Using WhatsApp Mediated Activity to Teach Introducing Yourself

Best Practice

Presented to English Department of English Language Education as Partial

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English Language Education

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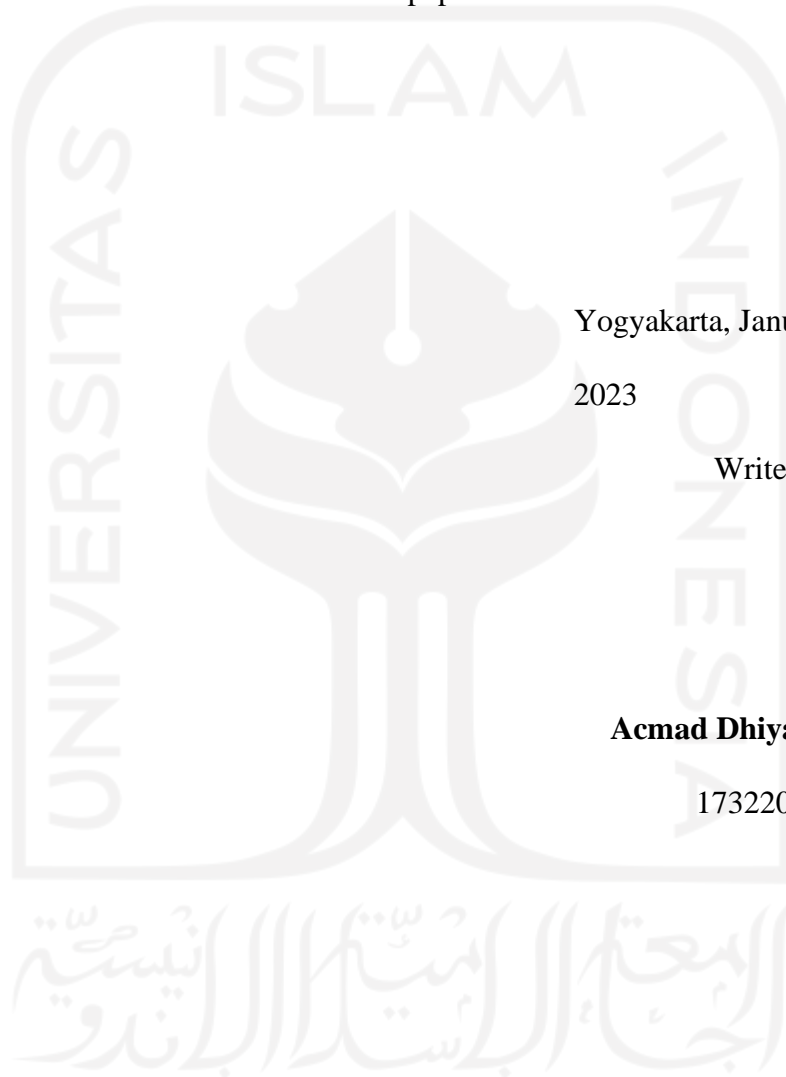
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain other people's work. I guarantee that this is original except those cited in quotation and references as a scientific paper should.

Yogyakarta, January 31 2023

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MOTTO

"I feel no hard feeling on my life except something involving my soul –

sometimes it helps me out or takes me down. Give your intention on Him!"

DEDICATION

Great appreciation I send to my own self who keeps going on to finish this work. I have no enough honour to those who support me and give their time in completing this thesis, especially for:

1. Allah SWT who always gives His mercy

2. The head of English Language Education Department Ms. Puji Rahayu, S.P., M.LST., Ph.D.

3. The supervisor of my thesis Ms. Astri Hapsari, S.S., M.TESOL who always support and guide me on this work.

4. My beloved Mother and Father as a sign of infinite devotion, respect and gratitude.

5. To All my lectures in Department of English Language Education UII and staffs.

6. To my parent (Bapak Wastofa and Ibu Machmudah) who takes a lot of work and effort on every step I am.

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No words enough to express my gratitude to my parents who always loves and believe in me that I could finish this thesis.

A special thanks to Miss Astri Hapsari, S.S., M.TESOL as my supervisor. Not only giving me insight in or out of the class and this thesis, she always reminds me to keep healthy and be grateful to the progress whether it is big or small.

Last, I want to thank to all English Department of UII lectures and the staffs. They truly provide love for everyone to move forward.

TABLE OF CONTENTS

LIST OF FIGURES

Using WhatsApp Mediated Activity to Teach Introducing Yourself

Best Practice

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ABSTRACT

As the result of distance learning during the COVID-19 pandemic, the teaching and learning activities were all held in distance. Due to the fact that language is all about practical skill, it is totally challenging in providing students' time to practice. This best practice utilized WhatsApp in order to answer the challenge. Using its feature, voice message, the teacher triggered the students to practice speaking with their classmate. This best practice was implemented to X grade of bilingual students in MAN Demak who has diversity schedule due to the fact that some of them stayed at Islamic boarding school which has limited time for using of electronic stuff such as smartphone and laptop. Based on my best practice, the voice message feature of WhatsApp was able to mediate students' activity in practicing the speaking skill. Despite of that, the use of this feature should pay attention on the other supportive items. Teachers had to ensure that the students had the ability to operate it due to avoid the technical issues.

