	Student 2
7,2	7,2	_3	Student 3	6,8	6,8
6,8	_4	Student 4	7,2	7,2	7,2
_5	Student 5	7,6	7,6	_6	Student 6
7,2	7,2	7,2	_7	Student 7	8
8	_8	Student 8	7,2	7,2	7,2
_9	Student 9	7,2	7,2	7,2	_10
Student 10	6,8	7,2	7	_11	Student 11
7,2	7,2	_12	Student 12	7,6	8
7,8	_13	Student 13	8	7,6	7,8
_14	Student 14	8	8,8	8,4	_15
Student 15	8	8,4	8,2	_16	Student 16
7,6	7,6	7,6	_17	Student	17
8	8,4	8,2	_18	Student 18	7,2
7,2	7,2	7,2	_19	Student 19	6,8
6,8	6,8	_20	Student 20	8	8
8	_21	Student 21	7,2	7,2	7,2
_22	Student 22	6,8	6,8	6,8	_23
Student 23	8	8	8	_24	Student 24
8,4	8,8	8,6	_25	Student 25	8
8,4	8,2				

_26 _Student 26 _8 _8 _8 _27 _Student 27 _8,4 _8,4 _8,4 _28 _Student 28 _8 _8 _8 _29 _Student 29 _8,4 _8,8 _8,6 _30 _Student 30 _7,2 _7,2 _7,2 _31 _Student 31 _8,8 _8,8 _8,8 _32 _Student 32 _8,4 _8,4 _8,4 _33 _Student 33 _6,8 _6,8 _6,8 _34 _Student 34 _7,6 _7,6 _7,6 _35 _Student 35 _6,8 _6,8 _6,8 _36 _Student 36 _6,8 _6,8 _6,8 _Total _274,2 _
 _From the above table it can be said that there are some students got better result than pre-test one.

Some of them got the same score but few of them got worst score. Discussion This section will discuss about the result of pre-test and post-test given to the students before and after some treatments. From the result, it can be seen the real result of the research.

Pre-test Referring to the table of pre-test result, it can be seen that there are still some students got bad marks lower than 7,5 while the maximum score that should be reached is 8,4 got by 2 students only. In this way, the mean score that can be got is 7,37. So, it can be concluded from the result of pre-test is the students' speaking ability is still lower than the standard competence, that is 7,5.

Post-test As the result of pre-test is still bad, it is necessary to give some treatments. In this way, the writer used voice note in WhasApp application to help the students in introducing their selves. And the result that can be seen from the table of the result of post-test, there is increasing mean score. It comes to 7,61.

The maximum score that can be reached is 8,8 although only by 1 student. It means that there is increasing mark got by the students after some treatments. The Effectiveness of Using WhatsApp application This section is discussing the statistical formula to know whether or not the use of WhatsApp application is effective in teaching speaking online to the tenth year students of SMK Kartanegara Kediri. It can be seen from the following table: TABLE 4.3

The Interpretation of Test Result

No.	Name	Pre	Post	D	D2
_1	_Student 1	_7,2	_7,4	_0,2	_0,04
_2	_Student 2	_6,6	_7,2	_0,6	_0,36
_3	_Student 3	_6,6	_6,8	_0,2	_0,04
_4	_Student 4	_7,2	_7,2	_0	_0
_5	_Student 5	_7	_7,6	_0,6	_0,36
_6	_Student 6	_7,4	_7,2	_-0,2	_0,04
_7	_Student 7	_7,6	_8	_0,4	_0,16
_8	_Student 8	_7	_7,2	_0,2	_0,04
_9	_Student 9	_7,4	_7,2	_-0,2	_0,04
_10	_Student 10	_6,8	_7	_0,2	_0,04
_11	_Student 11	_6,4	_7,2	_0,8	_0,64
_12	_Student 12	_7,2	_7,8	_0,6	_0,36
_13	_Student 13	_8	_7,8	_-0,2	_0,04
_14	_Student 14	_7,8	_8,4	_0,6	_0,36
_15	_Student 15	_8	_8,2	_0,2	_0,04
_16	_Student 16	_8	_7,6	_-0,4	_0,16
_17	_Student 17	_7,6	_8,2	_0,6	_0,36
_18	_Student 18	_7	_7,2	_0,2	_0,04
_19	_Student 19	_6,8	_6,8	_0	_0
_20	_Student 20	_8,4	_8	_-0,4	_0,16
_21	_Student 21	_7,6	_7,2	_-0,4	_0,16
_22	_Student 22	_6	_6,8	_0,8	_0,64
_23	_Student 23	_7,6	_8	_0,4	_0,16

