BAB I

BACKGROUND

A. BACKGROUND

The advancement of internet-based information and communication technology has a great influence on human life in carrying out daily activities. Digital learning media is one of the learning tools that must be owned and used by teachers when teaching in the present. With the use of digital learning media, learning will be more interesting and easy to reach by students.

At the mindset of the current pandemic, digital learning media is now the main choice for teachers in teaching, because at this time, Indonesia is implementing the *Adaptasi kebiasaan Baru* (AKB), where all schools carry out bold learning, Work From Home (WFH). The learning system is implemented through a Personal Computer (PC) or laptop connected to an internet network connection. Teachers can do learning together at the same time using groups on social media such as WhatsApp (WA), Telegram, Instagram, Zoom applications or other media as learning media. Thus, the teacher can ensure that students take part in learning at the same time, although in different places.

Teachers' ability in the use of digital learning media are very important for teachers to create interactive learning and can attract students' attention in the learning process, especially using digital learning media by looking at the current state of education, which requires all students to study at home through online learning (daring).

In such situations, teachers need to facilitate students to build an English-speaking environment. One way to facilitate students speaking is to use

technology. Based on Tanjung & Rohayati, (2019), the first principle of using information and technology (IT) to teach English Language Learners (ELLs) is that teachers must provide many opportunities for English Language Learners (ELLs) the opportunity to listen, read, write, and discuss verbally in English, and observe every word that is heard and spoken. Teachers need to encourage students to speak English, to motivate them to participate in speaking.

As stated earlier, an English speaking environment should be built to make students regularly to speaking in English. Because, previously students learned to speak using the whatsapp application and Google classroom where there was little explanation and short material with minimal practice. Therefore, the researchers tried to build this environment by holding online classes so that students have the confidence to speak English and build their own environment. Researchers conducted this research on students of class XI UPTD SMK Negeri I Parepare. After the initial observations were made, it was suspected that "students have difficulty practicing their speaking theory directly because they are in different places".

Based on the problems above, researcher is trying to conduct research to see the effect of using assistive devices on their speaking ability. One of the technologies that can be used to build students' confidence in speaking is by using technology. The use of Telegram Voice massage is expected to help students get used to using technology by applying voice massage to English learning, which is shared on Telegram or guided by teachers through discussion of opinions about the images shared or questions asked on Telegram. They communicate by using Voice Message, which is one of the features of Telegram to communicate by

recording. Students can say this as podcasting when they communicate using Voice Message in Telegram.

Therefore, the researcher assumes that Telegram can be one of the media in language learning. The researcher assumes that Telegram can be a tool to improve students' speaking ability with Telegram Voice Massege, so the researcher will conduct research to find out whether the Telegram voice message has an effect on speaking ability. Therefore, the researcher intends to conduct research entitled "Teaching Speaking Through Telegram Voice Massage".

B. Research Question

Based on the background explanation, the researcher formulates the research question. "Can the use of Telegram Voice Message as media improve the speaking ability of the eleventh grade students of SMK Negeri 1 Parepare during the pandemic era?"

C. Objective of the Research

Based on the problem statement, the objective of the research is to find out whether or not Telegram Voice Message as media improved the speaking ability of the eleventh grade students of SMK Negeri 1 Parepare during the pandemic era?

D. Significant of The Research

There are two significant aspects of the research. They are theoretical and practical.

1. Theoretically, it is expected to give useful information for the development of applied linguistic studies, especially in speaking ability.

2. Practically, it is expected to have three significant, such as:
    a. For English teachers, it is expected to give useful information in varying their methods in the classroom.
    b. The student is expected to stimulate them to improve their speaking ability using telegram voice notes.
    c. For the next researcher, it is expected to be a good reference to create another method to improve students' speaking ability.

E. Scope of Research

1. The Scope of Research is focused on the effectiveness of using telegram voice messages to improve their speaking ability.
2. Content: This research is limited to one of the K13 genres, namely descriptive text. Researchers will choose descriptive text as part of the text and to improve speaking ability. The researcher will apply a Telegram Voice Message as a media. Based on KD 3.9 in K13, analyzing text purpose, analysis structure, and language features in descriptive texts about people, animals, places, and things, According to the context of their explanation.
3. Activity: In this research, the researcher will teach speaking using the Telegram Voice Message as a media at Students Eleventh Grade SMKN 1 Parepare.

BAB II

REVIEW OF RELETED LITERATURE

In this chapter, some previous research findings, some pertinent ideas, and a conceptual framework. Those points of view will be explained in this chapter.

A. Some previous related research

There are some previous studies related to this research, as follows, According to Awada (2016), today's technology has become a part of human life. They cannot be separated advantages. One issue is communication. Humans can communicate easily by mobile phone. Besides the ability to access the internet, mobile phones allow people to get all the information they want. Students have the same condition as other people. They make their mobile phones an inseparable part of themselves. Almost every time they use it for various things, such as accessing social media, playing online games, uploading and downloading photos and videos, or just reading flash news about everyday events around the world.

However, the rapid growth of mobile phone technology sometimes distracts them from their learning activities in class. They don't put their focus much on the lesson because of the attention they pay to their mobile phones. This means teachers should be creative enough to find an alternative way to anticipate this phenomenon. Centinkaya (2017) states that there are a lot of instant messaging applications that can operate on mobile devices. It is seen that the Telegram application is one of the most favored mobile-based applications. Refer to Ta'ameh, Hammad, & Centikaya, that today technology is important and effective in language learning.

Salamat & Pourgharip (2017) state that mobile-assisted language learning (MALL) is one of the widely discussed topics. Using mobile devices in learning languages may be effective as they are a big part of our social lives today. Regarding pronunciation, Han & Keskin (2016) found that there were positive effects of the use of mobile devices on pronunciation. The researchers conclude that MALL is effective for learning language.

La Hanisi, Risdiyani, Dwi Utami, & Sulisworo (2018) defined Telegram as a smartphone and web-based instant messaging application that allows users to exchange information using a variety of media, including text, images, video, and audio messages. Online learning through the internet is one of the activities which can be implemented in language learning in order to achieve a higher number of speaking practices outside the classroom (Gokturk, 2016:72). The ability to connect with other students and effectiveness in time and place are seen as the benefits of the implementation of online activities in teaching and learning.

One of the potentially useful online activities which can be implemented in language classes is voice message. That is, communicating in real time by voicing messages through an application on smartphones or computers so that they can be immediately heard or received by other users/receivers, even in another part of the world (Bandaran & Khalili, 2019). Online voice message can be accessed on some social media applications. In this research, Telegram was chosen as the mobile application used to implement voice message due to the familiarity of this social media which students use for online messaging. Telegram has currently

become one of the most popular mobile applications which is used for providing instant messaging services on smartphones. In Indonesia, Telegram is the most widely used mobile application for Indonesian people working in academic environments (schools and universities), such as students, teachers, and lecturers (Sukrillah, et.al, 2017).

Some studies regarding the use of online voice message have been conducted. Bandaran & Khalili (2019) conducted an online voice message activity in a speaking class which consisted of English Foreign Language (EFL) university students. They divided the learners into two groups, which were the control and experimental groups. They found the students from the experimental group significantly improved than those from the control group. Tahir (2019) also carried out a study on the use of voice chat to improve students' speaking achievement. It was found out that there was significant improvement in students' speaking in terms of accuracy, fluency, and comprehensibility.

