

CHAPTER 1

INTRODUCTION

This chapter discusses the “Analysis of the use of the telegram application as a long-term learning medium for the speaking skills of eleventh grade students of SMAN 1 Tambusai”. This chapter covers research background, research boundary setting, research formulation, and research objectives. Finally, discuss the definitions of key research terms.

A. Background of the research

Language is absolute necessity in formal education because is used to communicate with other. The student can communicate with one another by using language. English is both international and a foreign language. It is critical to be fluent in this language. English, as in international language, has long played an important role in many aspect of life, including the trade, education,international relationship, and so on. Learning English as a early as possible can help Indonesian compete on a global scate. English is required the subject in junior/senior high school in Indonesia.

Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language. Speaking is also one of the most productive skills in English. As a productive skill, speaking is a way to transfer information, thoughts, opinions or ideas to others. Speaking can become a measurement to know students’ ability in English. In line of the idea above, Brown (2000,p.54), he states that speaking is a productive skill that can be directly and empirically observed.

As one of the language skills, speaking plays important roles. Speaking as the production of auditory signals to produce different verbal responses in the listener. In considering the importance of speaking in education, Burns and Joyce (2008,p.9) stated speaking as an interactive process of making meaning that includes producing, receiving,

information.

Parera (2016,p.5) states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. In addition, Keraf (2004,p.136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

In the teaching and learning process of English at Indonesian School, speaking skill is categorized as a skill mastered by students. Speaking is not only difficult for students but also as a challenge. Of the most difficult skills languages learners face in language learning is speaking skill. Bueno at el (2006,p.98) have stated “Many learners state they have spent so many years studying English language but cannot speak it appropriately and understandably.” Speaking skill can be reached based on students’ effort in learningEnglish.

At SMAN 1 TAMBUSAI since covid-19, learning at school done online using the Telegram application as a learning medium. The reason teachers choose the telegram application is because the instant application can accommodate a lot of media, of course it can also send messages, send voice messages and can even make video calls like online learning applications in general. All subjects by each teacher in their field of study all use the Telegram application, including English lessons.

In learning English, students only study three hours a week online using the Telegram application. So that students are not used to it, there are even some students who are not fluent in speaking English so that students are embarrassed to speak and communicate with teachers and friends through voice notes and video calls during learning, due to lack of vocabulary or lack of ability to speak. Based on the explanation above, the eleventh grade of SMAN 1 TAMBUSAI use Telegram application as media online learning. The research wan to analyze how student speaking skillsin narrative text through Telegram application.

B. Setting of the research

Based on the explanation above, the eleventh grade of SMAN 1 TAMBUSAI use Telegram application as media online learning. The research want to analyze how student speaking skills in narrative text through Telegram application.

C. Limitation of the research

In relation to the research above, the researcher views that important to maintain the focus of this research for the how is student speaking skills in narrative text through Telegram application.

D. Formulation of the research

Based on the limitation of the research above, the researcher formulates the research As follow.
How is student speaking skills in narrative text through Telegram application ?

E. Purpose of the research

In this research the researcher tries to find how is student speaking skills trogh Telegram application.

F. Significance of the research

Related to the research objectives above, the importance of research is as follows:

1. For students

This research provides motivation so that it is not difficult to learn to speak using telegram at SMAN 1 TAMBUSAI.

2. For teachers

This research provides an evaluation in implementing learning using telegram at SMAN 1 TAMBUSAI.

3. Research

For researchers, researchers want to know how speaking skills are after using the Telegram application at SMAN 1 TAMBUSAI.

G. Definition of the key term

1. Speaking

According to Louma (2004, p.2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, openended, and evolving.

2. narrative

According to Keraf (1989: 136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

3. Telegram

According to Fahana&Ridho (2018, p.6) Telegram has long been popular long before the era of smartphones. Telegram used to be post office facilities used for send long-distance writing messages quickly. But after technology develops fast, facilities it is persistent and is not used anymore. Now the name Telegram picked up by a starup developed into an application. Telegram is a cloud based instant messaging application focus on speed and safety. Telegram designed to facilitate mutual users send text messages, audio, video, pictures and sticker.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is very important to discuss. This chapter is concerned with review of the related literature the study. It covers review of the related theories, review of related findings and conceptual framework.

