THE EFFECTIVENESS OF WHATSAPP MESSENGER
AS AN ONLINE FORUM DISCUSSION
TO TEACH SPEAKING SKILL

(An Experimental Study on Bilingual Mentoring Groups ofIAIN

Surakarta in Academic Year 2016/2017)

THESIS

Submitted as a Partial Requirements

forthe UndergraduateDegreein IAIN Surakarta

By:

JABAL SHOFAN SHOFA
SRN. 133221310

ENGLISH EDUCATION DEPARTMENT

ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY

STATE ISLAMIC INSTITUTE OF SURAKARTA

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ADVISORS SHEET

Subject   : Thesis of Jabal Shofan Shofa
SRN   : 133221310

To:

The Dean of Islamic
Education and Teacher
Training Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : JABAL SHOFAN SHOFA

SRN   : 133221310

Title   : The Effectiveness of Whatsapp Messenger as an Online Forum Discussion to Teach Speaking Skill (An Experimental Study on Bilingual Mentoring Groups of IAIN Surakarta in Academic Year 2016/2017)

Has already fulfilled the requirements to be presented before the Board of Examiners (munaqosyah) to gain the Undergraduate Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, 21-08-2017

Advisor,

Dr. Yusti Arini, M.Pd
NIP. 197508292003122001

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RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "The Effectiveness of Whatsapp Messenger as an Online Forum Discussion to Teach Speaking Skill (An Experimental Study on Bilingual Mentoring Groups of IAIN Surakarta in Academic Year 2016/2017)" by Jabal Shofan Shofa has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree in Islamic Education and Teacher Training Faculty.

Chairman   : **Dr. Imroatus Solikhah, M.Pd**   (................)
                   NIP. 197703162009122002

Secretary   : **Dr. Yusti Arini, M.Pd**   (................)
                   NIP. 197508292003122001

Main Examiner   : **Rochmat Budi Santoso, S.Pd, M.Pd**   (................)
                   NIP. 196911112002121001

Surakarta, 01-03-2018

Approved by

The Dean of Islamic Education and Teacher Training

Dr. H. Giyoto, M.Hum
NIP. 196702242000031001

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DEDICATION

This Thesis is dedicated to:

1. My Parents (Sutarno F.M. and Sri Lestari)

2. My Sister (HusnaMufidah, S.Pd)

3. All of My Beloved Friends

4. All of My Lecturers in IAIN Surakarta

5. The Mentor and Mentee that helped the research

MOTTO

"There are no words such as GENIUS or TALENTED in this world,
It's just TRY harder than anyone"

(Jabal Shofan Shofa)

"I don't think I'll learn anything
if I don't try to do something about it on my own"

(Hishiro Chizuru – ReLIFE)

"Every day, the words cross my mind, 'If I had done this back then…' but they
don't take the sincere form of regret. The words are just an excuse that come to
my mind then disappear"

(Satoru Fujinuma – BokuDakegaInaiMachi)

"Human beings are strong because we have the ability to change ourselves"

(Saitama – One Punch Man)

"JAA…FUKU KIRO YO!"

(A-kun, while german-supplexing Yoshiko – Aho Girl)

PRONOUNCEMENT

Name   : Jabal Shofan Shofa

SRN   : 133221310

Study Program: English Language Education

Faculty   : Islamic Education and Teacher Training Faculty

I hereby sincerely state that the thesis titled "The Effectiveness of Whatsapp Messenger as an Online Forum Discussion to Teach Speaking Skill (An Experimental Study on Bilingual Mentoring Groups of IAIN Surakarta in Academic Year 2016/2017)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 26-02-2018

Jabal Shofan Shofa
SRN. 133221310

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

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3. Dr. ImroatusSolikhah, M.Pd. as the Head of English Education Department in the State Islamic Institute of Surakarta.

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The researcher realizes that this thesis is still far from being prefect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, _____
Stated by,

Jabal Shofan Shofa
SRN. 133221310

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ABSTRACT

Jabal Shofan Shofa. 2017. *The Effectiveness of Whatsapp Messenger as an Online Forum Discussion to Teach Speaking Skill (An Experimental Study on Bilingual Mentoring Groupsof IAIN Surakarta in Academic Year 2016/2017)*. Thesis. English Letters Study Program, Islamic Education and Teacher Training Faculty. IAIN Surakarta

Advisor   : Dr. YustiArini, M.Pd
Keywords   : Speaking, Media, Whatsapp Messenger, Youtube Videos

According to Browne (2001:191), oral communication is vital in order to share ideas, to listen and to learn from others. In the other hand, the mentees got some problems in Bilingual Mentoring Program. They havedifficulties in making a sentence, understanding the materials or doing some exercises in speaking. While Harmer (2001:134) states that media or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity. Thus, the researcher try to use media to know whether Whatsapp Messengereffective to teach speakingin Bilingual Mentoring in IAIN Surakarta. The researcher conductedhis research starting from 5th September 2016 until 2rd July 2017.

This research used quasi experimental design (post-test only control group design). The samples of this research aresixth semester of students in IAIN Surakarta (academic year 2016/2017), divided into 3 groups as experimental group that contain 36 subjects and 3 groups as control group that contain 37 subjects with total subject are 73 subjects. This research usedcluster random sampling to collect the sample at sixth semester. The subjects of experimental groups were taught by using Whatsapp Messengerwhile the subjects ofcontrol groups were taught by using Youtube videos. The score of the speaking ability were scored by using Nunan's table. The data was analyzed by using Mann-Whitney U (Independence test).