Balinda et al. (2018) also implemented online voice messages in blended learning classes for university students majoring in English education. In her research, it was found that after the implementation of online voice message, students had significant improvement in their speaking achievement, especially those who chose their own topic in speaking during their online chatting activity. Therefore, this research was conducted to find out whether voice message can also significantly improve the speaking achievement of senior high school students in Lampung province.

Based on the explanation above, the researcher concludes that students are an interesting learning process through Telegram Voice Message. There is an improvement in students' speaking ability through the use of voice messages. In this research, the researcher disporting into two classes that is experimental class and control class and use descriptive text as a topic of learning. It also gives a new experience for both students and teachers, because voice message is a new instructional media in learning. In addition, students feel more fun and enjoy the learning process since most of the students are mobile users. Never the less, telegram voice messages have several strengths and weaknesses in the learning speaking process

B. Some pertinent ideas

At this stage, some pertinent ideas are divided into the concept of online learning at home, the concept of speaking, the concept of media, the concept of perception, and the concept of Telegram voice messages. All the descriptions can be seen as follows.

1. Concept of online learning English at home

As we know today, education in the current pandemic has changed a lot. One of them is the pattern of the teaching and learning process done by online learning at home. For that, the act of learning at home online is one of the efforts to ensure that the learning process can still be fulfilled during the pandemic situation, so students still learn even though in a different way. Although it has many shortcomings, learning from home can help the teaching and the learning process in the current pandemic situation.

Then, the Taskmaster director general of PAUD and Ministry of education and culture, Harris Iskandar, claims that in the learning process at home, teachers and parents should be expected to be able to realize meaningful education, not only to focus on academic or cognitive achievement in kompas.com (2020). Based on the explanation above, the researchers conclude that learning English at home as a student must be more creative and active to motivate themselves to have fun and enjoy the lesson.

2. Definition of speaking

There are some definitions of speaking purposes by some adepts. According to Rahman, Deviant & Erwin (2018), "speaking is the verbal and nonverbal interaction with a community to communicate thoughts, information, and feelings. Speech is one way human beings make a connection with each other". While Bashir et al (2019) say that speaking is a productive ability in the oral mode. It is like other ability, it is more complicated than it seems at first and involves more than just pronouncing words".

Moreover, Hosni (2018) defines "speaking as the active use of language to express meaning, and for young learners, the spoken language is the media through which a new language is encountered, understood, practiced, and learnt". Based on the definition of speaking by some adepts, the researchers concluded that speaking is an activity that expresses ideas, opinions, or feelings to others by using words or creating a sentence that can be learned by using the teaching-learning process.

a. The aspect of speaking

The aspect of speaking ability is based on Rahman & Deviant (2018). Speaking must fulfill three aspects, and they are:

1) Fluency

Fluency can be illustrated as the ability to speak fluently and accurately. Signs of fluency include the reasonable fast speed of speaking and only a small number of pauses. For example, A Ask B: "How are you today?" B Answer: "I am fine, thank you." It is answered swiftly and quickly.

2) Accuracy (grammar and pronunciation)

Accuracy focuses on issues of appropriateness and other formal factors. It relates to the use of grammar and pronunciation.

3) Comprehension

Comprehension means that if a person can answer or express well and correctly, it shows that he/she comprehends well. For example, A asks B (in dialogue): "where are you going?" Then B answers it well, quickly and correctly. He says: "Am I going to Bali?"

In conclusion, there are three important aspects of speaking, which are fluency, accuracy, and comprehension, that have to be mastered by people who learn to speak English because these three aspects are previous requirements when they want to be a good speaker.

b. Activities for speaking

Kayi’s regard (2017) that purposes the variety of activities in speaking ability that may be used based on situation. Those are group interaction,

discussion, dialogue, role play, interviews, and presentation.

1) Group interaction

The point of group interaction is to help the English language learning classroom enjoy practicing speaking in English. Use alternative strategies to help students build fluency when speaking, spend time talking about favorite topics, and practice as a group, so that the class feels more interesting. It also leads to a discussion on favorite movies with everyone, giving everyone that chance to tell the story in their own words.

2) Discussion

Discussion is one of the activities for practicing speaking ability. It may help the students think about what happened during the lesson and to draw the lessons. That they can apply to other situations. It also gives the student the opportunity to discover for themselves the important human rights values, and a purposeful way of actually living according to these values. The discussion also suggests fully participating by giving them the facilities. The point is to arrive at a calculation, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given time period, and then presents their opinions to the class.

3) Dialogue

Dialogues may also be used to practice speaking ability. It helps students practice speech, pronunciation, intonation, and stress. In "dialogue", the students ask and respond to questions to get new levels of understanding. They inquire together about their thinking processes, rather than assuming that they

automatically know what is intended. They inquire to learn, rather than to make points or to confirm their own assumptions. Therefore, by using dialogue either short or long in teaching speaking ability, the students are also motivated to practice and have the confidence to speak English.

4) Role play

Role playing in the classroom involves students actively in the learning process by enabling them to act in real scenarios. The teacher selects a particular event or situation related to the topic of the study. The format of interaction can be varied depending on the time and resources available. The primary objective is to allow learners to become actively involved in the learning process, which leads to better and deeper learning.

Role playing is used in the learning process to provide participation and involvement in the learning process. It allows the learner to receive objective feedback about their performance. Role playing can be used to diagnose interactive ability, to provide models and practice, and to motivate individuals to pay more attention to their interpersonal impact. One of its primary benefits is that it allows the learner to experience a real- life situation in a protected environment.

5) Interview

Conducting interviews with people gives students a chance to practice their speaking not only in class but also outside and helps them become more Social. It consists of a series of questions asked to determine and discover information. After interviews, each student can present the results to the class.

6) Reporting

A reporting activity will be conducted to train the students' speaking ability. The students are asked to report what they find or watch as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their routine lives before class.

7) Presentation

Presentation is the other activity to develop speaking ability. The teachers may give the students opportunities to present information in class; for example, they may hold an informal show and tell day where everyone brings something from home to share with the class. Give the class notices so the students can prepare and practice ahead of time. Offer the class time, let them ask the teacher's questions about any particular words they need. models for them, how and what the teacher does not make shy students stand in front of the class.

Based on Kayi's (2017) assumptions, it shows if there are many activities in speaking that can be used in class. Of course, in applying one of the activities, it is important to pay attention to suitable activities that have to be applied in class based on the necessary learning process. Based on the explanation from the expert, The researcher concludes that every activity in the speaking class has value for making the students' speaking improve.

3. Concept of media

a. Definition of media

In the teaching learning process, the media is needed to improve speaking ability. The media can create an effective relationship between students and

materials. That state, the media is a graphic, photographic or electronic instrument for catching, progressing, rearranging visual or verbal information. Arsyad (2016). In other words, he states that the media is an instrument that can be used to distribute some points in a material subject. Communication refers to the teaching and learning process. Then, the media is defined as some kinds of components in the students' environment that can stimulate the students to study better, according to Gagne in Sadiman, n.d. (2017).

