

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher did the research and got the complete data from all the research instruments including observation, interview and documentation. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The findings consist of the data obtained through observation checklist, interview results and audio recording based on the descriptive qualitative research design in Speaking Solution Class group.

The title of this research was The Use of WhatsApp Application for Speaking Solution Class. This research was conducted at Speaking Solution Class group. There is 1 Tutor for subject in this study, while the object was the use of WhatsApp Application for Speaking Solution Class and the learning strategies used by the tutor in that class group. The data was presented in the three parts. The parts of the data was from observation, interview and documentation as the supporting data.

Interviews were conducted using a purposive technique of 1 Tutor at Speaking Solution Class who were successfully interviewed intensively were the researcher can find many answers from the Tutor. Each Tutor had a different

teaching experience and way of teaching. The interview sheet and curriculum vitae of the Tutor can be found on appendices.

1. Description of Speaking Solution Class

Speaking Solution Class is an online tutoring class for who want to learn about speaking English. The Tutor, Mr. MA, said in the interview that he opens this class because he thinks his speaking skill is good, and his former lecturers said the same about his good quality of speaking English. Then, he try posting a message in his Facebook account about opening a speaking class if the comments reach more than 150 people. Evidently, many people are interested with the class and the comments on his post reach more than 150 people, so he opens the class in a WhatsApp group.

When the class begins, the Tutor finds out that the participants are very diverse. Some of them are high school students, some others are employees who working at a company and not studying at university, some others are old and have taught at schools, etc. They also come from different places or cities such as Banjarmasin, Jakarta, Padang, Samarinda, Balikpapan, and so on. Then, the Tutor knows that the participants want to learn about speaking English with a flexible time because some of them are still studying at school and some others are working, so he names the class with Speaking Solution Class.

The materials taught in this class consist of general lessons about learning English such as how to learn English, motivation about learning English, the good pattern of learning to speak English, etc. These materials are not very specific about speaking because the class is still free, not a paid class. After four days of class, the Tutor decides to make the class paid for everyone. From about 150 participants at the beginning, only 25 people are left in the paid class.

Speaking Solution Class really encourages the flexibility in learning, so the Tutor opens the class for learning or free discussion almost all day, and this class is held every day from Monday to Sunday, except during holidays. He usually starts the class in the evening after Magrib prayer by giving instruction and providing materials for the participants in the WhatsApp group. The learning process is actually running until 12 a.m. in the midnight, so the participants may have discussion with the Tutor until that time. After the materials provided, the participants are given a task to do until the next day. Since this class focuses on speaking skill, the tasks are mostly related to the practice of speaking. When the participants could practice it every day, their speaking skill is expected to get better from day to day.

The Tutor said that the materials he gives to the participants are from Pare because he thinks his speaking skill improves when he joins some classes there. The materials are mainly for daily use, but the Tutor also

gives some variations of how to say something so that the participants can be more flexible to choose. The sentences are not given in the form of separate words or vocabularies, but in the form of full sentences as commonly said by native speakers so that the focus is not on memorizing vocabularies. Also, grammar is not part of the lesson similar to vocabularies because the goal of the class is for the participants to be able to speak English fluently.

After a while, the Tutor feels that he needs to open an offline class to reach more people to join his class, beside the online class. Then, he plans to establish a small institution for learning English in Samarinda because he see the potentials there are bigger than in Banjarmasin. While running the online class, he starts to promote the class from the existing participants, so the participants from students can share the information about this class to their friends at school, the participants from employees can share the information about this class to their colleagues, and the participants from teachers can share the information about this class to their students.

2. The Use of WhatsApp Application for Speaking Solution Class

The Tutor uses the feature of WhatsApp group in WhatsApp application to run the class for learning speaking skill. He creates the group and invites all the participants to join it. Because everyone in the group

may send any messages or anything, the Tutor tells some rules that everyone has to obey to make the group effective and conducive for learning.