The mean score of experimental group is 68.6 while the mean score of control group is 60.7. The result of Mann-Whitney U test computation is significant, because the Asymp Sig (2-tailed) score is 0, lower than 95% of the confidence interval that is 0.05. Therefore, the alternative Hypothesis (Ha) is accepted while the null Hypothesis (Ho) is rejected. Based on the result above, the research findings is there is significant difference between students taught by Whatsapp Messenger and those taught by Youtube videos. It means that Whatsapp Messenger is effective to teach speakingin Bilingual Mentoring GroupsofIAIN Surakarta (academic year 2016/2017).

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CHAPTER I

INTRODUCTION

A. Background of the Study

As a social creature, human always move forward along with the dynamic movement of globalization era. To balance their life with the movement, they need to interact with other people. One of the tools which is used to have an interaction by the people is language. Besides, the major function of language is to share the information about whatever is relevant or dear to us. By using language, we can express our feelings, ideas, and also to deliver our messages. To avoid ambiguity or misunderstanding about the information, people need the language to make it clear and can be understood.

As a developing country, Indonesia has been preoccupied with national development and survivals in a strongly competitive world of science and technology. Many people agree that English has an important role in enhancing science and technology, included education. Furthermore, at least many of books, journals, bulletins, and articles relevant for any fields in the libraries of universities and institutes are written in English.As what Brown (2001:118) said about English language it becomes an international language or universal language.

Learning English means learning the elements and skills in the language. Vocabulary, pronunciation, grammar, and spelling are language

elements, while language skills are listening, writing, reading and speaking. The skill of communicating in English in the global world nowadays is considered as one of the must-required life skills. As it is to communicate with others.

According to Browne (2001:191), oral communication is vital in order to share ideas, to listenand to learn from others. Also Nunan (2003:36) said that speaking is oral language ability to express ideas, intentions, thoughts and feeling to other people as ways to deliver the message clearly and to make the listener understand. It is the main way people communicate with one another.To communicate means to understand and to express information, feeling and idea to develop science, technology and culture by using the language. So, mastering speaking can give self confidence for students to communicate and interact in the target language. They would feel confidence to speak if they know that they can use the right expression when they talk.

Recently in IAIN Surakarta, there is an additional program called Bilingual Mentoring to support speaking skill. Bilingual Mentoring Program teach English to those who are non-English-based major, just like Arabic Education Department, etc. And teach Arabic to those who are non-Arabic-based major, just like English Education Department, etc.The mentor was picked up by selecting students who have a high score in English or Arabic. Then, the mentorthought them how to speak English or Arabic in public.

Based on pre-research observation, there are some reasons why the researcher chooses Bilingual Mentoring Program as the population, and sixth semester group as sampling. First, the researcher once chosen to be a mentor in that program in 2016 to teach sixth semester by using conventional method. The researcher observed from the result of the oral test that the researcher gave and the data showed the decline of the researcher expectation. It could be proven from the result of the oral test. The mean score is 56,87. Second, the problems were also identified based on interview with the mentee. It is related to the condition of students' lack of speaking ability, mentality just like their motivation in learning the material or their confidence in expressing their opinion when discussing and the limited time they have.IAIN Surakarta know how to upgrade the quality of their students. But it does not really effective, because there are only 10 meetings for them. How do the mentee absorb the materials with just 10 meetings? Also, they are all non-English-based major. It would be hard for both the mentee and the mentor.

Therefore, the mentor have to choose the best strategy to teach them. For example, using instructional media to stimulate the mentee in learning speaking skill. As we know that teaching aids are proven to help the teacher in teaching, for example using LCD, speaker, etc. Harmer (2001:134) states that Media or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity. In terms of technological development, learning using media can be grouped into two broad categories, namely selection of traditional media and

the latest technology media selection (Seels& Glasgow in Arsyad, 2002: 33). Further explained that the choice of latest technology media can be divided into a media-based telecommunications, such as teleconferencing, distance learning and handphone. And a media-based microprocessor, such as computer-assisted instruction, games, the system tutor intelligent, interactive, hypermedia, and CD.

Currently, mobile phone, which is not only serve as a tool to make calls or send messages, but has evolved into a more sophisticated technology with the latest applications that purposely created to facilitate communication between humans. Whatsapp is one of the kind. It can make a good group discussion, because of it's fast response. Voice note features can also make the Forum discussion more lively.

Same as Yeboah and Ewur (2014:157) said,"Whatsapp messenger already exist in everywhere for a while. But, in the latest update, it has improved the functionality of the application since its release date. The main purpose behind this application is to replace SMS with cross-platform mobile messenger that works on a data network. If you have unlimited text, it is still beneficial because it is a convenient way to avoid international fees that may be charged."

Based on the description above, the researcher decides to make an experimental research to improve the speaking skill by Whatsapp. So, the research is entitled his thesis with: "The Effectiveness of Whatsapp Messenger as an Online Forum Discussion to Teach Speaking Skill (An Experimental

Study on Bilingual Mentoring Groups of IAIN Surakarta in Academic Year 2016/2017)"

B. Limitation of the Problem

The scopes of these problems are too large to study. It is nearly impossible to study all of these problems. For that reason, the problems are limited on the effectiveness of using Whatsapp Messenger as anOnline Forum discussion to Teach Speaking Skill at Bilingual Mentoring Groups of IAIN Surakarta in academic year 2016/2017, because Whatsapp Messenger is easy to use as a mass party communication, and it's voice note feature help the user to communicate using his/her own voice directly.