Keywords: Voice message in WhatsApp, Teaching speaking,

CHAPTER 1

INTRODUCTION

1.1 Teaching Context

This best practice was my pre-service English teacher internship in senior high school at Demak Central Java, namely The State of Madrasah Aliyah Demak (MAN Demak). MAN Demak was an Islamic school which holds the value of religion tightly. The school as well brought the vision of creating accomplished generations that skillful at technology, islamic character and environmentally sound. With those visions, MAN Demak had 3 main majors for the students. Science Social, Natural Science and Religion.

Furthermore, MAN Demak had an excellent program named Bilingual Science Class (BSC). This program aimed to maximize the students' potential and interest that the students had. They were all prepared to join academic competitions – local, regional and national levels. The establishment of BSC had specialty values, one of it was that the students had to be bilingual – English and Arabic.

In this internship program, I taught BSC students at 10ᵗʰ grade. Although the students which had been already examined for entering this excellent class, they were all in diverse quality in English. Some were more skilful than the others. In spite of that, most of them were highly motivated in learning.

The internship program was done during Covid-19 Pandemic. Due to the school policy the teaching and learning process was done in online mode. Some obstacles for online classes were: connections and diverse schedules. Some

students decided in their boarding house. Some students returned to their hometown. The students who decided to return to their hometown might have problems with their connections. However, the students who decided to stay at their boarding house were supported by tools and facilities for online learning well. Considering the students' need in affordable internet access I decided to use WhatsApp and Google Classroom.

The WhatsApp is used for creating class group where the teacher and students might share information and communication and the Google Classroom is used for being the platform in order to upload and share the materials, activity, and assessment.

1.2 Consideration for Using WhatsApp to Mediate Activity to Teach Introducing Yourself

BSC program was built in 2012. The reason for building this program was the urgency of raising the school quality. In order to achieve the goal, BSC had some additional time programs to develop the students' quality. Those were extra hours to increase scientific competence, native speaker – the school called native speaker to train the students directly, and English program holiday – studying English to Kampung Inggris Pare. As the impact of the program, some achievements were successfully gained. Some of them were National Islamic Physics Olympiad (OFIN) which was held by Faculty of Science and Technology (FST) UIN Walisongo Semarang, KSM Gold Medal in Physics (Science Competition Madrasah) 2016 in Pontianak, Champion of the National Mathematics Olympiad at UNSOED 2017 and many others. The achievements

BSC program were not successfully satisfied the school because the skill of bilingual had no significant improvement. The students there were not able to implement and use the language they had. The supervisor told me the main reason was due to the lack of creativity for the bilingual teacher there, English. He added that even the teachers were properly certificated by bureaucracy but they could not provide language in use. Therefore, the students merely had the understanding of the language, not the use. In other word, he asked me to make some improvement of language in use.

The teaching and learning activities I did for my practicum teaching program were fourteen times in total. These meetings were all held for 10th grade in B class which consisted of 32 students. For the best practice I did was into two meetings with an hour in each meeting. Those meetings were all in online due to the Covid-19 Pandemic.

In providing the online learning, there were some limitations namely the diverse schedule and supportive online learning stuff (limited quota and low device). Further, the students' literacy at online learning made intern had to decide the proper supportive tools to keep the quality of online learning. Consequently, the intern simply used the simple and common applications. Those are WhatsApp, Google Classroom, and YouTube.

Throughout the online learning, the WhatsApp is the main media I used to communicate to the students. I created a class group to enable the communication management. WhatsApp is the most popular application in service of free messaging. Further, Army (2004), WhatsApp group support the

online discussion in a way of provide announcements, distribution ideas and learning sources. For the developing the material management, I utilized Google Classroom for providing learning instructions, material, activities and assignment. I also linked the YouTube video address to the Google Classroom.

In this best practice, I taught speaking "Introducing Yourself". This was basic language material and skill that language learner must master. (Global Indian International School [GIIS], 2022) a good introduction produces positive impact to promote well relationship in the future. This was a good beginning to learn and use the language. Not only for beginning the conversation in class, introducing self might benefit in for students in the future, for the example in social life, working places and others. In other word, introducing is the basic language skill to be built in communication.

CHAPTER II

CONSTRUCT TEACHING PRACTICE

2.1 WhatsApp-Mediated Activity to Teach Speaking Skill

In doing this pre-service teaching program, I answered the challenges that I mentioned above by providing the online learning initializing WhatsApp, Google Classroom and YouTube.