Moreover, Hamalik, (1985) defines media as the instruments, methods, and techniques used in the teaching learning process to make interaction and communication more effective between teacher and students. Based on the arguments above, it can be concluded that the media are instruments to increase students' motivation and make effective the distribution of important points in a subject. The media should be interesting and useful, so the content of the material can give meaning to students or listeners, can motivate students to understand the material and then apply it not only in the classroom but also outside the classroom.

b. Types of media

Generally, there are three kinds of media. There are several types of media in learning, such as audio, visual, and audio-visual media. With the help of the media in the learning process, it is expected that the learning process will be easier and more enjoyable. There are some types of media. They are printed media, audio-visual media, and media that comes from printed and computer technology. Arsyad (2016). And there are four kinds of media: audio, visual, audio-visual, and

multimedia. From some definitions above, it can be categorized that the kinds of media are visual media, audio media, and audio-visual media. Asyhar, (2017).

1) Audio Media

Audio media is a kind of media which is used in the learning process and relies on the hearing of students only. The visualization of messages, information, and concepts that you want to convey to the student can develop into some kinds, like pictures, illustrations, sketches, graphics, charts, diagrams, and mergers into shapes or more. The picture presents an illustration through a picture which almost the same as the fact of an object or situation. In structuring the visual media in the visual setting process, media shanties have given design principles, for example, simplicity principles, integrity, emphasis and balance. Success visual elements worth considering are shape, lining, room, texture, and color.

2) Visual Media

Visual media is a kind of media that is used only relying on the eyesight sense of the student. Teachers can use this kind of media to help make the material more simple and understandable for students. For example, teachers can make summaries in Microsoft power point and then show the material on an overhead projector, and also, teachers can give some pictures of that material, so when students look at the summaries, students can give attention to the material.

3) Audio-Visual Media

Audio-visual media is a kind of media which is used in learning activities. By relying on eyesight and hearing in the learning process and activities. These kinds of media combine visual media and audio media, allowing teachers to more

creatively operate the media in the teaching and learning process, so the teaching and learning process occurs effectively.

c. Benefit and Function of Media

In the teaching and learning process, two important elements are teaching methods and learning media. This aspect is related to the other. Choosing one of certain teaching methods will influence the kind of media that is used in the teaching process, although there are other aspects that should be noticed in choosing media, such as the purpose of learning, the kind of task and response that is expected from students after the learning process, and the learning context, which includes students' characteristics.

Even so, it can be said that one of the main functions of learning is as a teaching aid that influences the climate, conditions, and learning environment that are arranged and created by the teacher. The use of learning media in the teaching and learning process can awake new desires and interests, awaken motivation and stimulus in study, and also bring psychological influences to students.

Hamalik (1985). The use of teaching media in the learning orientation step will help the effectiveness of the learning process and deliver a message and lesson content in that time. Besides awakening the students' motivation and interest, the teaching media also helps students to increase their understanding by showing the data in an attractive and reliable way, making it easy to explain the data, and solidifying the information.

Based on the opinion above, the researcher concludes that the emotional state of students learning greatly affects their way of learning, as well as the

delivery of materials and supportive classroom conditions can make it easier for students to receive materials well. According to Levie & Lentz in Arsyad (2016), there are four functions of teaching media, especially for visual media: (a) attention function (b) affective function (c) cognitive function (d) compensators function.

1. The attention function is to attract and instruct the student's attention to concentrate on the content of the material which is related to the visual meaning that is shown or accompanied the material. Students often do not give attention to materials that cannot make them interesting. Picture media, especially pictures that can be shown on overhead projectors, can make an effort in a certain direction to draw their attention to the material which they will receive. So, the possibility of getting and remembering the content of the material is bigger than before the use of visual media.
2. Affective function can be seen in the level of students' enjoyment when they study a text picture, picture and visual symbols can awaken students' attitudes and emotions to the information about social problems.
3. Cognitive function of visual media from research innovations which express symbol or picture smoothing intent attainment to understand and remember the meaning of information or message in a picture.
4. The compensators function of teaching media can be seen from the result of research that visual media which is given the context to understand the text helps students who are weak at reading to organize the information in the text and remember it again. In other words, teaching media has the function of

accommodating students who are weak and slow at receiving and understanding the content of the material or lesson which is shown with text or shown verbally.

Teaching media, according to Kamp & Dayton in Arsyad (2016), can fulfill three main functions if that media is used for individuals, groups, and large groups of listeners. Those are: (1) motivating the interest, (2) showing the information, and (3) giving instruction. To fulfill the function of motivation, teaching media can realize drama techniques or entertainment. The expected result expressed the interest and stimulated the student or listener to act. This intent attainment will regard attitude, point, and emotions.

For information purposes, teaching media can be used in providing information in front of a group of students. The content and form of providing is generally a score function, summary report, or background knowledge. Presentations can also be a form of entertainment, drama, or motivation technique. When listening or watching the information material, students are passive. The expected participation from the student is limited to their agreement or disagreement mentally, or limited to feeling insufficiently leisured, natural, or happy. The media has function for instruction purposes. Information that exists in the media has to be involved in mind or mental as well as in real activities so learning can occur.

Then, the material should be posted systematically and psychologically to form the principles of study so you can prepare an effective instruction. Besides being interesting, teaching media should give an interesting experience and fulfill

the students' needs individually. Nur (2017) With growing awareness of the theory associated with learning and a growing interest in the ways that new technologies might change the way that teachers teach and children learn, there is scope, perhaps even a real need, to look at what is currently known about learning, especially in relation to the new possibilities offered by information and communication technologies (ICTs).

Some benefits of the teaching media have been studied by many experts. According to Kamp & Dayton in Arsyad (2016), several results of research show the positive effect of using media as an integral part of the class or the main learning direct method are as follows:

1. Forwarding study becomes the default The learning
2. Process could be more interesting.
3. Learning activities can be more interactive with the application of learning theory and psychological principles that received from student participants, feedback, and support.
4. The time of the learning process can be abbreviated because the media only needs a little time to explain the material or deliver the message in great quantities or in a large capacity.
5. The quality of the results study can increase if the integration of words and pictures as a learning media can communicate the knowledge elements in a manner that is well organized, specific, and clear.
6. Learning can be given whenever and wherever wanted or needed, especially if teaching media is managed for use individually.

7. Students' positive attitude toward what they study and toward the learning process can be increased.
8. The teachers' role can change towards a more positive. Teachers' charge of explaining repeatedly the content of the material or lesson can decrease. So, teachers can focus their attention on another important aspect of the teaching and learning process, such as being a consultant or adviser to students.

4. Concept of Telegram Voice Message and WatsApp Voice Message

a. What is Telegram Voice Message

Telegram is a free and non-profit multi-platform cloud-based instant messaging (IM) application. Telegram partners are available for mobile phone devices (Android, iOS, Windows Phone, Ubuntu Touch) and computer systems (Windows, OS X, Linux). Users can send messages and exchange photos, videos, stickers, audio, and other types of files. Telegram also provides end-to-end encrypted messaging. Telegram is an IM service which, apart from private messaging, provides its users with various facilities. In Telegram, users can send messages to each other. Encrypted messaging, data storage, media streaming, and so on, all make Telegram different from similar apps.

Communications on Telegram network are not limited to two-way communications Dargahi N et al. (2017a). The other communications are as follow:

1) Groups: Groups allow users to talk to each other collectively.
2) Bots: Telegram has offered an open bot API by which developers can create different bots and provides users with appealing options Telegram (2020).