_0,16 _24 _Student 24 _8,4 _8,6 _0,2 _0,04 _25 _Student 25 _7,2 _8,2 _1 _1 _26
 _Student 26 _7,2 _8 _0,8 _0,64 _27 _Student 27 _8 _8,4 _0,4 _0,16 _28 _Student 28 _8,2
 _8 _-0,2 _0,04 _29 _Student 29 _8 _8,6 _0,6 _0,36 _30 _Student 30 _7,2 _7,2 _0 _0 _31
 _Student 31 _8 _8,8 _0,8 _0,64 _32 _Student 32 _8 _8,4 _0,4 _0,16 _33 _Student 33 _7
 _6,8 _-0,2 _0,04 _34 _Student 34 _7,2 _7,6 _0,4 _0,16 _35 _Student 35 _7,2 _6,8 _-0,4
 _0,16 _36 _Student 36 _6,8 _6,8 _0 _0 _? _265,6 _274,2 _8,6 _7,64 _ Then, the result of
 the above table has to be calculated into the following formula: $\frac{\sum (x_i - \bar{x})^2}{n-1}$ Df =
 Degree of Freedom N = Number/total of the students Df = N-1 = 36 -1 = 35 1% =
 2.723 5% = 2.030 From the data analysis above, it can be concluded that the use of
 WhatsApp application in teaching speaking online is an effective technique to be done
 in teaching speaking online, especially to help students in expressing their idea directly.

Interpretation of Research Finding In testing the hypothesis, the computation of
 t-observed was compared to t-table. If t-observed was higher than t-table, the Null
 Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted. From
 the result of the data analysis mentioned, we found that t-observed was 3.5879 at the
 degree of freedom of 35, t-table was 2,030 at the level of significance of 5% and 2.723
 at the level of significance of 1%. So, it means that t-observed (3.5879) > t-table at the
 degree of significance of 5% and 1%. It means that t-observed was significant.

So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis was accepted.
 TABLE 4.4 The table of t-test based on signification 5% and 1% DF T-Observed T-table
 (N-1) 5% 1% 35 3.5879 2,030 2.723 Based on the data report, the result of
 this research showed that T-score (3.5879) > T-table 1% (2,723) and 2,030 > T-table 5%.

Since t-table lower that the result it means that significant so the Null Hypothesis (Ho)
 was rejected and Alternative Hypothesis (Ha) was accepted. Here the researcher
 concludes that the WhatsApp application is effective used for teaching Speaking online
 to the tenth year students of SMK Kartanegara Kediri. CHAPTER V CONCLUSION AND
 SUGGESTION This chapter discusses two main things: they are about conclusion and
 suggestions which are constructed based on the findings of the research mentioned in
 chapter four.

Conclusion In this session, the researcher would like to write about the conclusion of her
 research in investigating the effectiveness of using WhatsApp application in teaching
 speaking online to the tenth year students of SMK Kartanegara Kediri. Based on the
 research findings in chapter four, exactly in point pre-test we can know that there are 7
 students (19%) got the 6, 17 students (48%) got 7, and only 12 students (33%) got 8.
 Due to this fact, it could be concluded that the most students' achievement in speaking
 is still far from being good.

Then, for the post test, there are 6 students got score six (17%), 16 students got 7 (44%), and 14 students (39%) got the 8. Based on this fact, it can be concluded that the students' speaking was improved because the number of students who got 6 have decreased and the ones who got 8 have increased.