WhatsApp is a free massager application which needs internet to get the functions on – chatting, sharing ideas and file or photos, and many more. As the fact that WhatsApp is the most popular social media now, it is frequently utilized for educational purpose, moreover in the pandemic era where the learning was in distance. The benefits that WhatsApp has in supporting the teaching and learning activities are undeniable. Susilawati and Supriyanto (2020) stated that this application enabled students to increase the opportunity in structuring and developing knowledge. As the result, the students gained the learning collaboration willingness, learning sharing and the learning enjoyment.

The students' experience in using WhatsApp was one of the main reasons why this App was proper and appropriate for being the media in providing the online teaching and learning. They did not need to understand and adapt more to the app because they had already been being the user and understood it well.

Teaching speaking should include a series of sequence of interactive activity to enhance students' speaking skill. According to Brown (2000), speaking is the real-time process in giving meaning which cope the production, receiving, and

processing some language input. In other words, teacher needs to give opportunity and develop the students' willingness to practice speaking.

Assessing speaking skill is challenging. It is due to the fact that speaking has many factors that influence how good someone to speak the language. Further, in speaking not only the production voice, but also the production of sending and receiving information from others. Luoma (2004) specifies in considering the speaking assessment design, the comprehension of language aspects – pronunciation, spoken grammar and vocabulary are involved.

In this best practice, performance assessment was used in order to assess the students' speaking performance. Based on the Ismailia (2021) the performance criteria in rubric are presented in detail below:

Aspects	Score	Description
Pronunciation	91-100	Pronunciation is excellent and L1 accent does not affect intelligibility
	81-90	A few pronunciation errors and L1 accent cause minimal strain for the listener
	71-80	Some pronunciation errors and L1 accent cause strain for the listener
	61-70	Multiple errors with pronunciation and L1 accent cause serious strain for the listener
	50-60	Frequent errors with pronunciation and L1 accent cause severe strain for the listener

Vocabulary	91-100	Perfect use of vocabulary
	81-90	Rich and various use of vocabulary
	71-80	Vocabulary conveys appropriate meaning most of the time; appropriate for the level
	61-70	Vocabulary does not convey meaning some of the time
	50-60	Vocabulary does not convey meaning most of the time
Grammar	91-100	Grammar and spelling accurate
	81-90	Grammar and spelling accurate
	71-80	Grammar and spelling mainly accurate
	61-70	Grammar and/or spelling contain errors
	50-60	Grammar and/or spelling contain frequent errors
Fluency	91-100	Smooth and fluid speech, few to no hesitations, no attempts to search for words
	81-90	Smooth and fluid speech, few hesitations, a slight search for words
	71-80	Speech is relatively smooth, some hesitation and unevenness caused by rephrasing and searching for words
	61-70	Speech is frequently hesitant with some uncompleted sentences

	50-60	Speech is slow, hesitant & strained except for short memorized phrases, difficult to perceive continuity in speech
Task	91-100	Communication almost always effective: task performed very competently.
	81-90	Communication generally effective: task performed competently.
	71-80	Communication somewhat effective: task performed somewhat competently.
	61-70	Communication generally not effective: task generally performed poorly.
	50-60	No effective communication: no evidence of ability to perform tasks.

Finally, because speaking should connect people and narrow the distance in communication, when the teaching context require a teacher to design an activity in speaking in which the students cannot meet face to face in offline learning environment, a teacher should choose an application which enable them to interact easily.

2.2 **Relevant Studies**

Ainun, Nurweni, and Sholihah (2020) argue that WhatsApp is able to promote the teaching speaking through its feature, namely voice message. In their findings, practicing speaking through voice message enable to raise the confidence due to not to be in face-to-face conversation. Other findings,

(Fatimah et al., 2020) reported there was substantial transformation before and after the implementation of WhatsApp, they got interest in using WhatsApp to practice their speaking ability. In the interview, some students said that by practicing through voice message they felt different because it was like communicating with friends in social media (Prayudha, 2022).

In other study, Aryanata, Padmadewi, and Utami (2022) found that in developing speaking skill for telling recount text, students got positive improvement. The implementation of voice message brought positive impact to the learning. Many of them believed that practicing speaking through voice message was simple, appealing, fascinating, and pleasant activity. They added that the implementation of voice message might maximum if the students have good internet connection, high participation, and enough vocabulary.

Learning and practicing language skill, especially speaking, was able to be displayed through voice message of WhatsApp. Nurazizah, Frihatin, and Sugiarto (2019) concluded that WhatsApp voice message was a beneficial tool for experiencing the students' speaking language practice. The easy and simple created attractive leaning activity. With all the beneficial, they suggested to other researchers to enrich the finding and extend the sample of the study in order to maximize the potential.