A. Review of the Related Theories

1. Definition of speaking

1.1. The nature of speaking

Speaking is an important skill in language learning, but it is not an easy skill to learn or teach. There are a number of reasons why oral skills are not taught in language classrooms. If oral production is not included in tests, teachers might not want to use precious class time for oral production but instead teach to the test and prioritize grammar, written or reading skills. According to Bygate (1987, p.6) “Speaking is the vehicle of social solidarity, of social making of professional achievement and of business”. It is through their way of speaking that people are most frequently judged. Speaking is also a medium through which much language is learned, including English. To speak is not merely uttering a sequence of words in their correct pronunciation. One is said to be a good speaker provided he manages to deliver what is in his mind well and to make his audience understand him/ her.

In addition, McDonough and Shaw (2003, p.134) defined that “Speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end”. This may

involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationship and friendship. Meanwhile, Nowicka and Wilczynska (2011, p.24) states “Speaking is an observable, physical and more specifically, acoustic phenomenon, describing one of human activities”.

From the explanation above, of course there will be a desire to communicate on the part of the students and they will also have a communicative purpose. Where the students are involved, they will be motivated the need to reach the objective of accuracy. The emphasis is on the form of the language. A teacher should be in creating ways or procedures of teaching in order that the objective is reached.

1.2. Components of Speaking

Speaking is the most crucial skill that should be mastered. It brings the ability to carry out the conversation. Through conversation people can do a spoken communication to apply the function of communication itself, whether it is transactional or interactional. The components of speaking English according Brown (2004, p.42-45) are as bellow:

a. Pronunciation

Pronunciation is the act or manner of the speakers produce clearer language when they speak. It deal with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. It is included the segmental features, vowels, consonants, words stress, tone pitch and intonation patterns. For that reason, if the speakers want to be able to speak English fluently, they need to be able to pronounce phonemes correctly, use the appropriate stress and intonation pattern

and speak in connected speech. The speakers must be able to articulate the words and create the physical sounds that carry meaning.

b. Grammar

Grammar is the basic units of meaning, such as words and a set of rules to combine them into a new sentence. It is needed for the speakers to arrange a correct sentence in a conversation. The speakers must be able to manipulate and to distinguish appropriate grammatical forms in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Vocabulary

Vocabulary is a very basic element in language. It is included a single word, set phrases, variable phrases, phrasal verbs and idioms. One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary.

d. Fluency

Fluency can be defined as the ability to keep going when speaking spontaneously. In a simple term, fluency is the ability to talk freely without too much stopping or hesitating. When fluently the speakers should be able to get the messages across with whatever resources and abilities they have got regardless and other mistakes.

e. Comprehension

Comprehension is discussed by both speakers and listeners. It is because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

1.3. Types of Speaking

There are many types of classroom speaking performance that students are expected to carry out in the classroom. Brown (2004,p.48) explained five types of speaking as follow:

a. Imitative

Students practice an intonation or try to identify a certain vowel sound. The elements of language form are the focus of this activity.

b. Intensive

This is speaking performance that is designed to practice some phonological or grammatical aspects of language. It is done by individual or even in pairs.

c. Responsive

It means that students practice their language by answering someone questions. This activity use simple utterances which can meaningful and authentic.

d. Interactive

Include multiple exchanges and or not multiple participants.

e. Extensive (monologue)

Students are asked to give extended monologues in the form of oral reports, summaries, or speeches.

Based on those five types of speaking, it can be concluded that the students" need to master the pronunciation, fluency, vocabulary, grammar and also comprehension to show a good speaking performance.

2. Definition of Speaking skill

Morozova (2013, p.7) explained that English skill has been world's need which was not only on economy field but also on intellectual, social, and international relation matter. Thus, it is very significant skill for students to master. However, this skill is not easy to learn. It is proved from experiences of the researcher in teaching English in classroom which show that many students get stuck when speaking English. Besides, they have also other problems like lack of vocabulary, pronunciation, too much anxiety and unconfidence, and low motivation.

