

**THE IMPLEMENTATION OF TEACHING SPEAKING ON  
EXPLANATION USING LIVE PRESENTATION AND  
RECORDED PRESENTATION ON *WHATSAPP*  
APPLICATION AT SMA MUHAMMADIYAH 9 SURABAYA**

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**ABSTRACT:** This research is conducted to apply teaching speaking by using live presentation and recorded presentation via *WhatsApp* application. The research design is descriptive qualitative, the researcher analyzed the eleventh grade of science program in senior high school of Muhammadiyah 9 Surabaya. The purpose of the research is to describe the implementation of teaching speaking on explanation text material by using live presentation and recorded presentation through *WhatsApp*, the students' responses, the strength and weakness of this implementation. The result was the students could practice speaking English on *WhatsApp* application as the learning media with two different strategy; recorded presentation and live presentation. The responses of the students were very interest with the media that applied during teaching-learning process. The strength of recorded presentation was students can present better, meanwhile on live presentation, teachers can monitor directly if they have errors. However live and recorded presentation have the weakness. The weakness of recorded presentation was students cannot be monitored directly by the teacher and the weakness of live presentation was the learning time that was less efficient so that it required additional time.

**Keyword: Teaching speaking, Recorded Presentation, Live Presentation and Explanation Text**

## **INTRODUCTION**

English as a lesson in teaching-learning process has four skills that should be mastered by all the learners. Those are speaking, listening, reading, and writing. Speaking is one of the important skills that must be mastered by people. According to Pollard (2008: 34) speaking is the communicative element that

needs for students to communicate something that they don't know that would like to speak or hear.

Speaking English is very important to be learned by all circles, because English is a global language where everyone is able to be a liaison with other countries. This needs to be applied also to the world of education to develop student competition in facing the global world. Mastering speaking is very important aspect of learning a foreign language for all of people in the world, the success is measured on the ability of conversation in the language. Learning a foreign language in speaking will facilitate to learner who is active to speak. It means that we have to practice whenever and wherever. That is kind of way to improve the students speaking skill (Nunan,1991: 39 and 51).

In this study, researcher want to know the implementation of teaching speaking by using digital media. Without media, communication can be happen, but the media can make the communication process becomes more interactive, because media is an integral component of learning system. According to Rabinowitz (2004: 8), Blumberg, and Everson, multimedia has the potential to accommodate a variety of student learning styles to gain broader insights according to student learning trends. It was not limited to the use of one medium only, but rather comprehensive to all types of media that exist among other; text, image, music, video, or otherwise.

*WhatsApp* is one of the digital media that choosed by the researcher as a tool in teaching speaking. There are two kinds of *WhatsApp* feature that was used by the researcher; video call (live presentation) and sent video (recorded presentation). So, the aims of this reasearch, ie: to know the implementation of teaching speaking explanation text material by using live presentation and recorded presentation and students responses.

## **RESEARCH METHOD**

### **a. Research Design**

This research was applied in a descriptive qualitative way. It was attempts to describe the implementation of teaching speaking on explanation material using live presentation and recorded presentation. Qualitative research uses social and cultural phenomena in the research. This study does not feature data that contains numbers as a form of data validity. The purpose of this study is to gain a deeper experience of a person. According to Creswell (2012:16) argues that qualitative research is a research that is conducted to explore the phenomenon from the perspective of distance education students. In addition, Qualitative research was aimed at exploring and understanding data wide and deep. The data of this context relates to every expression about the problem of direct research and informant especially key informants.

### **b. Setting Description**

The setting of the research was SMA Muhammadiyah 9 Surabaya. It is located in Dukuh Gogor Kali 11-12, Jajar Tunggal Wiyung Surabaya. It was conducted on April, 29<sup>th</sup> 2018 (Pre-Observation) and Mei, 08<sup>th</sup>-09<sup>th</sup>2018 (Observation).

### **c. Subject of The Research**

The subject of the research were the eleventh grade students of SMA Muhammadiyah 9 Surabaya. The whole population of second class in science class was about 30 students, which was divided into 14 girls and 16 boys. The students were grade XI IPA because it was a recommendation that was given by the English teacher of the class.