The materials are delivered in the form of chats or messages and a feature called 'voice note' (VN) to support the practice of speaking of all the participants. If some participants are confused about the lesson, they may directly ask about it in the group, so the Tutor can directly answer the question. The Tutor and all the participants may also have open discussion in the group about the lesson, so everyone can be active and participate in the class.

In sequence, the WhatsApp group is created by the Tutor and named Speaking Solution Class. Then, the 25 participants are invited by the Tutor to join the group and start the lesson. After that, the Tutor informs some general rules to obey by the participants so that the learning process may be effective. When the class begins, the Tutor gives introduction and motivation to the participants about learning how to speak English. If they are ready to start the lesson, the Tutor sends the materials through chats and VN to give the examples of how to pronounce the words. Then, the participants are asked to practice speaking the words by themselves for several times and submit the recording of their practice in the form of VN to the Tutor in a personal chat. The Tutor will directly check and give

feedbacks about their recording so that the learning progress is well-recorded.

3. The Strategies of Learning Speaking in WhatsApp Application for Speaking Solution Class

In the interview, the Tutor said that the main strategy used in the class is “listen and imitate”. He sends the materials that consist of several sentences and also the recording of his speech as the example of how to pronounce the words correctly. The participants are required to listen to the recording carefully so that they know the correct pronunciation of the words. After listening to the recording, the main part of the lesson is the speaking practice of the participants. Interestingly, the Tutor asks them to repeat and imitate the sentences for 70 times. This is because he wants the participants to learn and practice seriously about pronouncing the words correctly.

In the first meetings, the Tutor often gives an illustration of the importance of practice for learning. He gives the illustration by telling the story about how babies learn their first words by listening to the speech of people around them and imitating it slowly and regularly until they can say the full words clearly after years of practice. He said that this illustration is very close to the situation of Indonesian people who study English today. Since English is not the original language of Indonesian people, the

students or people in general are like the babies who start to learn English from zero. Therefore, listen and imitate is the best strategy for who want to learn to speak English from the beginning.

During the observation, this strategy seems to have a significant influence toward the participants' learning enthusiasm. The Tutor said that they look happy with the learning process because they can be active and participate in learning through several times of practices. If they have problem to understand the materials, they are not doubtful to ask some questions in the WhatsApp group and have a discussion with other participants and the Tutor.

In the interview, the Tutor also explains about the results of the speaking learning in the WhatsApp group after several months of teaching. Because most of the materials are about speaking practice, the Tutor can know about the participants whose speaking skill has developed well during the learning process. From 25 participants, 3 of them still have difficulties in terms of pronunciation, accuracy, and fluency to speak English. This is because they cannot leave their original accent when they speak in English. Then, the rest of 22 participants are good enough in their speaking skill based on pronunciation, accuracy, vocabularies, and fluency to speak English. However, 4 of the 22 participants have problems in the matter of confidence, so they are not very active in the learning process and

sometimes make mistakes in the speaking practice because their voice is not really clear.

B. Discussion

Based on the explanation above, which is obtained from several research instruments such as interview, observation, and documentation, the data are mostly about the use of WhatsApp application for learning speaking skill in Speaking Solution Class and the learning strategies used by the Tutor to teach speaking skill to the participants. These data are related to the research questions and research objectives stated in Chapter I before.

The explanation above shows that WhatsApp application seems to have many advantages for learning today in general. It has several features that many educators and students can use to make the learning process more effective in terms of remote learning. In this study, the Tutor and participants make use of WhatsApp group to have an online learning, and the result of the learning shows that the participants are happy and enthusiastic with the class. This result is supported by the experimental research from Susilawati and Supriyatno (2020, p. 855) that teaching and learning process through WhatsApp Messenger Group shows an increase of student motivation in learning. They stated that the educators feel the feature helpful in controlling, motivating, and facilitating the functions of WhatsApp application.