3) Channels: Telegram Channel is a feature to let administrators broadcast public messages to large audiences. The users can share these contents with their friends list, i.e., possibly other users in the network.

b. Advantages and disadvantage Telegram Voice Message

The use of the media and other strategies in learning activities must have advantages and disadvantages. The following are the advantages and disadvantages of using Voice Message in learning, according to Munadi (2018: 64). The advantages are (1) being able to overcome the limitations of space and time and reach a broad target. (2) able to develop the listener's imagination. (3) explain students' attention to the use of words, sounds, and meanings/sounds. The drawbacks are: (1) the nature of communication is only one way. (2) Presentation by voice relies only on one of the five senses.

c. Telegram Voice Message for Learning

Telegram provides communication using messages, video, and audio. Everything is located in one window, making it simple and convenient to use. To write text, open the desired dialog, scroll down, compose the message and send it. Video recording is also quite simple: open the dialog and click the microphone once. The system will switch to video mode. It remains only to be recorded and sent to interlocutors. Any audio recording, like any other type of message, is stored in the dialogue memory. It can be deleted by the user if necessary. A Voice Message is one of the features in Telegram which can be used to record a voice instantly and then send it. Voice messages can also be used in learning, especially in the process of learning to speak. Teachers can guide students using this voice

message as one of the media used in the learning process.

d. The Concept of WhatsApp

Rusni (2017) WhatsApp is a smartphone messaging application that functions similarly to BlackBerry Messenger. WhatsApp Messenger is a cross-platform messaging program that allows us to send and receive messages without paying SMS rates since it utilizes the same internet data plan as email, online browsing, and other applications." Nursalam & Fallis (2016) also added that WhatsApp is an online messaging service that allows us to communicate messages, files, photos, and videos, and also chat.

According to Amelia (2019), WhatsApp is a smartphone app that works on a wide range of devices and operating systems. It's a free, downloadable software that lets users communicate with other WhatsApp users. WhatsApp has a number of features, including text messages, attached pictures, music and video files, and site address connections. So that researchers can conclude that WhatsApp is an application that uses the internet network that is equipped with various features that make it easier to communicate.

e. Features of WhatsApp

The WhatsApp application is equipped with various interesting features that make it easier for users to communicate. According to Nursalam & Fallis (2016), WhatsApp application is equipped with interesting features such as:

1) Avatar : WhatsApp users may use this feature to show images or user profiles. The avatar or photo that displays if the WhatsApp application is linked to Facebook is the Facebook avatar. This feature makes it easier for other users

to identify the user's account by including a profile photo or other things related to the user.

2) Emoticon : WhatsApp users may add emotions to their conversations using a variety of options, including smiling emotions, symbols such as weather, animals, plants, musical instruments, books, cards, vehicles, buildings, planes, and more.
3) WhatsApp Call/WhatsApp Video Call : Users of the WhatsApp application may use this feature to make voice or video calls. Of course, they'll need to access the internet. WhatsApp Calls are used to make individual or group voice calls that make it easier for users to exchange information. Meanwhile, WhatsApp Video Call can be used to make video calls to up to 50 users, allowing users to meet face-to-face virtually.
4) Story WhatsApp : Story WhatsApp is a label feature that takes the place of the old-style status. Users can change their status by uploading images and videos. This feature can be used to convey information or just want to publicize activities, feelings, share experiences and promote merchandise.
5) Group Chat WhatsApp : A WhatsApp group chat is a tool that allows you to interact with a group of your friends' WhatsApp contacts. The presence of this WhatsApp group chat makes it easier for message senders to disseminate information where messages or information may be received by the message receiver at the same time.
6) Starred Messages : Starred Messages is a WhatsApp feature that allows users to mark specific messages to make it simpler to retrieve them later if needed.

This feature makes it easy for users to mark certain messages so that users can easily find messages back in the future if needed.

7) Replay : In group and individual conversations, the replay feature is used to respond to or remark on specific messages. During this time, many members of the group may discuss a wide range of topics. Topic 1 is discussed by A, then topic 2 is discussed by B, and so on.

So the researcher can conclude that the feature above makes it easier for other users to identify the user's account by including a profile photo or other things related to the user. Group Chat is a tool that allows you to interact with a group of your friends' WhatsApp contacts. Starred Messages is a feature that allows users to mark specific messages to make it easier to retrieve them later if needed.

C. Conceptual Framework

Input : Refers to The speaking ability of eleventh grade students at UPTD SMK Negeri Parepare is still low before treatment. The researcher use Telegram Voice Message as Media to support the students' speaking ability in learning process.

Process : Refers to The process of the teaching speaking devided into two parts, one for experimental class through Telegram Voice Message and one for control class through WatsApp Voice Message. The researchers needed six treatments at this stage. The researcher explains to the students how to learn from Telegram Voice Message (experimental class) and WatsApp Voice Message (control class) to improve their speaking ability.

In each stage of treatment, the student has to practice after getting an explanation and seeing some examples related to the material.

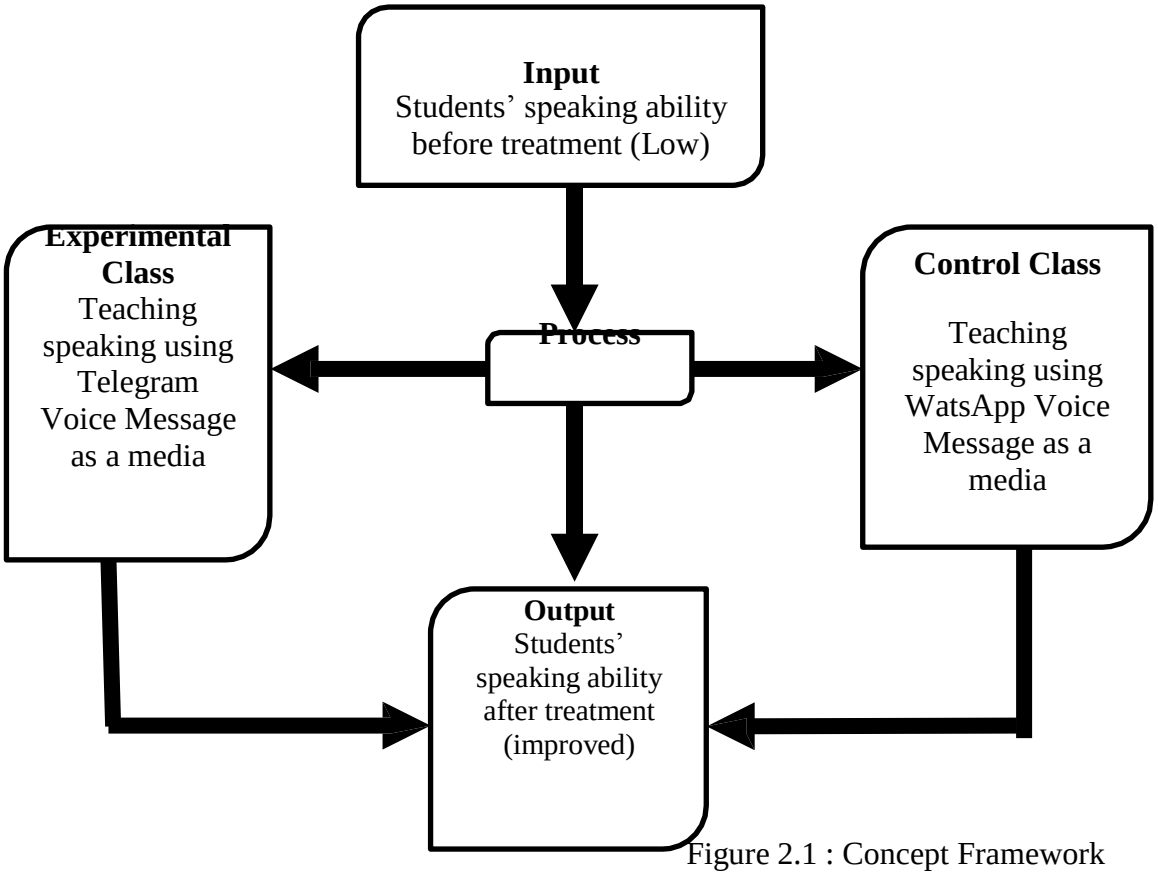


Figure 2.1 : Concept Framework

D. Research Hypothesis

Based on the review of related literature and the problem statement, the researcher put forward as follows:

1. The Null Hypothesis (H_0): There is no significantly improvement the students who are taught by using Telegram Voice Message as media than the students who are taught through the WatsApp Voice Message as media

2. The Alternative Hypothesis (H_1): There is significantly improvement the students who are taught by using Telegram Voice Message as media than the students who are taught through the WatsApp Voice Message as media

BAB III

RESEARCH METHOD

A. Research Design

This research will use the quasi-experimental method and it applies into two classes. They are an experimental class and a control class. This design is illustrative as follows:

Table 3.1. The Research Design

Experimental class	O_1	X_1	O_2
Control Class	O_1	X_2	O_2

(Gay et all, 2012)

Where :

O_1 : Pre-test

O_2 : Post-test

X_1 : Teaching speaking using Telegram Voice Message as a media for Experimental class

X_2 : Teaching speaking using WatsApp Voice Message as a media for Control class

B. Research Variable and definition of Variable Research

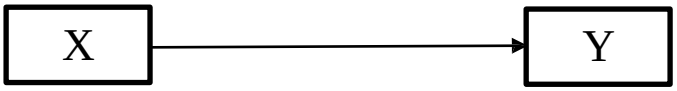
Ary (2018), a variable is an attribute that is regarded as reflecting or expressing some concept or structure. The variables are divided into two groups. They are independent variables and dependent variables.

1. Independent Variable

Independent variable is the conditions or characteristics that the experimenter manipulates in his or her attempt to answer their relationship to observed phenomena. The independent variable in this research is using Telegram Voice Message as media in teaching speaking to improve students' speaking ability with descriptive text of the eleventh grade students of UPT SMK Negeri 1 Parepare.

2. Dependent Variable

Dependent variable is the condition or characteristic that appear, disappear or change the experimenter introduce, removes, or changes independent variable. The dependent variable in this research is the speaking ability at eleventh grade students of UPT SMK Negeri 1 Parepare.



(Sugiyono, 2010)

Where :

X : The use of ithe Telegram Voice Message as media

Y : Student's speaking ability by using WatsApp Voice Message.

3. Operational Definition of the Variabels

In this time, the researcher will try to explain the operational definition of the variable that has been mentioned above in the variables of the research. They

are the dependent variable is the improvement of the students' speaking ability and use the Telegram Voice Message as media in teaching process as the independent variable Telegram Vioce Message is a media which use to improve the students' speaking ability Speaking ability is the improvement of students's speaking skill after researcher implemented the Telegram Voice Message as media in teaching process

C. Population and Sample

1. Population

The population of the research is the eleventh grade students of UPT SMK Negeri 1 Parepare in academic year 2021-2022. There are three classes on the eleventh grade, which consist of 81 students. they are Aplikasi Perkantoran 1 consist of 27 students, Aplikasi Perkantoran 2 of 27 students, Aplikasi Perkantoran 3 of 27 students.

2. Sample

The sampling will take by using cluster random sampling technique. The first, the researche write down the name of the class on papers to determine which class would be the sample. Then the sample would be taken is elevent grade Aplikasi Perkantoran 3 as an experimental class and eleventh grade Aplikasi Perkantoran 1 as a control class

D. Instrument of the Research

One of the most important activities in doing research is how to get and collect the data needed: The researchers tried to apply an appropriate research instrument. According to Arikunto (2018), the researcher is a device used by

researchers while collecting data to make their work easier and to get better results. It is complete and systematic in order to make the data easily processed. The instrument that the researcher use in this research is speaking ability test, namely, monologog test about descriptive text to find out the effectiveness of using Telegram Voice Message as media in teaching speaking, the time is 1-3 minutes. The test will be appliy as a pre-test and post-test. The pre-test will find out the speaking ability of students before giving treatment and the post-test will find out speaking ability after giving treatment.

E. Procedure of Collecting Data

The data will be collect from the students. The researcher uses a procedure that consists of two stages; they are the pre-test and post-test.

1. Pre-test

Pre-test : this test will give to fine out the students speaking ability and their knowledge. The researcher provides descriptive text with the time allocation (2 x 45 minutes) for one meeting. The test will be applied into two classes. They are the experimental class and the control class. The step of Pre-test, first, the researcher explains what the students do. After the students understand the researcher distributes a test with subject descriptive text to the class, which will be recorded and sent by telegram voice message in experimental class and WatsApp Voice Message control class to find out the students' ability to speak before treatment.

2. Post-test

The Post-test will be the last procedure in this process. The researcher

gives the students test after giving treatments six times. And the students will have a test. The researcher sees the students speaking ability in a speaking test. The allocation time for the post-test is (2x45 minutes) for one meeting. The test will be applied into two classes. They are in experimental class and control class.

F. Treatment

After giving the pre-test, the researcher conducted treatment for two classes. They are experimental class and control class. The teacher gives the treatment six times. Each meeting lasts (2x45minutes). The researcher will give treatment to the participants about speaking through telegram voice messages and WatsApp Voice Message as a media of social media to develop students' speaking ability. The treatment process will be taken by telegram and Whatsapp as a teaching media to help researchers in this pandemic situation to speak through telegram. The steps and procedures of the treatment will be described as follows:

1. Experimental Class

For the experimental class, the treatment is prepares for the six meeting. At the six meeting, the researcher materials about descriptive will be present. Then the students and the researcher will be learning activities through Telegram Voice Message as media. The step and the procedure of the treatment will be described as follows:

a. The First Treatment

The researcher teaches the students with the subject about descriptive text. First, the researcher explains "what is the descriptive text?". After that, the

researcher continues the explanation about the generic structure of descriptive text. Secondly, the researcher shares and shows short videos from YouTube related to the descriptive text to make them easier express their opinion. And then the researcher gives time for the students to see the video and prepare for practice. Finally, the researcher asks the students to practice making descriptive text with their opinions and send that in the telegram voice message. Before closing the class, the researcher evaluated the students' activities. In the last activity, the students are given a chance to ask some questions related to the material discussed in the learning process.

b. The Second Treatment

The researcher teaches the students with the subject about characteristic descriptive text. First, the researcher explains "what is identification and description in the descriptive text?" . After that, the researcher continues the explanation about the characteristic descriptive text. Secondly, the researcher shares and shows short videos from YouTube related to the subject to make them easier express their opinion. And then the researcher gives time for the students to see the video and prepare for practice. Finally, the researcher asks the students to practice making descriptive text with the same explanation before and send that in the telegram voice message. Before closing the class, the researcher evaluated the students' activities. In the last activity, the students are given a chance to ask some questions related to the material discussed in the learning process.