The subject of the research is mentee from sixth semester in Bilingual Mentoring Program. The researcher choose them because they have already taken a speaking course, it also means that they have to master speaking skill. From the identification that the speaking score of this group are lower than the minimum score.

C. Problem Statement

Is the use of Whatsapp Messenger effective to teach the speaking ability between the mentee in IAIN Surakarta?

D. The Objectives of the Study

To find out whether the use of Whatsapp Messenger is effective to teach the speaking ability between the mentee in IAIN Surakarta.

E. The Benefits of the Study

In writing this thesis, there are some benefits as follows:

1. For the Mentor

   This thesis expected to give specific contribution to show variety ofteaching media that can be used in teaching speaking. And help them to choose the appropriate media in teaching speaking skill.

2. For the Mentee

   This thesis expected tohelp them learning materials in supporting their speaking skill. Also it can help them to understand the material effectively, give them some more time to discuss the material with the mentor.

3. For the Institution

   The researcher hope that IAIN Surakarta University can use this study to evaluate about how they teach or how they using the social media, especially Whatsapp Messenger in Bilingual Mentoring Program.

4. For the Other Researcher

   And for the other researchers, it can be used as a reference for who are interested in developing similar studies in the future or conducting similar studies in the future.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Review on Speaking

a. Definition of Speaking

In learning English Language, there are some skills that must be learned: writing, reading, listening and speaking. Browne (2001:191) once said that oral communication is vital in order to share ideas and listen to and learn from others. According to Nunan (2003:36), speaking is oral language ability to express ideas, intentions, thoughts and feeling to other people as ways to deliver the message clearly and to make the listener understand. It is the main way people communicate with one another.To communicate means to understand and to express information, feeling and idea to develop science, technology and culture by using the language. Marcia (in Fauziati, 2012: 17) also said that speaking as foreign language is ability needed from integration of many subsystems, and these combination will be factors to make speaking as second or foreign language for language learners.

From those description, we can say that speaking is one of important skills in learning English language as an oral language ability to express ideas, intentions, thoughts and feeling to make others

understand us in communicating with them. Mastering speaking can give self confidence for students to communicate and interact in the target language. They would feel confidence to speak if they know that they can use the right expression when they talk. Speaking ability is the art of communication and one of four productive skills that must be mastered in learning foreign language

b. **Stages of Speaking**

In speaking process, there are some stages in which the speaker must through in the right order. Harmer (in Tarigan, 1990: 13) writes that when teaching speaking or producing skill, we can apply three major stage, those are:

1) Introducing new language

When introducing new language, the teacher should find out the genre or the text, which is meaningful. The teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

2) Practice

Oral practice (speaking) becomes meaningful to students when they have to pay attention on what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

3) Communicative activities

When someone speak to other person, there will be a relationship. The relationship itself is communication. There are many example of communicative activities:

a) Conversation, that consist ofminimum, 2 person only.

b) Debate, that consist of more than 2 person.

c) Speech (Public Speaking), that consist of one speaker with massive listener.

Coming back to the issue of free interaction practice, one cannot but notice the fact that conversation is one of the most common types of speech production that people are involved in on a daily basis (Thornbury and Slade 2007: 5). For this reason, it is important to practice it first. The researcher also want to apply conversation as the communicative activities in Bilingual Mentoring Program.

Conversation, involving a two-way interaction between people, requires from its participants a broad range of skills. Participants need to know how to interact and manage talk. They need to be familiar with the rules of turn-taking, that is they need to know when and how to interrupt, take the floor and how to hold it, how to change the topic, how to signal they wish to speak and how to yield the turn. Furthermore, it is important for them to know

how to signal interest and the fact that you are listening or even how to avoid long silences.

c. **Micro Skill**

In order to be able to perform the speaking process, learners need to acquire the micro skills. Brown (2004:142) states that micro skills for speaking are:

1) Produce differences among English phonemes and allophonic variants.

2) Produce chunks of language on different lengths.

3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.

4) Produce reduced forms of word and phrases.

5) Use an adequate number of lexical units (words) to accomplish pragmatic purpose.

6) Produce fluent speech at different rates of delivery.

7) Monitor one's own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking to enhance the clarity of message.

8) Use grammatical word classes (nouns, verb, etc) system (e.g., tense, agreement and pluralization). Word order, patterns, rules and elliptical forms.

9) Produce speech in natural constituents; in appropriate, pause groups, breath groups and sentences constituents.

10) Express a particular meaning in differen grammatical forms.

11) Use cohesive devices in spoken discourse.

Based on the theory above, it can be concluded that in increasing our speaking skill, it needs the ability to produce chunks of language such as phonemes, morphemes, words and phrases.

d. Macro Skill

In order to be able to perform the speaking process, learners need to acquire the macro skills. Brown (2004:143) states that macro skills for speaking are:

1) Produce differences among English phonemes and allophonic variants.

2) Produce chunks of language on different lengths.

3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

4) Convey facial features, kinetics, body language and other proverbal cues along with verbal language.

5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, appealing for helps and accurately assessing how well your interlocutor is understanding you.