### **d. Research Instrument**

To obtain the data of research, researcher presented instrument of collecting data. Device that is conducted for gaining the data of research is instrument (Creswell, 2012:151). In addition, researcher have several instruments. Therefore, this study used a list of observations with information available in the field to determine the activities of teachers and students during implementation. Which could be used by researchers to retrieve data that was recording sound in interviews, interviewing teachers to find abilities, and questions to express students' responses to the activities just carried out. The researcher explained several instruments with the following details:

#### **- Observation**

The researcher did the observation by joined the class and observed how student's respond and attitude and how teacher handling the class. It was done by researcher in the eleventh grade of IPA in Surabaya 9 Muhammadiyah High School. On 08 and 9 May 2018. According to Bandur Qualitative data collection through direct observation is very suitable to make it easier to get data from the way students' behavior patterns and events occur in the study (2016:105).

This research was carried out by recording the things that were considered important in the research sheet needed by researchers for data collection. This observation sheet aimed to observe the teacher's activities in starting the lesson, the teacher's activities in providing informal assessments, the teacher's activities in carrying out, the teacher's activities in closing the learning process and student activities during the lesson from starting the lesson to closing the lesson, based on Susanto (2010:48-55). The researcher observed the situation during the action which did by

English teacher. The researcher also took an observation sheet, record the learning process and take photos for documentation.

- **Interview**

Interview is a question and answer process carried out by a data seeker to someone who is a resource person to get the information needed. The researcher interviewed English teacher at SMA Muhammadiyah 9 Surabaya to get the detail information about the student's weakness and the problem in the learning process. According to Bandur (2016), interview is the most data collection done in qualitative research because interviews are very suitable in understanding deeply the data needed by researchers. This interview was conducted by researchers for English teachers of eleventh grade science.

- **Questionnaires**

Questionnaires are a measuring tool in the form of a question sheet was given by researchers to students to find out a student's response during the lesson process. This questionnaire contained 18 questions to ask students' responses during the teaching and learning process. For eleventh grade students of Muhammadiyah 9 Surabaya.

The researcher used close-ended questionnaires. According to Creswell (2012:220) close-ended questionnaires is closed responses that have been determined can provide information that can benefit to support the theory and concept of literature. Closed questions in descriptive analysis and results of questionnaires were used to support researchers' data through observation. Questionnaires aimed to find out the students' response to the teaching of speaking using direct presentations and recorded presentations.

**e. Technique of Collections Data**

To produce the data, this study used observation as the main data collection technique. According to Merriam (2009:85) Data collection is about asking, watching, and review someone to find out the results needed. With our observation it was easier to get some results needed by the researcher. Researchers used study was non-participant classroom observation. During observation, researchers did not participate in teaching and learning activities that interact with teachers, students and with peers. Observations were carried out directly in the 11<sup>th</sup> grade classroom where the subjects were aware that they were being observed.

Interview was used to get the thoughts of someone we interviewed directly and more deeply. According to Merriam (2009:87) interview are the most common form of data collection in qualitative studies. Since interview process we

can also ask questions with the resource person, evaluate what we question and also record our conversation.

Questionnaires was used to collect data that provided useful reflections to describe what was asked. Because using questionnaires we could get the person's answer descriptively. In multiple choices using close-ended questionnaires can make a profit for researchers because responses were answered in the form of authentic from the subject they experience with their own experience.

**f. Research Schedule**

*Table 1: The Schedule of The Research.*

<b>Activities</b>	<b>Date</b>	<b>Purpose</b>
Asking for permission	April, 29 <sup>th</sup> 2018	Asking for permission to the headmaster of Muhammadiyah 9 High School of Surabaya that the researcher would like to make the observation in his school.
Interview the teacher	April, 29 <sup>th</sup> 2018	Identifying teachers ways that implemented in teaching speaking.
Observing	May, 09 <sup>th</sup> and 11 <sup>th</sup> 2018	Identifying the implementation during teaching-learning process.
Interview the students	May, 11 <sup>th</sup> 2018	Knowing the students respon during teaching-learning process.
Distributed the questionnaire	May, 11 <sup>th</sup> 2018	Knowing the students respon during teaching-learning process.

**g. Technique of Analyzing Data**

After collecting the data, the researchers analyzed data. First, she analyzed the data obtained through observation. The analysis was carried out by describing the teaching speaking process using live presentation and recorded presentation for home work and applied in class. The analyzed data contained what the material, media, how the teacher used and presented the live presentation and recorded presentations in teaching spoke to students of Muhammadiyah 9 High School, and how students understood the material when the teacher applied the

live presentation and recorded presentations including the teaching and learning process.

