

# CHAPTER I

## INTRODUCTION

This chapter covers background of the study, identification of the problem, problem statement, research significant, research objectives, and research scope.

### 1.1. Research Background

The world is being attacked by a pandemic that is directly changing the world situation which is called the virus-19 disaster. Coronavirus is a new virus that generally attacks the respiratory tract and even causes death (Brosnahan 2020). As a result of this pandemic, everyone must adopt a healthy lifestyle and limit activities outside the home, including learning and teaching must also be done from home. This pandemic has led to a significant change in education, where several schools have changed their learning methods from face-to-face learning to online learning. The government in Indonesia has now decided that students and teachers should study from home. However, this is aimed at avoiding the transmission of the dangerous covid-19 virus.

This condition is certainly a good momentum for educators and students to learn various technologies in developing the quality of online learning. According to (Indarti, 2014) online or asynchronous learning has advantages in accessing learning materials freely or at any time, in contrast to synchronous students can only interact directly (real-time). The transition from face-to-face to online learning caused the methods, time allocation, and media used in online learning will be different. In online learning, teachers must rack their brains to find the effective method and appropriate strategies to improve students' abilities, especially in language learning.

In addition, teachers and students are required to adapt to using technology in carrying out learning activities in online classes (Rosalina et al 2020). Hamad et al., (2019) as cited in Hismanoglu (2012) states that bringing the technology into the classroom would be allowed both teachers and students to create a learning environment that aimed to increase the teaching and learning process.

The use of technology is currently growing rapidly, with the implementation of technology can help develop the learning process. Hamad (2017) states that we can see the rapid development of technology in the 21st century which has dominated the world and at the same time our lives. As we experience today, the use of smartphones today has developed many social media applications that can be accessed by the public every day such as WhatsApp, Facebook, Twitter, Instagram, Telegram, etc. Through MALL, students can practice freely with mobile devices, anytime and anywhere. As one of the MALL developments, WhatsApp is the most popular social media used to communicate and interact with the internet networks (Minhas, 2016). In addition, WhatsApp is now being utilized for more than just community communication; it is used for educational purposes. WhatsApp is very beneficial for students because it can be accessed anywhere and anytime, is available for access outside and inside the classroom, and supports collaborative learning (Fattah, 2015). Students felt confident, passionate, independent learning, and showed a positive attitude throughout the conversation by sending certain questions through WhatsApp application as a media or platform in online learning, according to Jasrial (2017) as cited in Kheryadi (2017). That indicates that the implementation of WhatsApp in the learning process provides benefits for students to participate in the class.

In this online learning situation, teachers cannot fully control language learning activities, because students and teachers have limitations in interacting. As the most important skill in interacting and communicating, speaking skills should be trained with the right method, the right media, and authentic assessments (Gudu, 2015). As a result of changes in learning activities during the pandemic, teachers

cannot monitor students' speaking progress directly because teachers and students cannot meet in person. This is certainly a challenge for teachers and students in carrying out online speaking learning. According to (Quinn 2014) the challenge of teachers in teaching speaking is of lack of confidence, afraid to speak, less vocabulary, and students are afraid to make mistakes. These challenges are common challenges that can be found in ordinary classes. Meanwhile, with limited learning activities that involve the performance of online learning students, students' speaking learning becomes less effective. In relation to this situation, the researcher can conclude that there is a gap between online learning activities and speaking skills practice.

Ainun & Nurweni (2018) state that teaching speaking can be conducted through mobile devices or computers on which students are given a chance to promote a willingness and practice the target languages in speaking. Through practicing voice note, students can practice their speaking skills through applications that make them interact in online classes, such as exchanging information, taking their time for chatting, sharing their thoughts, which these activities can be like what they usually do daily with their friends even with distance learning. Meanwhile, there are several studies that have conducted research on speaking learning activities in online classes. According (Nurazizah et al., 2019), stated that the use of WhatsApp as a potential online media to practice students' speaking skills, where students can record voices and then send recordings their votes to the WhatsApp group. In addition, empirical research related to speaking practice has been carried out by utilizing MALL (Mobile assisted language learning) to improve students' language skills is bin Tahir (2015) was conducted research about implementing Synchronous Computer-Mediated Communication (CMC), a namely instant messenger that is a voice chat provided by Yahoo Application to enhance students' speaking skills as University Studies have revealed that the highest score of students' speaking ability in terms of comprehensibility rather than fluency and accuracy. In addition, the study found the common obstacles of English learners still have difficulties with 1)

mispronunciation and grammatical in terms of speaking accuracy, then in terms of 2) fluency, the researcher found that too many pauses, halting, and repeating words several times.

Based on pre-observation activities carried out at Candimas Pancasari High School, the researchers found that this school is an area that is far from urban areas. SMA Candimas Pancasari is a rural area surrounded by hills so that some operators do not allow it to be used in this area. However, in this case, Candimas Pancasari High School can still carry out online learning activities via WhatsApp and Google Classroom. Regarding learning activities, especially speaking learning, teachers can still do it through WhatsApp voice notes. The teacher at Candimas Pancasari High School said that voice notes in WhatsApp have often been used in learning, especially in giving instructions and explaining a lot of material because they are very efficient than typing via text messages. In addition, the teacher there also said that speaking practice can also be done in monologue using the voice note feature, especially if the KD (Basic Competence) on a certain topic allows students to practice voice notes in the WhatsApp application. This is related to (Martin, 2020) who researched the use of MALL in providing instruction and pronunciation in distance learning settings. Based on the phenomena that occur, researchers have selected 1 English teacher and 3 class X at SMA Candimas Pancasari as objects in the study. This research is important to do because researchers want to focus on how English teachers at SMA Candimas Pancasari apply voice notes on WhatsApp in teaching speaking skills in grade tenth students at SMA Candimas Pancasari. Another purpose of this research is to find out the challenges faced by teachers when implementing voice notes and collecting student opinions in implementing voice notes in online classes.