Based on the theory above, it can be concluded that in increasing our speaking skill, it needs the speaker's focus on larger elements, just like: fluency, discourse, function, style, non-verbal communication and strategic options.

e. Teaching Speaking

Teaching and learning process is an interaction between the students and the teachers and among the students in the instructional process. The meaning of interaction includes the elements that take and give to each other. There are several elements that contribute to the effectiveness of the activity in every teaching and learning activities. They are: objectives to be attained, students and teachers, instructional material, the method of teaching, the evaluation to see how far the objectives have been achieved.

Furthermore, in the teaching and learning process, there are several components to be considered so that the process can be conducted effectively and can reach the objectives of the instruction. They are students, teachers, curriculum, method, media, environment and the surrounding. Those components cannot be separated each other.

From the statement above, it means that there is obligation for teachers to improve speaking ability of students in English, especially interaction in outside of classroom. When the students are in their environment, they need many ideas to convey what they want or what they think and feel through speaking. According to Dwiyanti (in Liana,

2012:13-15), there are some special skills to improve speaking ability, and they are:

1) Vocabulary, that is appropriate diction used in communication. If someone does not have sufficient vocabulary, they are not able to communicate with others, both writing and speaking. It is because that they cannot express what they think to others when the recipient does not understand the messages.

2) Grammar, that is important skills for speakers, because they will need it to arrange the correct sentences in conversation. Students will use it to manipulate structure or distinguish appropriate grammatical form in appropriate ones. Therefore, the utility of grammatical learning is important for students.

3) Pronunciation, that is the way how the students produce the clear words when they speak. It deals with phonological process which based on elements or and principles to determine how sounds vary and pattern in language.

4) Fluency, that can be shown as ability to speak fluently and accurately. The signs of fluency can be seen by how fast speed of speaking and only small number of pauses, such as "um" or "ers". The sign can indicate that speaker do not spent much time to speak.

5) Comprehension, it is important to require a subject which is able to respond or initiate in oral communicating

According to Fauziati (2010: 15), the goal of the teaching speaking is communicative efficiency. It means that learners should be able to understand and to avoid faults in pronunciation, grammar and vocabulary in delivering message when the learners are in communication situation. Therefore, teaching speaking skill is necessary to have clear understanding involved in speech.

However, teaching speaking is not simply only repeating what the teacher has said. Teaching speaking is performing an oral task with a real motivation behind it. Adding a purpose to a spoken activity makes it much more rewarding, engaging and motivating for students.

Fauziati (2010: 19-28) said that there are 5 activities to teach speaking, and they are:

1) Role play, that is giving students opportunity to practice communication, to concentrate on communication behavior as they act out their roles, and encourage the students to speak up without worrying about set patterns, getting them to use their imaginations and creating good atmosphere that can make students forget that they are in the classroom. Role play approach can also help teachers expand the classroom indefinitely and provide natural context for the language being used. The topic of the role-play can be chosen from the social problem. The role play can be presented about thirty minutes which contains minimum of advanced vocabulary items.

2) Games, that is interesting teaching for students. It can help teacher to create dynamic and motivating classes. Students can feel relaxed atmosphere when they are studying, and they also can participate with activities which require them to use what they have been drilled on. In addition, students will be more active and feel joy because the game takes real learning. However, there are disadvantages of this method, games will make the class noisier and sometimes it can disturb another class.

3) Problem solving, it gives opportunity for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful for the students. According to Fong in Fauziati (2010: 27), "more advanced students are given problems which requires going out into the community or campus to interview people who can supply concrete information about the problem." Teacher should prepare "informal script" to guide students during the interviews as classroom activities. And the students can present their findings to the class.

4) Discussion, this may be composed by several students, for example 5 students. The material must be right topic to facilitate the student's understanding. For example, the more advance class can be given factual article from a newspaper, journal and the sale brochure of car firm, statistics on pollution, world population, or birthrate figures. Them the final presentation of group discussion is

shared around among of groups. The main goal of these techniques is improving fluency. And grammar is probably the best allowed to function as a naturally communicative context.

5) Song, can be used especially in speaking class will be enjoyable and educational process. According to Fauziati (2010: 28), songs can be useful aid in the learning of vocabulary, pronunciation, structures, and sentence patterns. It is because songs can raise peaceful and happy mood for listeners

Based on the theory above, it can be concluded that in teaching and learning process, there are some technique and method that can be used to optimalized the process. Choosing one of them are based on the needs and your condition in class.

2. **YouTube**

a. **Definition of YouTube**

As Gagne quoted in Sadiman (1986:6), media are physical means surrounding the learner that can stimulate students to study. Briggs (Sadiman, 1986:6) also added that media are physical means bringing the information and stimulating students to learn. Harmer (2001:134) states that Media or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity.

From those, we can conclude that media are some physical things that can be used to facilitate communication and learning

activity between teacher and students. From the explanation above, it means that media plays an important role as teaching aids in the communication between the teacher and the students to achieve the instructional objective.

Achsin (1986:17-18) states that the purpose of using media are:

1) To make the learning process run effectively and efficiently

2) To make it easier for teachers in delivering information to the students.

3) To make it easier for students to absorb or accept and understand the materials that has been presented by the teacher

4) In order to encourage the students to learn more and in-depth about the materials conveyed by the teacher

5) To avoid misinterpretation or misunderstanding between students with each other on material or messages conveyed by the teacher

Technological advancement provides new opportunities for teachers to apply online resources to traditional classrooms. It makes both learning and teaching interesting and meaningful. If students and the teachers have adequate access to the internet, there is a vast number of audio-visual resources available online that can be used in a multiple ways in English classes. YouTube is regarded one of the most effective ways to achieve success in English classes. It can be used in ESL classroom for developing various skills such as listening, speaking, pronunciation and vocabulary etc. YouTube is a kind of a

tool that can be very useful both inside and outside of the classroom to learn the language.