The first data, the results of the observation checklist class which recorded and explained the material, techniques, activities of the teacher and students during the live presentation and recorded presentation in teaching speaking, were analyzed and then presented descriptively.

The second data, the result of the interview obtained from the English teacher to find out the students' abilities in knowing the ability of speaking skills on explanation text using live presentation and recorded presentation.

And the latest data, the results of a closed questionnaire that relate to responses to the implementation of direct presentations and presentations recorded in teaching speak of students' understanding, which was analyzed and then presented descriptively.

## **FINDING AND DISCUSSION**

### **a. Finding**

The first day was on Tuesday, 8<sup>th</sup> May 2018 and the second day was on Wednesday, 9<sup>th</sup> May 2018. It consisted of two meetings. In this thesis, the researcher observed a speaking explanation text in several kinds, among other; speaking directly (to explain the topic that given by the teacher), and using media that was divided by two ways; video recorded and video call from *WhatsApp*. The kind of speaking that was used in this research was extensive speaking.

The teacher started learning activities. In this study, teachers emphasize to students to be able to habituate speaking in English. After warming section, the teacher explained about explanation text material with the topic "Earthquakes". This learning activity also intended to increase students' self confidence in the ability to speak. Teachers did not forget to give students the opportunity to ask if there was anything that made students confused from the learning objectives that were exposed by teachers. Two assignments were awarded on 08 May 2018, ie: presentations directly without media and presentations by recording.

The teacher explained the objective of the lesson and said the topic of today's class (Earthquakes). The class was divided into six groups, each group consisted of 4-5 students. The teacher explained the material about explanation text with the theme "Earthquakes". All students in groups were asked to present tasks with the theme "Earthquakes" like the sample videos that had been shared by teacher in each group. The learning process was conditioned in a group. Then each group was asked to note the important points from the video, from the video points they have gained to be developed into a discussion with the language itself. And then representatives from each group presented their notes in front of the class.



In the next stage was recorded presentation. The teacher asked students to create a video themed "Erosion" individually. It was done by the students as their works. Recorded presentation was in short duration around 10 minutes the students had to send the video through *WhatsApp*. Then the teacher had the students to watch it at home. Then the teacher asked the students to make the video as it has been watched, and the teacher asks the students to send it via *WhatsApp*. In this research, the teachers provided opportunities for the students to develop the points that were recorded into transcripts that could be used by students to facilitate them to speak in front of the camera. The students were asked to send the video through *WhatsApp* with given deadline for the collection of duties.

The teacher gave a brief explanation about recorded presentation as a home work. The students would got a video "Erosion" which was sent via *WhatsApp* on 08 may 2018. They had to explain this video by using explanatory's generic structure. The students could give little but improvisation as long as their works were in line with the video given they had to send their recorded presentation to teacher's *Whatsapp* on 09 may 2018.

#### **b. Discussion**

There are three steps to do in learning in the explanation text material.

##### **- The step of teaching-learning process**

##### **The First Step**

In the first step students were asked to watch a video entitled "Earthquakes" that were given by the teacher in each groups. The purpose of these steps were to make students understand about the videos "Earthquakes" that could be developed by them selves. In each group the teacher asked students to record important points from the video. According to Harmer J, stated activities that should teachers do during speaking activity; the teacher must correct the mistakes that made by student's during speaking activities, the teacher can involve to the students' discussion but do not start to dominate, the teacher must prompt students' to speak up with sympathetically and sensitively, (1998: 94-95). These steps made students more confident when representatives of each group made a presentation in front of the class.

##### **The Second Steps**

Students were asked to watch a video entitled "Erosion" that was given by the teacher. The teacher asked students to watch videos individually. The teacher asked students to make a recorded presentation (audio-visual video) with the theme "Erosion". During the video making process students were allowed to view the transcripts that they prepared.

##### **The Third Steps**

Students were asked to watch the video titled "Erosion" again individually. After that students were asked to present it live (video call) via *WhatsApp*. The teacher could directly interact with students through. The purpose of this learning made students more communicative with the teacher.

By using live presentation and recorded presentation, there were more students who liked this recorded presentation that was seen by more students was able to perform optimally because the time was more efficient compared to live presentation, another reason was because students were better able to minimize errors because when students were wrong he could repeat to make a presentation so that the results are better.