To prove the effectiveness of using WhatsApp application in teaching speaking online to the tenth year students of SMK Kartanegara Kediri, the previous result of pre and post test can be compared into: Table 5.1 The Percentage Comparison Score

	Pre test	Post test
6	19 %	16 %
7	48 %	44 %
8	33 %	39 %

From the table above, it is clearly stated that in post test there is an increasing number of the students who got seven have increased for about 4%, and the students who got eight have increased for about 6% while the standard score is 7,5. Besides, from the result of analysing the data using statistic formula, it can be got the result of t-test.

The t-table for level significant 5% and degree of freedom 35 was 2.030. While the result of t-test is 3,588. It means that t-test is higher than t-table. So, H_0 is rejected and H_a is accepted. It means that using WhatsApp application in teaching speaking online is an effective way. And finally it could be concluded by the researcher that the use of WhatsApp application is effective for teaching speaking online to the tenth year students of SMK Kartanegara Kediri.

It is stated that WhatsApp application is effective for teaching speaking online because there are increasing score of the students' achievement in post test after several treatments. These increasing scores could caused by the increasing interest of the students because of the usage of WhatsApp application, the students get more idea to be expressed so they can speak more in their speaking class.

Suggestion After conducting a research about the effectiveness of using WhatsApp application in teaching speaking online to the tenth year students of SMK Kartanegara Kediri and knowing its result, in this case the researcher would like to give some suggestion as follow: The English teachers For the English teacher, the writer would like to give suggestion that the teacher should use teaching media in teaching speaking that can help the students to speak in their speaking class.

One of media that can help the students to get the idea is WhatsApp application because in WhatsApp the students and teacher can do direct interaction using voice note. The other reseacher The researcher suggests that the other researcher to make another similar research. The other researcher can analyze the other effective interesting teaching technique or media to motivate and help the students to speak.

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Belgia: International Academy of Education RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

(DARING) Sekolah : SMK KARTANEGARA KEDIRI Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : X / Ganjil Materi Pokok : Greeting and Introduction Alokasi Waktu : 2
Jam Pelajaran x 45 Menit TUJUAN PEMBELAJARAN Melalui aplikasi WhatsApp dengan
tanya jawab lisan dan penugasan individu, siswa dapat : Mengungkapkan sapaan
dengan intonasi dan language expressions yang benar Mengungkapkan pengenalan /
introduction dengan komunikatif Saling bertegur sapa dalam bahasa Inggris secara
komunikatif KOMPETENSI DASAR Menganalisis fungsi sosial, struktur teks, dan unsur
kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan

memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya.

KEGIATAN PEMBELAJARAN Kegiatan _Deskripsi Kegiatan _Pendahuluan _Memberikan salam, berdoa dan memotivasi siswa melalui grup WA Menyampaikan tujuan pembelajaran pada pertemuan ini Membuat apersesi mengenai greeting dan introducing. _Kegiatan inti _Siswa mengamati tanyangan video tentang greeting dan introducing yang dibagikan melalui grup WhatsApp Siswa memerhatikan penjelasan guru tentang beberapa language expressions tentang greeting and introducing Siswa mempelajari penggunaan language expression tersebut dengan menghubungkan dengan video yang baru saja dilihat Siswa diberi kesempatan untuk mencatat beberapa language expression tentang greeting and introducing yang baru saja dipelajari Siswa menulis naskah greeting and introducing dan mengirimkan hasilnya berupa video kepada guru melalui aplikasi WhatsApp _Penutup _Membuat rangkuman pelajaran melalui interaksi melalui WhatsApp Group Melakukan penilaian dengan penugasan lisan melalui video recording yang dikirim melalui aplikasi WhatsApp Melakukan refleksi terhadap kegiatan yang telah dilaksanakan melalui Whatsapp _Memberikan umpan balik terhadap proses dan hasil pembelajaran melalui Whatsapp (sebagai review terhadap pelaksanaan pembelajaran dengan moda daring) Menginformasikan untuk mempersiapkan diri tentang materi yang akan datang.