As Jalaludin (2016:1) said, YouTube is a website that shares different kind of videos i.e., video clips, TV clips, music videos, movie trailers, and other content such as video blogging, short original videos and educational videos. It was started in February, 2005. The site allows users to upload, view, rate, share and comment on videos. It allows unregistered users to watch videos and registered users to upload videos to their channels. Sherman (2003:56) also points out that video is today's medium and people spend more time with audiovisual than with printed material. While watching videos there is involvement of two different senses at the same time, seeing, hearing and stimulates interest in the meaning of words.

b. The Advantages of YouTube

Jalaludin (2016:2) states that there are some advantages from YouTube, those are:

1) YouTube is considered very useful tool because it can be use outside and inside of the classroom.

2) Videos have compelling power in the language classroom.

3) It promotes a learning style that is more autonomous and students centre.

4) It can be source of motivation for the students and they can stay in the class for longer time.

5) It is enjoyed by the students.

It can be concluded that YouTube is a tool that facilitates language learning and teaching, boosts confidence, provides authentic materials and also increases the participation of the students.

c. The Disadvantages of YouTube

Jalaludin (2016:2) states that there are some disadvantages from conventional method, those are:

1) Students can face the problems in understanding the language of videos.

2) The kind of language level used in the videos can be confounding for the students.

3) There could be issues of privacy invasion.

4) There could be copyright issues.

5) Some videos can sometimes be inappropriate without warning.

It can be concluded that Youtube also has disadvantages to be consider when used as learning media.

3. Whatsapp Messenger

a. Definition of Whatsapp Messenger

Whatsapp is one of the kind of application in android mobile phone. According toAlsanie (2015: 69)WhatsApp Messenger is a proprietary, cross platform instant messaging subscription service for smart phones and selected feature phones that uses the internet for communication. In addition to text messaging, users can send each

other images, video and audio media messages as well as their location using integrated mapping features.

Patil (2015: 591) also explain that WhatsApp is an instant messaging app for smart phones that operate under a subscription business model. This proprietary, cross-platform app uses the Internet to send text messages, images, video, user location and audio media messages.

Current statistics puts WhatsApp usage at one (1) billion as at February 2016 (Statista, 2016). It was founded by Brain Acton and Jan Koum former employees of Yahoo. WhatsApp uses a customized version of the open standard of the extensible messaging and presence protocol (XMPP). Upon installation, it creates a user account using the phone number of the registering member as the username. WhatsApp is considered to be the most sought after messenger for Apple, iOS, Andriod, Nokia S40 and Symbian 60, blackberry and window phone. WhatsApp can also be used on laptops and computers based on configuration applicable that involves users downloading an app player and this enables users to download the WhatsApp web version and use it comfortably without restriction.

Yeboah and Ewur (2014:157) said, "Whatsapp messenger already exist in everywhere for a while. But, in the latest update, it has improved the functionality of the application since its release date. The main purpose behind this application is to replace SMS with cross-

platform mobile messenger that works on a data network. If you have unlimited text, it is still beneficial because it is a convenient way to avoid international fees that may be charged."

And recently, based on pre-research, Whatsapp has been used almost by all of the mentee. It can make a good group discussion, because of it's fast response. Voice note features can also make the Forum discussion more lively. If you have unlimited text, it can help you to minimize the time in writing the texts by using voice note. And it also can be used to make clear about your text whether you angry or happy because it has the same situation and feels when you having a conversation with other, including the stress, the intonation, the tone, etc.

It can be concluded that WhatsApp is an application available on the new generation smart phones like IPhone, Android, Blackberry, Samsung, or Sony that allows users to send text messages to each other for free. Users are not charged for a text sent through WhatsApp. This is because WhatsApp sends messages through an internet data connection. WhatsApp supports many different message types, from simple text to pictures to audio files and videos.

The researcher using online forum discussion as the technique in maximize the use of Whatsapp. Online forum discussion is a discussion area on a website or an online forum. The members can post or chat discussions and read and respond posts by other members.

A forum can be focused on nearly any subject and a sense of an online community, or virtual community, tends to develop among forum members. This type of forum may also be called a message board, discussion group, bulletin board, or web forum, but it differs from a blog, the name for a web log, as a blog is usually written by one user and usually only allows for the responses of others to the blog material. A forum usually allows all members to make posts and start new topics.

While in Whatsapp Messenger, an online forum discussion is also can be called by a chat room. Members in a chat room usually all chat or communicate at the same time, while members in a discussion group post messages to be read by others whenever they happen to log on. Forums also tend to be more topic-focused than chat rooms. But, we can also focusing a topic in Whatsapp Messenger as there is a moderator in the group discussion.

Before a prospective member joins a group and makes posts or chat to others, he or she is usually required to register. The prospective member must usually agree to follow certain online rules, sometimes called netiquette, such as to respect other members and refrain from using profanity. In Whatsapp Messenger you just have to register using your email account and number, then it will automatically log in anytime you using an internet connection. The user usually chooses his or her own user name and avatar, or photograph or picture, supplied by the member might appear under the member's user name in each post.