c. The Third Treatment

The researcher teaches the students with the subject about tenses simple

present tense. First, the researcher explains “what is simple present tense?” . After that, the researcher continues the explanation about the simple present tense. Secondly, the researcher shares and shows short videos from YouTube related to the subject to make them easier express their opinion. And then the researcher gives time for the students to see the video and prepare for practice. Finally, the researcher asks the students to practice making descriptive text with the same explanation before and send that in the telegram voice message. Before closing the class, the researcher evaluated the students’ activities. In the last activity, the students are given a chance to ask some questions related to the material discussed in the learning process.

d. The fourth treatment until six treatment

Today, the researcher asked the students to do activities according to their previous subjects. First, the researcher gave practice to the students about descriptive text. then the researcher made the text with his own version then read it correctly and sent it, after that the students listened carefully, (1) "My mother is my hero" (2) "Jokowi is my president" (3) "youtuber is my dream job". Then the researcher gave time for students to do the task according to the topic of the day. Second, the researcher asked the students to practice it while recording using a telegram voice message to collect their assignments. Before closing the class, the researcher evaluated the students' activities. In the last activity, students were given the opportunity to ask several questions related to the material discussed in the learning process.

2. Control class

For the Control class, the treatment is prepare for the six meeting. At the six meeting, the researcher materials about descriptive will be present. Then the students and the researcher will be learning activities through WatsApp Voice Message as media. The step and the procedure of the treatment will be described as follows:

a. The first treatment

The researcher teaches the students with the subject about descriptive text. First, the researcher explains "what is the descriptive text?". After that, the researcher continues the explanation about the generic structure of descriptive text. Secondly, the researcher shares and shows short videos from YouTube related to the descriptive text to make them easier express their opinion. And then the researcher gives time for the students to see the video and prepare for practice. Finally, the researcher asks the students to practice making descriptive text with their opinions and send that in the WatsApp Voice Message. Before closing the class, the researcher evaluated the students' activities. In the last activity, the students are given a chance to ask some questions related to the material discussed in the learning process.

b. The second treatment

The researcher teaches the students with the subject about characteristic descriptive text. First, the researcher explains "what is identification and description in the descriptive text?" . After that, the researcher continues the explanation about the characteristic descriptive text. Secondly, the researcher

shares and shows short videos from YouTube related to the subject to make them easier express their opinion. And then the researcher gives time for the students to see the video and prepare for practice. Finally, the researcher asks the students to practice making descriptive text with the same explanation before and send that in the WatsApp Voice Message. Before closing the class, the researcher evaluated the students' activities. In the last activity, the students are given a chance to ask some questions related to the material discussed in the learning process.

c. The third treatment

The researcher teaches the students with the subject about tenses simple present tense. First, the researcher explains "what is simple present tense?" . After that, the researcher continues the explanation about the simple present tense. Secondly, the researcher shares and shows short videos from YouTube related to the subject to make them easier express their opinion. And then the researcher gives time for the students to see the video and prepare for practice. Finally, the researcher asks the students to practice making descriptive text with the same explanation before and send that in the WatsApp Voice Message. Before closing the class, the researcher evaluated the students' activities. In the last activity, the students are given a chance to ask some questions related to the material discussed in the learning process.

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Today, the researcher asked the students to do activities according to their previous subjects. First, the researcher gave practice to the students about descriptive text. then the researcher made the text with his own version then read

it correctly and sent it, after that the students listened carefully, (1) "My mother is my hero" (2) "Jokowi is my president" (3) "youtuber is my dream job". Then the researcher gave time for students to do the task according to the topic of the day. Second, the researcher asked the students to practice it while recording using a telegram voice message to collect their assignments. Before closing the class, the researcher evaluated the students' activities. In the last activity, students were given the opportunity to ask several questions related to the material discussed in the learning process.

G. Technique of Data Analysis

In this research, the researchers collected the data of the students' speaking ability after giving a Pre-Test and Post-Test through quantitative analysis. The data analysis by employing the following procedures:

1. To score the students' speaking ability, the researcher use the formula as follow:

Table 3.2. Scoring Classification

Scale	Descriptors
0	The speaker is not able to use the rules of (vocabulary competence, syntactic competence, pronunciation, discourse competence, strategic competence) in his/her utterance at all.
1	The speaker is not able to perform (vocabulary competence, syntactic competence, pronunciation, discourse competence, strategic competence) but The speaker still makes many (approximately 57% to

	75%) ungrammatical productions. The speaker only produced the related vocabulary (approximately 25% to 49%). The speaker still makes mispronunciation of approximately (66% to 86%) Speaker disconnected discourse (approximately 67% to 83.3% disconnected meaning) hesitation in utterance
2	The speaker is able to perform (vocabulary competence, syntactic competence, pronunciation, discourse competence, strategic competence) even if she still makes some ungrammatical production/unrelated vocabulary/mispronunciation disconnected / discourse hesitation utterances. Even if he/she still makes some locks of formality (approximately 50% to 60%) The speaker only produced 38% to 50% of the words, but still employed a number of times to recall the words. Still employed a number of times to recall the words. Still make some mispronunciations (approximately 50% to 62%). The speaker still produces some unconnected utterances (approximately 50% to 66%). The speaker still has some problems communicating his/her meaning (approximately 50%).
3	This level describes that the speaker is able to perform (vocabulary competence, syntactic competence, pronunciation, discourse competence, strategic competence) in (he or she still makes few ungrammatical productions/unrelated vocabulary / mispronunciation / disconnect discourse / hesitation in utterances. The speaker still makes a few lacks of formality (approximately 10% to 30%. The

	speaker is able to produce approximately 67% to 90% of the related words but still employs a few times to recall the words. The speaker still makes a few mispronunciations (approximately 10% to 33%) The speaker still makes few unconnected meanings in communication (approximately 33%) The speaker still has a problem communicating his/her meaning (approximately 16.7%)
4	This level describes that the speaker is able to perform (vocabulary competence, syntactic competence, pronunciation, discourse competence, strategic competence) with no mistakes. Seems there is no mistake in grammar. Very fluent & seems there is no difficulty producing words. Utter the words, phrases, sentences, close to notice, pronunciation The speaker fluently utters the language, which seems like there is no problem with communication.