## 1.2. Identification of the problem

As one of the most important skills in language learning, speaking is a skill that has an important role in conveying information. Speaking skills require someone to master several things in speaking such as grammar, vocabulary, pronunciation, application, and understanding.

This is related to student learning activities during this pandemic which underwent significant changes, where teachers and students had to learn new things with the help of technology to support learning to speak in class. The change in learning methods from face-to-face to online is also closely related to speaking exercises and teacher strategies to train students' English. In the context of online learning, teachers as instructors have limitations in controlling students' abilities directly, Especially in teaching speaking skills. Therefore, teachers need to be creative in utilizing technology and prepare mature strategies to train students' abilities, especially in speaking skills.

Based on empirical evidence, several previous studies show that the application of voice chat or voice recording has been integrating into language learning. This case is related to the results of pre-observation, the researcher found that one of the teacher at Candimas Pancasari High School had implemented voice notes on WhatsApp to train students' speaking skills in monologues in an online class setting. Based on the teacher's perspective, using voice notes are efficient to be implemented in giving instructions and explain a lot of material rather than typing via text messages. Then, the Implementation of voice notes is also often used by teachers to monitor students' speaking and train students to speak in monologues, especially for tenth graders based on KD (Basic Competence) under the learning objectives. Speaking monologue means that students are asked to speak in one direction. In addition, teachers need to manage classes however that student can practice speaking independently in the context of distance learning or working from home. Therefore,

teachers need to develop new learning styles and teaching methods during online learning. In addition, with the new teaching method, of course, it is necessary to consider the obstacles that occur during the process of learning to speak in an online context to develop quality and learning plans to achieve the objectives of good speaking learning. In addition, with the online speaking learning method, students also need to adapt during the pandemic, where interaction between students and teachers is also categorized as limited. Because of that, it is important to know students' opinions during learning to speak in an online context so that in the future teachers can use effective strategies in teaching English.

### **1.3. Problem statement**

In this research, there are several research questions that the researchers will use as a reference to obtain data and information related to the research. Research questions can be formulated as follows

- 1. How does the English teacher implement voice note in teaching speaking for grade tenth students at SMA Candimas Pancasari?**
2. What are the challenges that faced by the English teacher in implementing voice note to teaching speaking at SMA Candimas Pancasari?
3. What are the students' opinions about the implementation of voice note in speaking class?

### **1.4. Objectives of the study**

#### **a) General objectives**

The general objective of this research to investigates the implementation of the voice note on the WhatsApp application for teaching

speaking in grade-tenth students at SMA Candimas Pancasari that the researcher chosen as the object of the present research. Then, the next objectives are finding out the challenges that encountered by the teacher during implementing voice note and find out the students' opinion of the implementation voice note in the class.

#### b) Specific Objectives

The specific objectives of the proposed research are as follows

1. To describe does the English teacher implement voice note in teaching speaking at grades tenth students at SMA Candimas Pancasari
2. To find out the teacher challenges during implementing voice notes in teaching speaking English
3. To analyze the students' opinion during the implementation of voice notes in the class

#### 1.5. Research Significance

Theoretical significance of the study can be viewed from two perspectives namely theoretical significance and practical significance.

##### 1. Theoretical significance

The research is expected to be able in helping everyone, especially for the teacher to provide the strategies for teaching speaking in the online context. This research also could become a reference for another researcher in conducted research in the future.

## 2. Practical significance

The result of a recent study is expected to provide sources and information to teachers, students, and researchers.

### 1. Teacher

The results of this latest research are expected to be used as a resource to teach speaking skills through voice notes, especially in speaking classes in an online context, because in online learning teachers need to provide various platforms to attract students' interest. Then the teacher can make effective strategies to practice students' speaking skills.

### 2. Student

The result of the present study is expected to give a piece of information for the students to find a new way in practicing their speaking abilities through smartphone applications especially voice notes on WhatsApp. Therefore, students can practice through voice notes as the new way to practice their speaking ability outside and inside the classroom in this distance learning.

### 3. Researchers

The result of this study is expected to use as a resource for conducted similar research in the future. Furthermore, this research also expected to give any information to formulated the idea for the future researcher.



## 1.6. Research Scope

In this study, the researchers wanted to find out how teachers use the media in the form of using the voice note feature on the WhatsApp application to train students' speaking skills in monologues, the 2020-2021 school year requires teachers and students to use various platforms to be able to continue implementing online learning. In addition, the limited interaction and connectivity in online learning is a scope that needs to be considered in teaching speaking. In this regard, the use of voice notes has often been applied by an English teacher at Candimas Pancasari High School to train students' ability to speaking monologues in an online context. According to the teacher, using voice notes can make it easier for teachers to explain the material and help students to train their speaking through hearing the voice notes sent, rather than typing time-consuming material. In addition, from the students' side, practicing speaking in monologues can also improve students' pronunciation by imitating the pronunciation of the teacher. Therefore, the teacher at Candimas Pancasari High School has often applied voice notes to the WhatsApp application, especially in training students' speaking skills in grade tenth. The students who incidentally come from rural areas where the scope of learning English there is still lacking. So, students can still have the opportunity to practice speaking remotely.