Those difficulties appear in almost student's life due to the English skill itself is complex which need extra effort especially for non-native English students (Therefore, It needs attention from teacher and students as well concerning their role in tacking this issue.

3. Narrative Texts

Definition of Narrative Texts Anderson and Anderson (1997: 8) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013: 2) state that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story. From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers. Meanwhile, Keraf (1989: 136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. From these opinions, it can be said that a narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past

b. Generic Structure of Narrative Texts

a. definition of narrative texts

Derewianka (1990: 32) states that the steps for constructing a narrative are:

1) Orientation, in which the writer tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

2) Complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for 24 reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3) Resolution In a “satisfying “narrative, a resolution of the complication is brought about.

The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is of course possible in certainly types of narrative, which leave us wondering (how is the end?).

Meanwhile, Anderson and Anderson (1997: 8) show the steps for constructing a narrative text. They are:

(1) Orientation, it is the opening story which tells about the characters, the setting of time and the setting of place.

(2) Complication, that contains events of the story which stimulates the reader to guess what will happen in the story.

(3) Sequence of events, where the characters react to the complication.

(4) Resolution, where the characters finally solve the problem in the complication.

(5) Coda, that contains a comment or moral values which can be learned from the story, but this is an optional step.

In addition, Koffman and Reed (2010: 1) state that narratives have been described as having several common components including a setting, plot (series of episodes based on goals, attempts, outcomes), resolution or story ending. 25 Based on the statements above, it can be concluded that the generic structures of narrative texts are:

(1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.

(2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen

. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

Definition of Telegram

2.1. The nature of Telegram

Telegram is a popular messaging service based on an open-source platform built on by Russian Pavel Durov in 2013. Telegram is a cloud based application and system encryption that provides end-to-end encryption, self-destruction messages, and multi-data center infrastructure. The ease of access that telegram gives that can run on almost anything the platform makes it easy for administrators to build a notification system with take advantage of the open Application Programming Interface (API) facility provided by Telegram via bots that can be used to send messages automatically. Cloud base on telegram allows the sending process much faster and large storage media. As for some of the advantages of the telegram application according Fitriansyah, Aryadillah (2020, p.113)

2.2. Advantages of the Telegram Application:

1. Telegram is a free app and will continue to free (there will never be ads or fees forever)
2. Telegram send messages faster because cloud based
3. Telegram is lighter when run, smaller app size Telegram version v3.31 for android released on 25 November 2015 has a size of 16.00MB (16,775,108 bytes)
4. Telegram can be accessed from various devices simultaneously, among others: smartphones, tablets, computers, laptops and others same.
5. Telegram for sharing photos, videos, files (doc, zip, mp3) with any size maximum 1.5 GB file.

Telegram emphasizes speed and security as it is very easy to use, fast in uploading and downloading files, and easy to connect with your fellow members. Furthermore, its cloud based system ensures permanent access to the files which are exchanged across different channels and groups. Moreover, it is capable of

synchronizing encrypted data across multitude of independent data centers. shows the flexibility of Telegram in starting conversations with different people and among different channels. According to Faramarzi (2018, p.19) There are many features worthy of mentioning which make Telegram distinct from other software and establishes it as a leading device for distance language learning.

B. REVIEW OF RELATED FINDING

The researcher was found some of research that almost same like this thesis. Additionally, the researcher was accumulated to espouse this research. Concerning the research are following:

Firstly FifiFitriansyah, Aryadillah (2020) entitled "Using Telegram as a Communication Media in Learning On line" "Use of Telegram as a Communication Media in Learning" Media utilization this depends on the structure of the learning material and the types of communication required. As a means of communication media that supports learning process, the use of telegram is a source of communication which makes it easier for students to get information through groups. Like face-to-face classes, virtual classes (online learning) must also be managed properly in order to create a conducive class with activity

and creativity of lecturers and students in it. In this study, it can be seen that the learning process between lecturers with students. The lecturer first forms a group on Telegram application with members of the same class. Then

lecturer is group admin. Furthermore, learning is carried out as if it were in a real class, such as giving material, having discussions (question and answer), assignments to exams. Educators are very helpful to deliver subject matter by utilizing bots that contain certain commands that can be accessed easily by various file formats, subject matter in the form of video, document, and audio. This matter can be accessed quickly, anytime, and anywhere no more space and time limits due to technological changes in the Telegram app put forward the features that are needed by digital citizens.