_ _ PENILAIAN Penilaian Sikap : Observasi keaktifan dalam daring Pengetahuan : Tes lisan melalui video recording Keterampilan : Proyek dalam presentasi via daring. Kediri, Oktober 2020 Mengetahui, Kepala Sekolah Guru Bahasa Inggris Drs. Agung Wicaksono NIY. NIY. RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (DARING) Sekolah : SMK KARTANEGARA KEDIRI Mata Pelajaran : BAHASA INGGRIS Kelas/Semester : X / Ganjil Materi Pokok : Greeting and Introduction Alokasi Waktu : 2 Jam Pelajaran x 45 Menit TUJUAN PEMBELAJARAN Melalui aplikasi WhatsApp dengan tanya jawab lisan dan penugasan individu, siswa dapat : Mengungkapkan sapaan dengan intonasi dan language expressions yang benar Mengungkapkan perkenalan / introduction dengan komunikatif Saling bertegur sapa dalam bahasa Inggris secara komunikatif KOMPETENSI DASAR Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya.

KEGIATAN PEMBELAJARAN Kegiatan _Deskripsi Kegiatan _Pendahuluan _Memberikan salam, berdoa dan memotivasi siswa melalui grup WA Menyampaikan tujuan pembelajaran pada pertemuan ini Membuat apersesi mengenai greeting dan introducing. _Kegiatan inti _Siswa mengamati tanyangan video tentang greeting dan

introducing yang dibagikan melalui grup WhatsApp Siswa memerhatikan penjelasan guru tentang beberapa language expressions tentang greeting and introducing Siswa mempelajari penggunaan language expression tersebut dengan menghubungkan dengan video yang baru saja dilihat Siswa diberi kesempatan untuk mencatat beberapa language expression tentang greeting and introducing yang baru saja dipelajari Siswa melakukan interaksi dengan guru dengan voice note melalui aplikasi WhatsApp Siswa bertanya jawab dengan guru secara lisan dan langsung melalui voice note melalui aplikasi WhatsApp _ _Penutup _Membuat rangkuman pelajaran melalui interaksi melalui WhatsApp Group Melakukan penilaian dengan penugasan lisan melalui voice recording yang dikirim melalui aplikasi WhatsApp Melakukan refleksi terhadap kegiatan yang telah dilaksanakan melalui WhatsApp _ _Memberikan umpan balik terhadap proses dan hasil pembelajaran melalui WhatsApp (sebagai review terhadap pelaksanaan pembelajaran dengan moda daring) Menginformasikan untuk mempersiapkan diri tentang materi yang akan datang.

_ _ **PENILAIAN** Penilaian Sikap : Observasi keaktifan dalam daring Pengetahuan : Tes lisan melalui video recording Keterampilan : Proyek dalam presentasi via daring. Kediri, Oktober 2020 Mengetahui, Kepala Sekolah Guru Bahasa Inggris Drs. Agung Wicaksono NIY. NIY. PRE TEST Instruction: Hi, everyone, I have a little task for you today, as follows: PLEASE MAKE A VOICE RECORDING ABOUT INTRODUCING YOUR SELF, AT LEAST IN 5 SENTENCES! SEND YOUR RECORDING TO MY NUMBER AT 0857-3136-4844.

I'LL WAIT FOR YOUR RECORDING NOT MORE THAN AT 12 O'CLOCK IN THE AFTERNOON POST TEST Instruction: Hi, everyone, Today, We'll have simple interaction using voice note. Just do the following steps: PLEASE SEND ME "I'M READY, MAM" WHEN YOU ARE READY WITH YOUR HANDPHONE WAIT FOR MY MESSAGE WE WILL HAVE CONVERSATION FOR ABOUT 3 OR 5 MINUTES The teacher scripts (questions) What is your name? How do you do? Where do you live? What is your hobby? What is your favourite food? What is your favourite color? Do you have sisters or brothers? How many sisters or brothers do you have? Nice to see you What is your parents? KARTU BIMBINGAN

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