On the other study, Sholikhah (2020) argued that WhatsApp voice message could be alternative ways of teaching and learning English speaking. She found that after practicing speaking English through WhatsApp voice message, her students became more active in expressing themselves in English. The students

were enthusiastically recorded their voices and learned to correct their pronunciation and grammar in English. They practiced and recorded their voices at least three times to obtain better performance.

From those previous study, I learned that voice message feature can be a tool to mediate Whatsapp activities that may enhance students' willingness to express themselves in English and may enhance their speaking skill. I formulated my teaching construct for best practice as described in Figure 1:
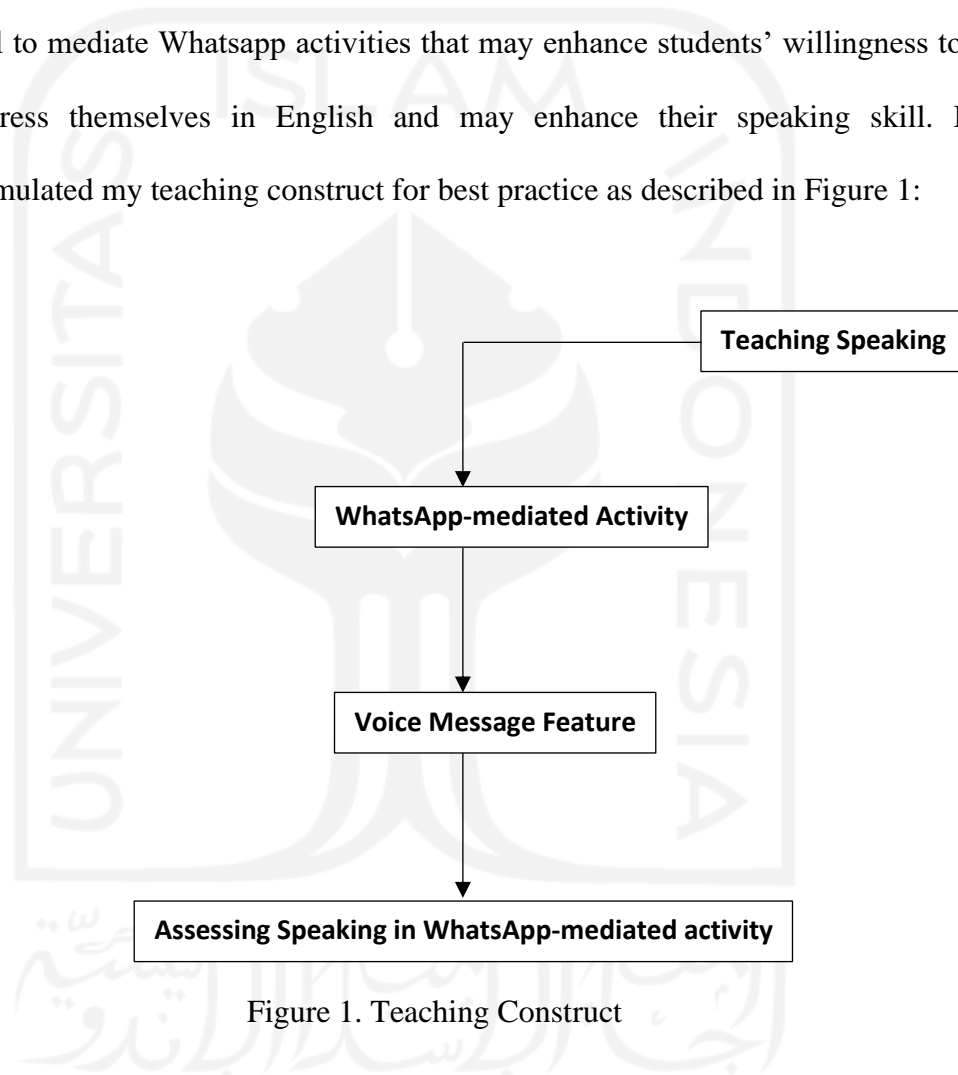
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                                    ┌──────────────────────┐
                                    │  Teaching Speaking   │
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                          │ WhatsApp-mediated Activity │
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                          │ Voice Message Feature │
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            │ Assessing Speaking in WhatsApp-mediated activity   │
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Figure 1. Teaching Construct

CHAPTER III

IMPLEMENTATION

This chapter, the teaching and learning steps are presented in detail during the best practice in teaching speaking mediated by voice message feature in WhatsApp.

3.1 Pre-teaching activity

In doing this best practice, I did an online meeting with students through Google meet, the online real-time meeting platform. This was a day before I stated the practicum teaching as an inter. I utilized this meeting to greet the students and tried to get closer to them. I used this to introduce my-self and to develop the new building relationship between them. This helped me as well to cut shot the time meeting in class.