Secondly Aprillia Dwi Wijayati (2021) Entitled "Influence Of Telegram Application On Improvement Of Knowledge" This study used a quantitative approach with a population of 4,818 and the sample in this study was 100 respondents and used random sampling. The data analysis technique used is multiple regression and correlation test. The respondents in this study were members of the Rumaysho Telegram Brothers Group. So the test results show that: 1) Simultaneously there is an effect between X on the Y variable with a significant value of 0.000. 2) Partially there is no effect on the X1 variable on the Y variable with a significant value of 0.054, there is an effect on the X2 variable on the Y variable with a significant value of 0.030, and the influence on the X3 variable on the Y variable with a significant value of 0.000.

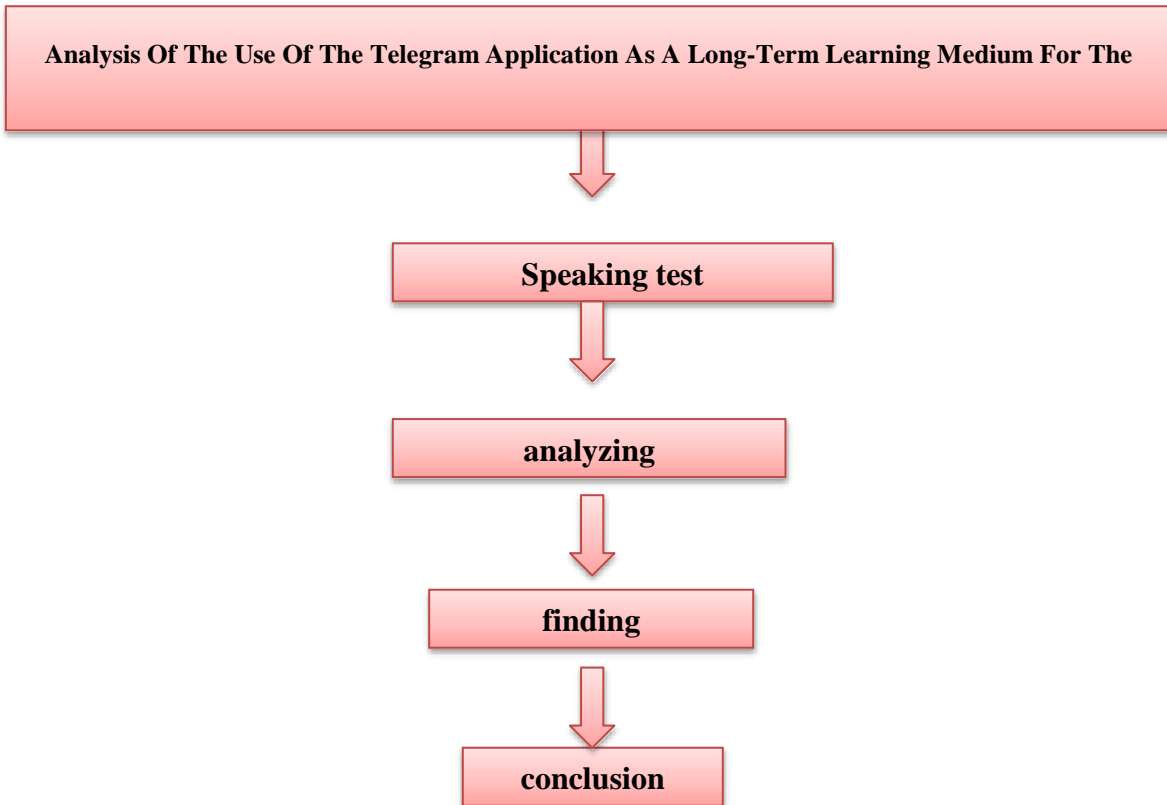
Thirdly, Sandy Cornelius (2018) Entitled "Effects Using Social Media Telegram As A Communication Media In Start Friday Surabaya" The researcher aims to find out the effect of using social media Telegram as a medium of communication in Start Friday companies from the perspective of interns. The resource persons were taken from 7 interns who were still members of the Telegram group in the period September to November 2017. The data collection method was carried out by means of face-to-face interviews and sending emails, then the data obtained were analyzed using a social media presence theory approach. The results of the study show that the effect of Telegram's social media presence in its use as the main communication medium at the Start Friday