#### **- The Students' Responses**

The researcher concluded 18 questions from the questionnaires sheet. The students' responded towards the implementation of teaching speaking on explanation using live presentation and recorded presentation at SMA Muhammadiyah 9 Surabaya. (1) 60% the students knew about online learning by using media on English learning, (2) the students knew about learning offline learning that does not use media in English learning (43.3%), (3) students knew about learning to use live presentation by using online media in learning English such as video calls on *WhatsApp* (40%), (4) the students learned about recorded presentation using English learning (63.3%), (5) students had ever done online learning by using media in learning English (70%), (6) students had ever done offline learning that did not use media in learning English (56.6%), (7) students had done learning Live presentation using online media on English learning such as videocall on *WhatsApp* (56.6% ), (8) students had recorded presentation in English learning (60%), (9) students were quite fond of online learning by using media in English learning (46.6%), (10) students liked about learning offline learning that does not use media on learning English (63.3%), (11) students were quite fond of the application of learning by using live presentation on English learning such as videocall on *Whatsapp* (53.3%), (12) students quite liked the application of recorded presentation using English learning (40%), (13) students felt quite easy in learning to speak using Online learning by using media in learning English (70%), (14) students felt quite easy in speaking learning using offline learning that does not use the media in learning English (63.3 %), (15) students felt quite easy in speaking learning using live presentations using online media in English learning such as *WhatsApp* (50%) videocall, (16) Students find it easy to learn speaking using recorded presentation in English learning (63.3%), (17) Online learning and offline learning help students in speaking learning, (18) Live presentation and recorded presentation helped students in learning English (73.3%). Using live presentation and recorded presentation could make students to



familiarize students in applying technology as a tool for learning activities especially English speaking which speaks English skill naturally

**- Result of Interview**

There are several results that were found by the researcher which consists of; (a) The problem was faced by the students during speaking lesson, (b) Teacher effort to support the students to speak in English; (c) teacher's roles in speaking lesson; (d) Teaching model were applied in speaking lesson; (e) media was used by the teacher in teaching English speaking.

- a. The problem that was faced by students were not confident because of the lack of vocabulary they hade. Of the 30 students, only 3-4 students were grammatically correct.
- b. The teacher's efforted in supporting students to create writing are by keeping students' confidence even though they were wrong. The teacher required students to speak using English in everyday life while learning and to add new vocabulary every week to increase students' confidence before their friends, the teacher allowed students to combine the use of Indonesian and English. The teacher was also very angry if there was a child who dropped the mentality of other students when made a presentation.
- c. The teacher's action in speaking learning was that the teacher developed his treatment of students by encouraging students who had weak abilities in speaking and students who were able to speak remain motivated so that their abilities increase. In the implementation of learning, the teacher gave the project by dividing the abilities of different students into one group, so that all students could support each other with the abilities they hade. In speaking learning that was required to be more active was the students during the learning process, the role of the teacher here was only as a facilitator that facilitates the running of the teaching process.
- d. The teacher used several learning models including; discovery learning and project based learning. Teachers more often implement discovery learning models. Usually, the teacher combined the learning model with other subjects such as entrepreneurship, al-Islam, and PPKN.
- e. The teacher never used the application during learning activities, including; youtube, video, images and projectors.

**CONCLUSION**

In this modern era where technology as apart in human needs. The aim of this research made the students to familiarize applying technology as a tool for

learning activities especially English speaking which speaks English skill by using live presentation and recorded presentation.

The students' responses during learning process by using recorded presentation and live presentation in teaching speaking was most of students were interested in the topic and it provided more benefits for them, because Explanatory material related to students' daily activities. The researcher also knew that students were more like recorded presentation, because by using this method they were be able to perform optimally. The time was also more efficient compared to live presentation. Another reason, students were able to minimize errors when they were presentation, they could repeat to make a new presentation that more better than before.

The weakness and strength of recorded presentation and live presentation consisted of; The weakness of recorded presentation was students could not be monitored directly by the teacher while live presentation was the learning time that was less efficient so that it required additional time from the specified time duration. But both also have their advantages. Among them, if recorded presentation students could present better presentation results they were very ready and for live presentation, teachers could monitor directly if they had errors.

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