There are also some etiquette in online forum discussion, as follows:

1) Behave the same way you would when talking to people in real-life.

2) Avoid chat slang.

3) Try your best to spell all words correctly and use proper punctuation. However, also realize that no one is perfect.

4) Give your post or chat some time to get responses or answers to the question. Continuously bumping a message or nagging other members to respond does not help and is usually frowned upon.

5) Do not WRITE IN ALL CAPS as it makes you appear like you're yelling.

6) Respect all other members on the forum.

7) Abide by the rules created by those running the forum discussion

It can be concluded that whether in offline (real life) or online discussion, there are some regulation or etiquette that we have to obey, so that the discussion will go smoothly and run as the procedure.

b. Teaching Speaking Using Whatsapp Messenger

When the researcher started his research, the researcher found that there was, in fact, not much theory that dealt specifically with Whatsapp. Surely, there was plenty about mobile learning, blended learning and the use of technology, but there was little research as specific as the researcher thesis. Bilingual Mentoring program is not the same as usual teaching learning in school, because It does not have

any curriculum, and others characteristic as usual teaching learning in school.

The researcher did come across the findings provided by Dan Bouhnikand MorDeshen(2014). Who carried out research concerned with the social and academic advantages of different types of social media – including Whatsapp.Bouhnik, D., &Deshen, M. (2014: 228) concluded that, in these respects, Whatsapp was the most integrative of all, mainly because of its multiplicity of options, simplicity, accessibility and efficiency. They were succinctly expressing what the researcher had thought all along. That's exactly what the researcher had set out to demonstrate in Bilingual Mentoring groups.

Here are some steps in teaching speaking using Whatsapp Messenger based on Bouhnik, D., &Deshen, M. (2014: 221-224):

1. Creating the Groups

    The first essential step, as expected, was creating the Whatsapp groups. At the beginning, the researcher plan to make the groups, but there were already created by the mentor of the Bilingual Mentoring from each group. In the end, the researcher have 3 groups for the experimental group that contain 36 mentees.

2. Setting the Rules

    The second essential step to take into account is establishing the guidelines. The researcher went over all the rules with the mentee, so that they knew exactly what was expected from

them. In a similar way to how classroom rules are introduced the first day of class, the way in which the researcher present the Whatsapp project to the mentee is going to set the pace for the rest of the activities. It is vital that mentees are aware of both what they are supposed to do, and how they are going to be assessed. As regards this last point, it is also important that you are clear on the rubrics that are going to be taken into account to correct students' productions – and if and when they are going to be graded.

It is also advisable to let them know that some assignments were going to be carried out using this app. Needless to say, such rules and criteria have to be flexible or designed in such a way that they match your own classroom reality.

3. Implementing the Activities

Oral practice in the Bilingual Mentoring is another complicated issue. The mentee do not have the confidence, have little class-time and many topics to cover. This is when Whatsapp becomes really handy. Just by sending an audio message, mentee can complete a task. It offers mentor and the researcher the opportunity to check on pronunciation and fluency, and it gives pupils the chance to be assessed personally. Furthermore, these audio files may become records of students' progress.

c. The Advantages of Whatsapp Messenger

Jisha K. and Jebakumar (2014:4-5) states that there are some advantages from Whatsapp Messenger, those are:

1) No Cost

You can download the application and use it for one year free of cost to send unlimited messages, audio files, video files and images with internet connection.

2) Easy to Send Multimedia Messages Instantly

WhatsApp enables its users to send images, audio files, video files in a second's time.

3) Group Chat Facility

WhatsApp enables youth to chat with their friends and relatives in a group. Youngsters agree that they cannot be without WhatsApp too long because they don't want to miss some important conversations made between group friends and relatives.

4) No Geographic Constraints

You can communicate with your friends and relatives no matter where they are located at.

5) Great Speed

The speed in chat messages, photo update, video and voice note attract and retains more and more of its users.

It can be concluded that Whatsapp Messenger is one of media that can be used to maximize the learning process. Using voice note as a way in online forum discussing is one of it's advantages.

d. The Disadvantages of Whatsapp Messenger

Jisha K. and Jebakumar (2014:5)states that there are some disadvantages from Whatsapp Messenger, those are:

1) Consume Lots of Space in Mobile Phone

WhatsApp spend almost 177 MB spaces in Android storage. It makes WhatsApp to be one of big application among other social media.

2) Visibly Hectic Text Message Culture

WhatsApp has encouraged youth to send hectic messages and thereby enhancing the culture of visibly hectic text messages. There is no restriction in the size of text messages that can be send through WhatsApp.

3) Lack of Concentration in Class Rooms

Young people very seldom turn off their WhatsApp, even at colleges, They will be receiving messages every now and then. Due to this they lack concentration in class rooms, and hence will not listen to classes much.

4) Lack of Communication with Family Members at Home

The 24/7 online nature in WhatsApp results in lack of communication with the family in the physical world. The

youngsters today, are so obsessed with WhatsApp that they rarely communicates with their family.

5) "Part of Me Missing" Syndrome

Without WhatsApp, todays youth feels like something is missing in them if they are not found to be online with friends and relatives. So they keeps their mobile next to their pillow just to check their WhatsApp messages.

It can be concluded that Whatsapp Messenger also has disadvantages to be consider when installing this application. Whether It used as social media or learning media.