company can be seen from the 5 effects obtained by the 7 interns in economic effects, social effects, activity scheduling effects, the effect of the loss of certain feelings, and the effect of growth. certain feelings.

Based on the research above, although the research topic is the same, the research time is different. The researcher wanted to know the students' speaking ability after using the telegram application for class eleventh students of SMAN 1 TAMBUSAI. So this research entitled “analysis of the use of the telegram application as a long-term learning medium for the speaking skills of eleventh grade students of sman 1 tambusai”

C. CONCEPTUAL FRAMEWORK

This discusses the research search Analysis Of The Use Of The Telegram Application As A Long-Term Learning Medium For The Speaking Skills Of Eleventh Grade Students Of Sman 1 Tambusai. Finding the research get draw the conclusion. The following describe with conceptual framework



Based of the conceptual framework above, analysis of the use of the telegram application as a long-term learning medium for the speaking skills of eleventh grade students of Sman 1 tambusai by using questionnaire, after that researcher analyz and get finding of the research and the researcher concludes theproblem.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the introduction of the research methodology. Research methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred to as a research problem. It consists of research design, setting of the research, instrumentation, the population and sample, technique of collecting the data, and technique of analyzing the data.

3.1. research design

In this research, the researcher uses descriptive quantitative. According to Ari kunto (2010) says that descriptive research is the research that has the purpose to accurately describe the situation, condition, and other things which are said, the result is explained in the report of the research. This research consists of one variable and it was designed using a descriptive quantitative method. The researcher uses quantitative research to know the speaking skills in narrative texts in eleventh grade SMAN 1 Tambusai.

3.2. setting of the research

This research will be conducted at SMAN 1 TAMBUSAI, located on Jl. Transmigration, Tambusai District, Rokan Hulu Regency. In addition, the study was conducted on eleventh grade students of SMAN 1 Tambusai.

a. Population

According to Sugiyono (2017, p.93) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this research is eleventh grade students of SMAN 1 TAMBUSAI.

b. Sample

According to sugiyono (2017, p.53) sample is part of the number and characteristics possessed by the population. If population is big the researcher is impossible for learning all there in the population because limited donation, energy and time but conclusion is sample that taken from population have to presented. In this research, the researcher get the sample using purposive sampling. So, in taking the sample of the research, the researcher were 32 students.

3.3. Instrumentation

Instruments are tools or media used by researchers to collect data. According to Sugiyono (2017, p.45) the instrument is a tool used to measure the observed natural and social phenomena. In this study, researchers used research instruments with speaking tests.

1) Speaking test

In this research, the researcher used text to test the speaking skill of the students. To analyze their speaking skill, the researcher used scoring rubric from Arthur hughes (2003, p.113). Meanwhile students' speaking skill assessed with speaking component by Arthur hughes (2003, p.115) the scoring of consist five criteria: pronunciation, grammar, vocabulary, fluency and comprehension.

Table 1

Speaking Assessment Rubrics

No	Level	Indicator
1.Pronunciation (20%)	1	Pronunciation frequently unintelligible
	2	frequent gross errors and very heavy accent make understanding difficult, require frequent repetition.
	3	Foreign accent require concentrate listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	4	Marked foreign accent and occasional mispronunciation which do not interfere with understanding.
	5	No Conspicuous mispronunciations, but would not be taken for native speaker.
	6	Native pronunciation, with no trace of foreign accent.
2.Grammar (20%)	1	Grammar almost entirely inaccurate expert in stock phrases