(Latifa, 2010)

2. Classifying the students' scores

Table 3.3 Classifying Students' Scores

Qualification	Score	Result of Inversion
Very Good	86-100	4
Good	71-85	3
Fair	56-76	2
Poor	<55	1

Annotation: 86-100 = Predicate A

71-85 = Predicate

56-70 = Predicate C

<55 = Predicate D

(Permendikbud, 2015)

3. The mean score, standard deviation and t- table

Calculating the mean score, standard deviation and t- table the researcher use Microsoft Excel 2010 application

4. Hypothes is Testing Criteria, to test the hypothesis, the researcher uses a it-test with a significance level of =0.05 for the independent sample, the formula for degrees of freedom is df = N1+N2-2. The statistical hypothesis formula in this study is two followed as follows:

(Sugiyono, 2010)

Where:

H_0 = Null hypotheses

H_1 = Alternative hypotheses

μ_1 = The mean score of Speaking ability of the students' who are using Telegram Voice Message as media

$\mu 2$ = The mean score of the Speaking ability of the students' who WatsApp Voice Message as media

1. If t-test higher or equal than t-table, null hypothesis (H_o) is accepted and the alternative hypothesis (H_1) is rejected. It means that there is not significant improvement in the students' speaking ability who are using Telegram Voice Message as media and students' speaking ability who are using WatsApp Voice Message as media

2. If t-test higher than t-table, null hypothesis (H_o) is rejected and the alternative hypothesis (H_1) is accepted. It means that there is a significant improvement in the students' speaking ability who are using Telegram Voice Message as media and students' speaking ability who are using WatsApp Voice Message as media

H. Schedule of The Research

In preparing the research especially at UPT SMK Negeri 1 Parepare, researchers have prepared a schedule of results. This will be used by researchers in their research to make it clearer, research apply the schedule in the table below:

No.	Kind of Activity	Week						Ket
		I	II	III	IV	V	VI	
1.	Pre-Test							
2.	reatment							

3.	Post-Test							
4.	Data Analysis							

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two parts, namely findings of the research and the discussion of the research. The findings with the students' score and data analysis which were obtained through speaking test, such as; the mean score and calculating of t-test and t-table. In the discussion part, it deals with the explanation about findings.

A. Research Findings

The findings were found through the speaking test at the eleventh grade students of UPT SMK Negeri 1 Parepare in academic year 2021-2022. The researcher applied all the procedures that had been displayed in the prior chapter. Moreover the researcher provided the students in experimental class and control class Pre-test and Post-test. After that, it was carried by analyzing their score between Pre-test and Post-test for both classes. It aims to find out the significant different of the student from both classes. After analyzing the data, the researcher found the students' score and tabulated in the following parts

1. The Rate Percentages of Students' Scores Obtained Through Pre-test and Post-test of Both

This parts consist of the pre-test and the post-test rate percentages score for both experimental and control class.

a. Pre-test

The result of pre-test of students for experimental and control class were tabulated as follow :

Table 4.1 : The Percentage of Students' Speaking Ability Score In Pre-Test

No	Classification	Score	Experimental		Control	
			F	**%**	F	%
1	Very Good	86-100	0	0%	0	0%
2	Good	71-85	4	14,81%	4	14,81%
3	Fair	56-70	10	37,03%	11	40,74%
4	Poor	<55	13	48,14%	12	44,44%
	Total		**27**	**100%**	**27**	**100%**

Table 4.1 shows the result of conducted pre-test in experimental and control class. Which are categorized poor, fair and good classification score. The result was released before giving treatment to students learning process. The rate percentage pre-test score of both have a little different score. It means the speaking ability of students still problematic. Where, from the students in pre-test of experimental class from 27 students, There are 4 (14,81%) students in good classification, 10 (37,03%) students in fair classification, 13 (48,14%) students in poor classification. The pre-test score in control class showed that none student got very good categories, 4 (14,81%) students in a good classification , 11 (40,74%) students in fair classification, 12 (44,44%) students in poor classification. It is indicated that the students' speaking ability is still problematic. Therefore, it still needs to improve the students' speaking ability by giving treatment to the students.

b. Post-test

The result of post-test of students for experimental and control class is tabulated as follow :

Table 4.2 : The Percentage of Students' Speaking Ability Score in Post-Test

No	Classification	Score	Experimental		Control	
			F	**%**	F	%
1	Very Good	86-100	7	25,92%	3	11,11%
2	Good	71-85	18	66,66%	22	81,48%
3	Fair	56-70	2	7,40%	2	7,40%
4	Poor	<55	0	0%	0	0%
	Total		**27**	**100%**	**27**	**100%**

According to table 4.2, there are improvements of experimental and control class. The post-test was conducted once after giving treatment for both classes to find out the different students' speaking ability between before and after treatment, where the experimental class use Telegram Voice Message as Media and control class use WatsApp Voice Message as Media. Otherwise, The classification is also attended by its frequency and percentage. In post-test of experimental class from 27 students There are 7 (25,92%) students in very good classification, 18 (66,66%) students in good classification, 2 (7,40%) students in fair classification. While, in the control class the classification is also attended by its frequency and percentage. In post-test of control class from 27 students There

are 3 (11,11%) students in very good classification, 22 (81,48%) students are in good classification, 2 (7,40%) students are in fair classification and none in poor classification. Despite the fact, there are improvements for both classes.

c. Mean score and standard deviation of pre-test and post-test for experimental class and control class

a. Mean score

Table 4.3 The mean score pre-test and post-test for both classes

No	Class	Mean Score	
		Pre-test	Post-test
1	Experimental class	58,5	80,03
2	Control class	57,1	75,14

Table 4.3 shows about the mean score of Pre-test and Post-test for experimental class and control class. In Pre-test, the mean score of the students' score in experimental class is 58,5 while in the control class is 57,1, the researcher found some improvements for both classes. The results show no significant difference of the students before giving treatment. It means that the speaking ability of the students in both had the same ability before giving treatment.

After giving the treatment the researcher found some improvements. The students' mean score in experimental class is 80,03, while in control class is 75,14. It is indicated that there is a significant difference of the students after giving the treatment in this case teaching speaking using Telegram Voice Message as media in experimental class and using WatsApp Voice Message as

media in control class. It means that, the speaking ability of the students were contrasted one another. However, the experimental class had better improvement to control class. It can be concluded that Telegram Voice Message can improve speaking ability of students.

b. Standard deviation

Table 4.4 the standard deviation score pre-test and post-test for both classes

No	Class	Standard Deviation	
		Pre-test	**Post-test**
1	Experimental class	6,81	5,44
2	Control class	9,16	5,80

Table 4.4 shows about the standard deviation on pre-test and post-test for experimental class and control class. The standard deviation achieved by the students in experimental class is 6,81 in pre-test to 5,66 in post-test, while in the control class is 9,16 in pre-test to 5,80 in post-test. However, the standard deviation the pre-test is higher than post-test. The pre-test had a higher value because there was still a lot of variance in learning achievement. After giving some treatment, both classes had descended value in post-test. Even both classes did not decrease significantly, but at least the variance of student's learning achievement had been decreasing after the treatment. The result can be indicated that the treatment for both classes was not done maximally. However, the result shows that the standard deviation score was lower than before giving treatment.

d. T-Test and T-table value in pre-test and post-test

In testing the hypothesis, the researcher applied a t-test formula at the level significance with $\alpha = 0,05$ and with degree of freedom (df) = 52

Table 4.4 The T-test and T-table value of experimental class and control class

Test	**df**	**Level of significant**	**-test value**	**-table value**
Pre-test	52	0,05	0,74	1,67
Post-test	52	0,05	3,23	1,67

The previous table shows the t-test value and the t-table value. After calculating the t-test of hypothesis testing to compare two samples to know whether the Telegram Voice Message as media was effective to improve the students' speaking ability, or not. The researcher found in pre-test that the t-table value (1,674) was higher than the t-test value (0,74) while in the post-test the t-test value (3,23) was higher than the t-table value. Based on this result, it was concluded that there was a significant difference of the students who were thought Telegtam Voice Message as media and who were thought Wahatsapp Voice Message as media.

e. Hypothesis testing

According to the content of hypothesis testing where If t-test higher or equal than t-table, null hypothesis (H_o) was accepted and the alternative hypothesis (H_1) was rejected. Meanwhile If t-test higher than t-table, null hypothesis (H_o) was rejected and the alternative hypothesis (H_1) was accepted. It

means, there is difference significant of the students' speaking ability of the eleventh-grade students of UPT SMK Negeri 1 Parepare who were taught by using Telegram Voice Message as media with who were taught by using WatsApp Voice Message as media. Therefore, the null hypothesis, saying the use of Telegram Voice Message to improve students speaking ability is rejected, in another words the alternative hypothesis is accepted. In this case, the researcher concludes that Telegram Voice Message can improve the students speaking ability.