In this occasion, I presented to the students that our teaching and learning activity would be all in online. We utilized WhatsApp for the class communication, Google Classroom for material management, and YouTube as well – to upload the simulation of practical material.
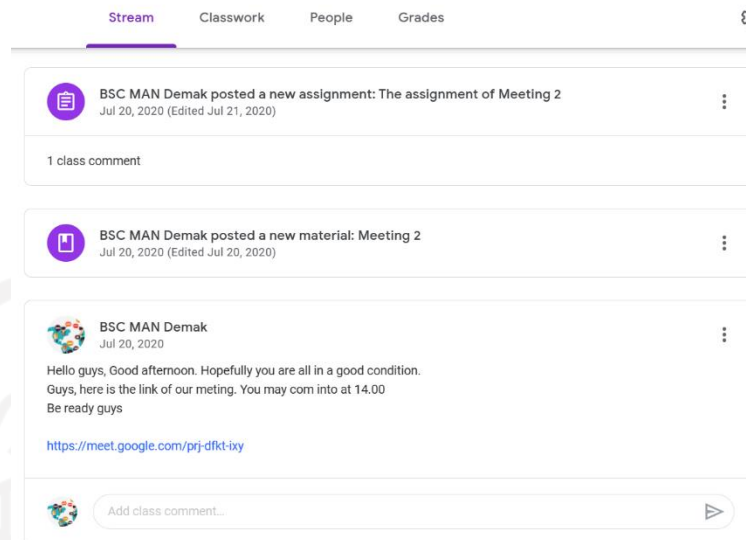
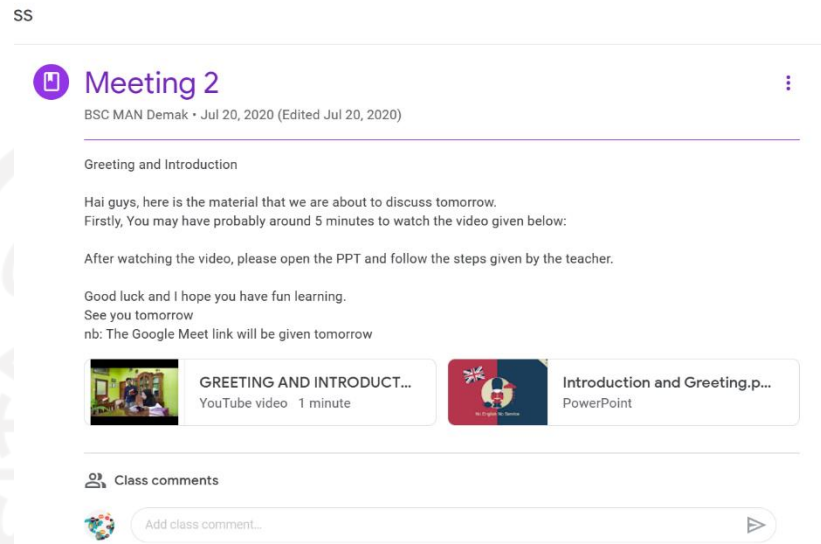Picture 1. The Material Management through Google Classroom

Further, I pointed that the learning goal was focus on language in use, not to study. So, I reminded them not to worry because there were no pressures on being correct or perfect in practice. I said to them that there was merely one rule that had to follow namely practice.

In this meeting, I gave some simulation as well in order to show the Google Classroom. Before having this meeting as well, I had already uploaded the materials I used for the next meeting. The students' response was positive and they got the understanding in using Google Classroom.

3.2 Teaching activity

The class of this program was done after the time regular class ended. It started the class for about 2.pm in each meeting. In this practice, I shared information to the students through WhatsApp group in order to give directions

for the class. I shared link invitation to open the Google Classroom and grab the material I had uploaded.

Picture 2. The Material Management through Google Classroom

In this step, I asked the students to follow the instruction given. The first, they had to watch the simulation material in the form of video which I uploaded on YouTube. the video merely took thirty to sixty seconds long which consisted of simulation how English was used in introduction to someone new.

After watching the video, the students needed to open the material which I displayed through power point. This part was wholly discussed the scholarly introduction – the definition, the common words or phrases, the examples in the form of conversation, and the exercise. On this occasion, I guided the students through WhatsApp – asking and clarifying their understanding. I also monitored their active participation as well.

Next, the activity was practice. This practice was done by group which consisted of two students in each. They had to fulfil the blank part of the conversation and demonstrate it with their teammate. The instruction and conversation script are transcribed in figure 2 below:

Instruction – follow the instruction below
- Complete the blank part of the dialogue below correctly.   - Demonstrate it and record it through WhatsApp video call with your teammate.   - Submit the recording through Google Classroom.
Joe   :   Hi, I am _____. May I know you?
Billy   : Hi, sure. I _____ Billy. Is there something I can help?
Joe   : No, I am just a new student here.
Billy   : All right. So am I.
Joe   : How's everything?
Billy   : _____. Thanks for asking. But sorry, I have to enter my class now.
Joe   : Okay Billy, you can go back to your class.
Billy   : Well. _____.