4. **Bilingual Mentoring Program**

Based on the interview with Mr. Sanjaya, one of the staff in Bilingual Mentoring Program, the one who initiate in creating the program is the Dean of Islamic Education and Teacher Training Faculty, Dr. H. Giyoto, M.Hum. He and the other staff, Mr. Arifin and Mrs. Solikhah, had already researched about how to increase the speaking ability whether in Arabic or English. Then, it comes to Bilingual Mentoring Program.

In other word, Bilingual Mentoring Program is an additional learning activity in IAIN Surakarta that have a purpose to teach speaking skill whether in English language or Arabic language in a group.

At the first try in 2016, they applied it only English Program for those who are non-English based majority, because of the limited staff they had. It is about 546 mentees that participating in the program. There

are mentor, a students who selected by the staff based on their grades, that have the role to teach the materials for the mentees. And mentees or students as the participant, who receive the material. Each group has overall 15 mentees in it as you can see on this graphic below:
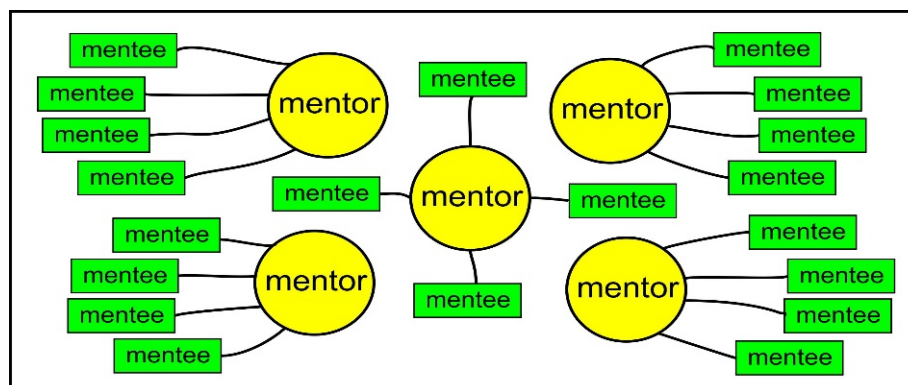
Figure 2.1 Structure Mentoring in 2016

In 2017, According to the data, collected from the Academic staff, there are 1582 mentees including 781 mentees at 6th semester and 801 mentees at 4th semester this year. Different from before, there are Instructor, an alumni who are selected by the staff based on their grades that have the role as the advisor or organizer for the mentor. Mentor, a students who selected by the Instructor based on their grades, that have the role to teach the materials for the mentees. And mentees or students as the participant, who receive the material. As you can see in this graphic below:
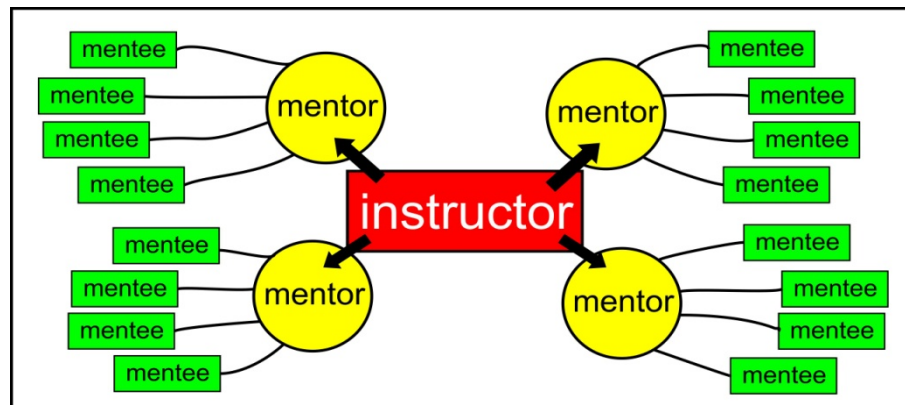
Figure 2.2 Structure Mentoring in 2017

The schedule for Bilingual Mentoring Program are each Wednesday after dzuhur for 4th semester andeach Thursday after dzuhur for 6th semester. The time are not definite. It is up to the mentor who have the role to teach them.

The materials for 4th semester are interview for a job, making a presentation, delivering a speech and debating, with subs-topics in each topics. For 6th semester, it's only one material, that is debating.

The learning activity in Bilingual Mentoring Program are:

Table 2.1 Learning Activity in Bilingual Mentoring

No.	Activity	Explaination
1.	Opening	- The mentor greet all of the mentee and reciting "Basmallah" to open the Bilingual Mentoring Program. - After that, the mentor will discuss about the homework whether there is or not.
2.	Main	- In the main activity, the mentor will explain about the material.

		- If there are any question from the mentee, the mentor will answer it directly. - After giving explaination and answering the questions. The mentor will give a task to practice the material. The mentor will correct them directly. And it is up to the mentor whether any assessment in each meeting. - Also, Up to the mentor whether there are any homework for the next meeting.
3.	Closing	- In the end of the meeting. They will make some agreement about when they will start the discussion again. - Closed with praying "hamdallah" together.

B. Previous Related Study

There has been a researches conducted a research on improving speaking skill by using media, they are:

KartikaDesy P., the title of her research is "IMPROVING STUDENTS' SPEAKING ABILITY ON TRANSACTIONAL DIALOGUE USING DUBBING (A Classroom Action Research at the Tenth Grade Students of

SMAN 5 Surakarta Academic Year in 2012/2013)". The researcher is from IAIN Surakarta. In her research, she focuses on the problem faced by the teacher in improving students' speaking skill using dubbing. Her research shows that audio visual media can not only help the students to get motivation in reading text, but it can also help the students to able to understand English text.