This study also reports that the use of WhatsApp group for learning can improve students' participation in learning because they can ask about the difficult materials in the group directly and the other students including the Tutor can answer the questions also directly in the group, so this kind of activities lead to an active discussion between students and the Tutor. Czekanski and Wolf (2013, p. 1) has confirmed that students' participation in learning is very important, and a number of research have proven the relationship between students' participation and students' learning performance (Alstete & Beutell, 2004, p. 12; Patel & Aghayere, 2006, p. 30). Therefore, students' participation supported by the use of WhatsApp group can improve students' learning performance.

Aside from the advantages above, another research also found that the features of WhatsApp group have some disadvantages. For example, Baishya and Maheshwari (2020, p. 39) found that the use of WhatsApp group for learning has one crucial problem, namely communication overload. Members or participants send so many messages on any particular topic that can be very distracting. Sometimes because of these kinds of distraction, people use the 'Mute' option, which further can create a problem of missing any discussion or information. However, in this study, the same problem does not happen in WhatsApp group for Speaking Solution Class because the Tutor also realizes that problem. Then, he told the participants about some rules that they have to obey when the class begins, so they are not free to share any information not

related to the topic of learning. Therefore, the teaching and learning process can run effectively in the WhatsApp group if all the participants understand and obey the rules from the Tutor.

Learning through WhatsApp application is also different from learning in the real class that sometimes requires the teacher or tutor to be really clever to manage the learning process. In WhatsApp application, especially WhatsApp group, monitoring the group members and finding the inactive group members has to be done manually by analyzing the interaction patterns of every member during the learning hours, so the Tutor is required to provide productive directions for the group and monitor which members are left out (Sherine, Seshagiri, & Sastry, 2020, p. 257). In this study, the Tutor also finds that some participants are not active in doing the tasks of speaking practice. However, he just motivates them about the importance of speaking skill for their future and reminds them that the class is paid, so their money will be spent for nothing if they don't do the tasks, and their speaking skill will not develop as well.

For learning speaking skill through WhatsApp group, this study found that some features of WhatsApp application can make the learning process more effective, especially the feature of 'Voice Note' or VN where everyone can send their recording of speaking English in the group or through a personal chat to the Tutor. Similar results were reported by the study from Han and Keskin (2016, p. 43) that the use of voice recording or voice note for learning speaking skill is effective for the students' language development, especially in

lowering their speaking anxiety. Even though the same case does not occur 100% in the learning process of Speaking Solution Class, most of the participants of the WhatsApp group feel confident to practice their speaking skill through voice note, only 4 participants who have the problem of confidence. Therefore, the Tutor should add more various methods and strategies to teach speaking skill to the participants in the WhatsApp group in order to make all of them confident for speaking practice.

In teaching speaking skill through WhatsApp group, the Tutor used the strategy of 'listen and imitate'. It means that the Tutor asks the participants to listen to the example of his recording in saying a sentence that he sends through WhatsApp group. Then, the Tutor asks them to imitate or repeat the sentence by themselves for 70 times. If they think that their speaking is good enough to be heard by the Tutor, they will send the recording of their speaking practice to be evaluated by the Tutor. This strategy can be very effective if the participants do the instructions carefully in sequence, starting with the listening part.

As stated by Zhang (2009, p. 201), good listening is an important step to good speaking, so the participants can imitate the Tutor's speech with the same quality if they can listen to his speech recording carefully. Then, imitation is a part of language learning strategies classified in the cognitive strategy (O'Malley & Chamot, 1990). It is commonly used in many language classes today, especially when they learn about new vocabularies. The tutor usually reads one vocabulary with a clear pronunciation for several times and the

students are asked to imitate or repeat saying the word after the tutor. This strategy was found by Gani, Fajrina, and Hanifa (2015, pp. 24-25) to be one of many strategies used by high speaking performance students. They do this imitation strategy especially to improve their pronunciation and train their accent in speaking English. If the results of Speaking Solution Class show that 3 of 25 participants still have difficulties in speaking English because they cannot leave their original accent, then the practice should be added more than usual.