Figure 2. The Dialogue Transcript

Due to the student's obligation on regular class assignments, they negotiated the deadline. Finally, we agreed that the recording had to be submitted two days later. I also reminded that they could ask me if they had a question. The students' work is presented below in picture 3 and 4.
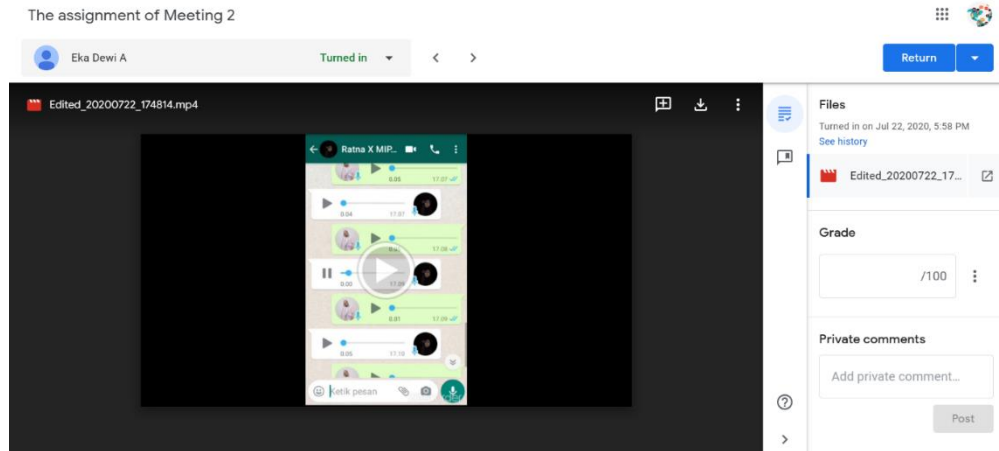
Picture 3. The Students' Work
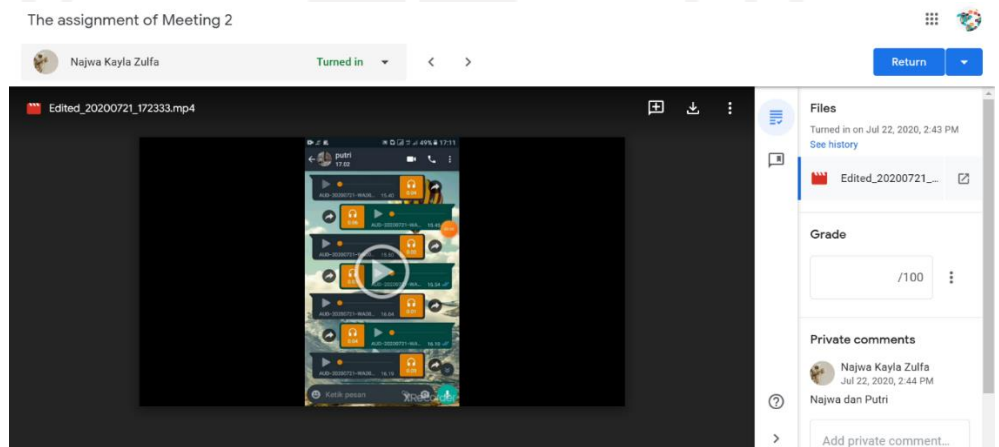
Picture 4. The students' Work

Despite with the lengthy deadline, not all students were able to finish and collect the assessment. Further, some of them were not able to join the class since this material was discussed. The main reason for this was due to the colliding time. The students who stayed at Islamic boarding school, who had limited time in order to access and use electronic stuff, was the major who did not join and submit the assignment. Some of them said that they

did not have much time and run out it to complete and finish other study. Moreover, the limited time was unable to follow the class.

From the 12 students who did not follow and complete the class, 9 of them were in Islamic boarding school and 3 of them were unable because they did not have any information from the first meeting.

3.3 Post-teaching activity

This best practice teaching was done in a meeting which took an hour approximately and two days long to complete the assignment. The materials for this were mainly adapted from a book titled English in Use which was published by Mom Yuni – an English teacher or tutor in Kampung Inggris, Pare, Kediri. They were all displayed in the file of Ms. Word, Power-point, and Video which uploaded at YouTube.