	2	Constant error showing control of every few major patterns and fluently preventing communication.
	3	Occasional errors showing imperfect control of some patterns but no weakness that the cause misunderstanding.
	4	Frequent errors showing control of every few major patterns uncontrolled and causing occasional irritation and misunderstanding.
	5	Few errors, with no patterns of failure.
	6	No more than two errors during interview.
3.Vocabulary (20%)	1	Vocabulary inadequate for even the simplest conversation
	2	Vocabulary limited to basic personal and survival.
	3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social.
	4	Professional vocabulary adequate to discuss special interest: general vocabulary discussion of any non-

		technical subject with some circumlocution
	5	Professional vocabulary board and precise: general vocabulary adequate to cope with complex practical problems and varied social situation.
	6	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
4.Fluency (20%)	1	Speech is so halting and fragmentary that conversation is virtually impossible.
	2	Speech is slow and uneven except for short or routine sentence.
	3	Speech is frequently hesitant and jerky: sentence may be left uncompleted.
	4	speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words.
	5	Speech on all professional and general topics as effortless and smooth as a native speaker's.
5.Comprehension (20%)	1	Understanding too little for the simplest type of conversation.

	2	Understanding only slow, very simple speech on common social touristy topics: require constant repetition and rephrasing.
	3	Understanding quite well formal educated speech directed to him, but requires occasional repetition and rephrasing.
	4	Understand careful, somewhat simplified speech direct to him considerable repetition and rephrasing.
	5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
	6	Understand everything in both formal and colloquial speech to be expected of an educated native speakers.

Arthur Hughes (2003, p.120)

Table 2 weighting in percentage of speaking skill

WEIGHTING TABLE						
	1	2	3	4	5	6
Accent	0	25	50	50	75	100
Grammar	16,6	33,2	50	66,5	83	100
Vocabulary	16,6	33,3	50	66,7	83,2	100
Fluency	16,6	33,2	50	66,4	83	100
Comprehension	17,4	34,8	52	65	82,5	100

Transcript Score of the weighting table by Arthur Hughes (2003, p.121)

Then the range of the score for speech could be seen as follows Harris (1968, p.7)

Table 3 range of score speaking skill

Range of the Score	The level of the Skill
81-100	Excellent
61-80	Good
41-60	Average
21-40	Fair
0-20	Poor

Harris (1968, p.7)

3.4. Technique of collecting the data

According to Sugiyono (2018, p.83) qualitative research methods are methods of research based on philosophy, which is used to research scientific conditions where as an instrument, technique, qualitative data collection and analysis emphasizes more on mean. Qualitative research methodology aims to analyze and describe the phenomenon or object of research through social activities, attitudes and perceptions of people individually or in groups. Then, the researcher analyzed about their conversation. In researchers collecting qualitative data for this study, researchers collected data using speaking tests and questionnaires.

1. Speaking test

Collecting research data using a list of speaking tests through student performance. Then, the researcher analyzed their conversations. In collecting qualitative data for this study, the researcher collected data using a student video recorder. To measure students' speaking skills and about their difficulties in speaking. In this speaking test, the delivery topic is when students and teachers communicate with each other about ongoing English learning

3.5. Technique of Data Analysis

The data analysis technique in this research is descriptive analysis. Descriptive analysis is a statistic used to analyze data by describing or describing data that has been collected without the intention of making conclusions that apply to the public or generalization Sugiyono (2003, p.134).

1. Speaking test

Researchers used several data analysis techniques. First, data collection, the research data comes from the results of data collection carried out in the student's speaking test in describing people. Second, the researcher chose three assessments to assist the researcher in analyzing the data. Third, the researcher gave speaking test notes to the assessor, the fourth

researcher gave an assessment of speaking skill indicators. fifth researcher and assessment of speaking skills based on speaking indicators. The six researchers collected the results of the assessment. And finally, the researcher analyzed the results of the assessment of the data based on the students' speaking scores. After that, the researcher presented the findings which aimed to determine the speaking skills of the eleventh graders of SMAN 1 TAMBUSAI. To get the percentage of students speaking one general method for assessing speaking skills based on students' speaking skills follows.