B. Discussion

Before the implementation of the treatment in experimental and control class, the researcher gave pre-test to determine the students score. The mean score in experimental class was 58,5 while in the control 57,9. The researcher implemented the Telegram Voice Message as media in experimental class for six meetings and WatsApp Voice Message in control class for six meetings. In experimental class, for the first meeting the researcher explained about descriptive text. First, the researcher explained "what is the descriptive text?". After that, the researcher continued the explanation about the generic structure of descriptive text. Secondly, the researcher shared and showed short videos from YouTube related to the descriptive text for made them easier express their opinion. And then the researcher gave time for the students to saw the video and prepared for practiced.

Thirdly, the researcher asked the students to practiced and made descriptive text with their opinions and sent that in the Telegram Voice Message. Finally the

researcher share ultimate pool in the class for knowing the attendance list. And then the researcher implemented this method for the second meeting and the third meeting, the steps were similar, only the topic was different. In the forth meeting until the six meeting the researcher do onother method, where firstly, the researcher make a story with the title had prepared before, after that I record my self and send it on the grup class with the good pronounciation. Then I ask the students make a story same like what I made but same title and than they record their self, lastly collect to the group.

In control class, for the first meeting, the researcher explained about descriptive text. First, the researcher explains “what is the descriptive text?”. After that, the researcher continued the explanation about the generic structure of descriptive text. Secondly, the researcher shared and showed short videos from YouTube related to the descriptive text for made them easier express their opinion. And then the researcher gave time for the students to saw the video and prepared for practiced. Thirdly, the researcher asked the students to practiced and made descriptive text with their opinions and sent that in the WatsApp Voice Message.

Finally the researcher made manual chat box in Whatsapp for typing their name one by one with their own account. The researcher implemented this method for the second meeting and the third meeting. In the forth meeting until the six meeting the researcher do onother method, where firstly, the researcher make a story with the title had prepared before, after that I record my self and send it on the grup class with the good pronounciation. Then I ask the students

make a story same like what I made but same title and than they record their self, lastly collect to the group.The steps were similar, only the topic was different. From these steps we can see the difference between Telegram Voice Message as media and WatsApp Voice Message as media.

After completing the treatment, the researcher gave post-test to determine the improvement. The mean score in experimental class was 80,03 while in control class 75,14. It indicated that implementing Telegram Voice Message as media significantly improved the students' speaking ability.

This research supports some previous studies about the use of Telegram Voice Message as media in teaching. Bandaran & Khalili (2019) conducted an online voice message activity in a speaking class which consisted of English Foreign Language (EFL) university students. They divided the learners into two groups, which were the control and experimental groups. They found the students from the experimental group significantly improved than those from the control group. In addition, Telegram Voice Message as media in teaching could be an inspiration for students to learning in another application to be active and had a great participation in speaking during teaching and learning process in classroom. The similarity of this research is the use of Telegram Voice Message as media to improve the speaking, use two classes and also as a new application for students and on the other hand the findings of this research is same. So, the researcher strongly believes that the Telegram Voice Message can improve speaking ability.

It is also support in line with Tahir (2019) research that carried out a study on the use of voice chat to improve students' speaking achievement. It was found

out that there was significant improvement in students' speaking in terms of accuracy, fluency, and comprehensibility. The similarity of this research is the use of Telegram Voice Message as media to improve the speaking, focus on accuracy, fluency, and comprehensibility. Which, it can support the speaking ability and on the other hand the findings this research is same. So, the researcher strongly believes that the Telegram Voice Message can improve speaking ability.

The previous findings indirectly have a relationship with this research. There are many things that can be done to improve the students' speaking ability. Consist of Balinda et al. (2018) also implemented online voice messages for university students majoring in English education. In her research, it was found that after the implementation of online voice message, students had significant improvement in their speaking achievement, especially those who chose their own topic in speaking during their online chatting activity.

However, literal comprehension of Yinka (2018) it is strongly suggested for the teachers to use this medium in teaching English in different competences such as reading, listening, writing and speaking that can increase the students' interest in joining the class because students can learn English enjoyable and fun through new media that motivated them to study. In conducting research or teaching and learning process through Voice Chat, teachers and next researchers should take into account many aspects of online learning. With more detailed preparation, more careful monitoring to spots and facilities of computer, timely adjusting of the project, and cost, so greater achievement arising f account from Voice Chat would be more promising for language teachers and learners.

Therefore, this research was conducted to find out whether voice message can also significantly improve the speaking achievement of senior high school students in Lampung province. Based on the two researchers above, the researcher separated the similarity and the difference between this research and those previous researches. The similarity of those previous research and this research is quit same, they did their research with the same media (Telegram Voice Message). Meanwhile the differences, there are focus on own topic, and next focus on how to prepare another instrument before use the media. Which, it can support the speaking ability and on the other hand their findings of this research are same. So, the researcher strongly believes that the Telegram Voice Message can improve speaking ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two sections. The first section conclusion which based on the research findingss and discussion. The second section contains some suggestions based on the conclusion.

A. Conclusion

Based on the findingss and the discussion presented in the previous chapter, the researcher conclude this research that focuses on the use of use Telegram Voice Message as media that could enhance students' speaking ability. It was proved that the use of Telegram Voice Message as media in teaching speaking ability of the eleventh grade students of UPT SMK Negeri 1 Parepare has a significant effect to enhance students' speaking ability. In applying the t-test formula for the students' for both groups, it is found that the t-test is not similar with the t table, means this Telegram Voice Message as media can be used to enhance student speaking ability. The result also shows the student mean score difference is different. From these data, the researcher concluded that Telegram Voice Message as media can improve students' speaking ability with another media.

B. Suggestion

Based on the conclusion presented in the previous sub-chapter, the researcher gives some suggestions for the future researcher, teacher and students about the English teaching. It is recommended to future researchers that before conducting research. The first, introduce the media how to use it for teachers and

students. Because, in this study the researchers found that they did not use this media as a media in teaching because they thought that telegram needed a lot of storage and the way to operate it was too complicated. The second, the researchers tried to use a longer time because in this study the researchers managed to apply 8 meetings, the third try to study more students because in this study only 54 students, the fourth used resource persons who were more challenging because the current research was carried out in urban areas. This is all intended so that researchers get more accurate and reliable results

For the English teacher, they should apply the variety of media in the learning process which can make students enjoy the learning material and get meaningful knowledge to enhance their ability in another hand the teacher should create the fun atmosphere for students.

For students, it is suggested to find out the other media every learning. something new to enhance the speaking ability. It is not only limited to one resources, but speaking ability also can be enhance by trying other media not only focus in one media.

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