The teaching and leaning result from the activity I had already discussed in the teaching activity above will be presented below in figure 3:

Group	Name	Aspects					Average
		Pronunciation	Vocabulary	Grammar	Fluency	Task	
1	YAF	80	80	70	80	90	80
	IZI	70	80	70	70	90	76
2	DA						
	S						
3	ED	70	70	80	70	60	70

	MRA	70	70	80	70	60	70
4	MPA	70	80	70	70	90	76
	KFD	70	80	70	70	90	76
5	NKZ	70	80	80	70	90	78
	PLWS	80	80	80	80	90	82
6	RKD	90	80	80	90	90	86
	ED	80	80	80	80	90	82
7	AL	70	80	80	70	90	78
	ED (2)	70	80	80	70	90	78
8	DL	70	70	70	70	80	72
	AS	70	70	70	70	70	70
9	MAM	70	80	80	70	90	78
	MS	70	80	80	70	90	78
10	ASD	70	80	90	70	90	80
	A	70	80	80	70	90	78

Figure 3. The Students' Scores in Learning Activity

The finding from the teaching and learning activity in detail is presented above. First, it can be concluded that the most students' lack were mainly in pronunciation and fluency. Those two factors were being the big challenge for them. For other aspects, Grammar and Vocabulary, the student got higher and it can be concluded that they were able to use and implement those two aspects quite well. From the finding, the good result was got in task aspect. The students highly got media in practicing English. They can practice and see their English skill they had.

18

The group 2 (DA and S) was having trouble. The sound of their recording did not appear. They had already tried it more to record but the same result was got.

This finding opened the view of how good language spoken was influenced by how much experience language learners use the language. It highlighted from the interview with I did after the class. I interviewed student initial RKD. She told to me that she was used to expressing something in English since she was younger. She got this due to her father who accustomed to inviting her to speak, sing, or just express something in English. In other interview, most students had no one in order to trigger themselves in using English. They merely watched movie and video or listened to music in English. They added by practicing through voice note, they felt that they got place to practice.
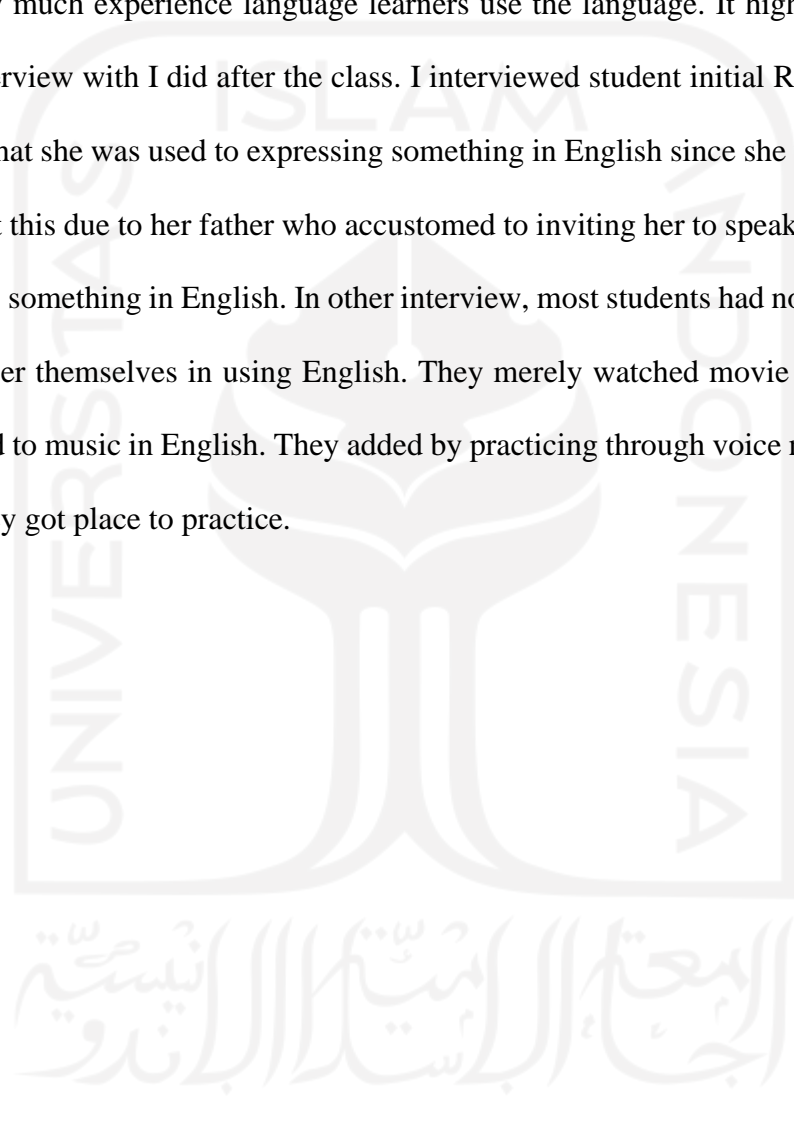
CHAPTHER IV

REFLECTION AND CONCLUSION

The data finding discovered that the implementation of voice message in WhatsApp could provide place to practice language in use, especially teaching and learning speaking in distance. From the result, I looked that the students got experience more in language application – not study from books but that involved the practices as well. However, few points need to be improved. First, the learning and teaching time was too short. This created the limited practice which could be monitored by the teacher. Except that, the students' time in others subjects also was inadequate. Second, the student's proficiency in applicating the electronic stuff should be teacher's attention as well. It is to avoid the teaching and learning drawback. And, for the final reflection was about the variety of students' schedule. It could get serious damage if there was no communication between teacher and students.

The findings from the best practice revealed that the teaching and learning to teach speaking in distance through WhatsApp voice message is able to support their needs in using the language. They can understand after the learning time and practice it to real conversation. The use of WhatsApp was also proper because the students did not need to spend the time in knowing a new learning item.

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APPENDICES

1. Video simulation in introducing yourself
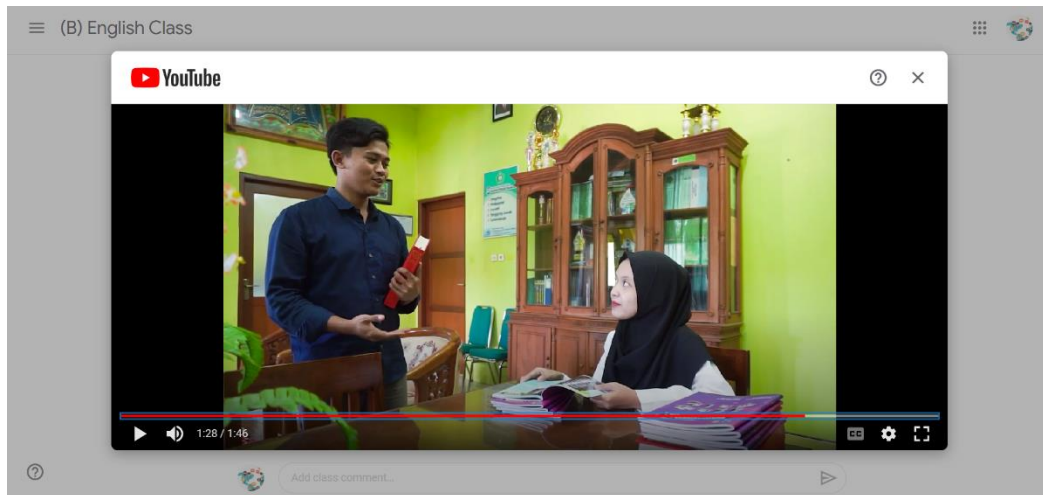
2. The material displayed through PowerPoint
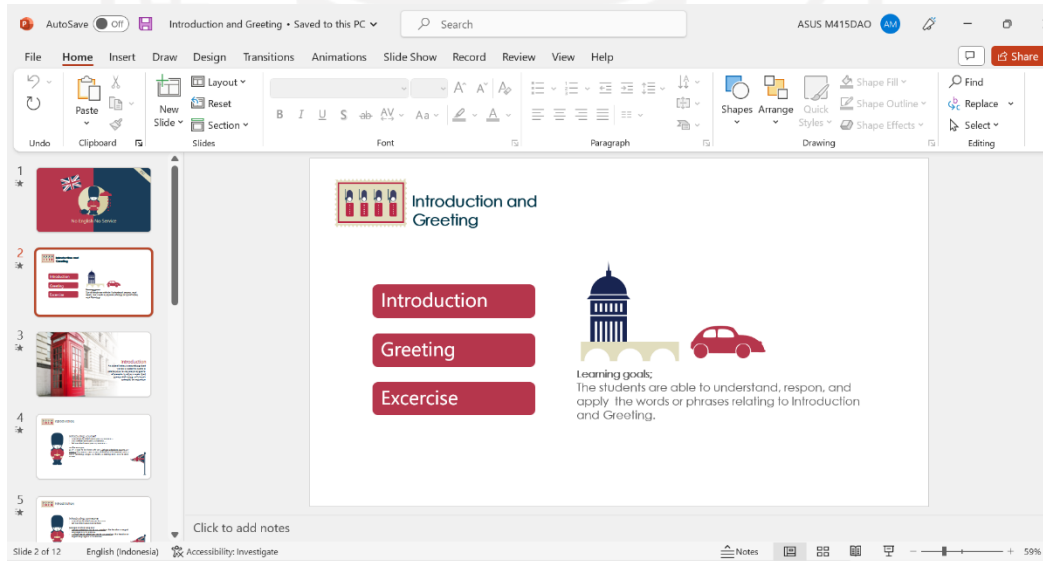
3. The students' work submitted thorugh Google Classroom
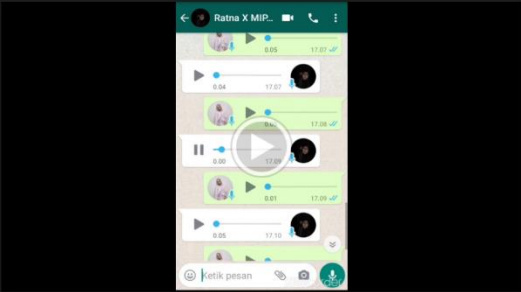
4. The example of student's work