Related to the purpose of the study, the research design used in this research was a classroom action research. The classroom action research was conducted in two cycles. The subject of the research was X-3 students of SMAN 5 Surakarta. They were 29 students. The action research was conducted in March until May 2013. In this research, the researcher taught speaking by using film dubbing. Film dubbing is a technique used to improve the students' speaking ability by dubbing their voice into Naruto film. The data were collected from the result of observation, interview, documentation, and speaking test. The data were compared and analyzed to get conclusions as the result of this research.

The results of the action are: (1) the implementation of film dubbing in teaching speaking through procedure: opening, main activity and closing. Opening was conducted to give motivation to students. Main activity consisted of material explanation, pronunciation checking and dubbing process. Closing was carried out by giving review to the students. (2) The use of film dubbing could improve the students' speaking ability. It was based on the progress of mean score of the students. The mean of students' speaking

score was 68.68 and the mean of post-test 2 was 74.96. (3) The last result was the strengths and the weaknesses of dubbing technique. The strengths were the students can communicate with others using transactional dialogue material, they could learn and practice pronunciation to increase students' fluency in speaking, dubbing technique also made the students pay attention and have motivation to join in speaking activity. Meanwhile, the weaknesses were the expensive enough devices for this technique and the time consumption for implementing this technique.

Yuri Septiani, the title of her research is "THE USE OF HAND PUPPET MEDIA TO IMPROVE SPEAKING ABILITY OF THE SEVENTH GRADE STUDENTS OF MTs N KARANGANYAR IN THE ACADEMIC YEAR OF 2014/2015". The researcher is from IAIN Surakarta. The purpose of this research is to know the use of puppet media to improve speaking ability of seventh grade students of MTs N Karanganyar in the academic year of 2014/2015. The problems of the research are: (1) How is the implementation of puppet media in teaching speaking ability of seventh grade students of MTs N Karanganyar in the academic year of 2014/2015? (2) How does the puppet media improve speaking ability of seventh grade students of MTs N Karanganyar in the academic year of 2014/2015? The aims of this research are: (1) To describe the implementation of puppet media in teaching speaking ability of seventh grade students of MTs N Karanganyar in the academic year of 2014/2015. (2) To know how does the puppet improve speaking ability of

seventh grade students of MTs N Karanganyar in the academic year of 2014/2015.

This research used a classroom action research as the research design. It was started from March until June 2015. The subjects of this research were all the students of VII H class at MTs N Karanganyar in the academic year of 2014/2015. This research consisted of two cycles, with each cycle consisted of planning, acting, observing and reflecting. There were two kinds of the data of this research. The data were qualitative and quantitative data. The qualitative data were collected by using observation and interview. Besides, the quantitative data were collected by using test. For analyzing the qualitative data, the researcher used some techniques, such as: assembling the data, coding the data, comparing the data, building interpretations and reporting the outcomes.

The result of this research showed that after conducting the actions, there are the implementations of puppet in teaching speaking as follows: The first step, it starts giving to the students material about expressing embarrassment. The second, the students discuss with their group to make conversation. The third, the students practice their conversation in group. And the last, the students are asked to come forward in front of class with puppet to know how far they can improve their speaking ability. The puppet media could improve students' speaking ability. It can be seen from mean progress score of pre-test and post-test. The mean score of pre-test was 61.94, the mean score of post-test 1 was 63.67 and the mean score of post-test 2 was 76.88.

The similarities between this study and the other previous study are: (1) Researching on improving students' speaking ability. The differences between this study and the other previous study are: (1) The previous study using different media or method than this study (2) The research design (3) The object of the study (4) The instruments

C. Rationale

Recently in IAIN Surakarta, there is an additional program called Bilingual Mentoring to support speaking skill. Bilingual Mentoring Program teach English to those who are non-English-based major, just like Arabic Education Department, etc. The mentor was picked up by selecting students who have a high score in English. Then, the mentor tought them how to speak English in public.

IAIN Surakarta do know how to upgrade the quality of their students. But it does not really that effective, because there is only 10 meetings for them. How do the mentee absorb the materials with just 10 meetings? Also, they are all non-English-based major. It would be hard for both the mentee and the mentor.

Therefore, the mentor have to choose the best strategy to teach them. For example, using instructional media to stimulate the mentee in learning speaking skill. Whatsapp is one of the kind. It can make a good group discussion, because of it's fast response. Voice note features can also make the Forum discussion more lively.

D. Action Hypothesis

Based on the description on the related theories above, the hypothesis can be formulated as follows: The use of Whatsapp Messenger is effective to teach the speaking ability between the mentee in IAIN Surakarta.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher use experimental research study. Experimental research is the way to find the causal relationship between two factors which are raised by the researcher. In doing an experimental research usually two groups are involved and compared to find the influence of a treatment. As cited in Marczyk (2005:3), "Experimental research involves comparing two groups on one outcome measure to test some hypothesis regarding".

In this study, the researcher used the quasi experimental design named post-test only control group design. According to Best (1981: 151) the design of the experiment can be describes as follows:

Table 3.1 Post-Test Only Control Group Design

Experimental Group	R1	X1	P2
Control Group	R2	X2	P2

As can be seen from the diagram above, there was two groups employed in this design; one group was the experimental group, it received a treatment (X1) while second group was the control group, it received another treatment (X2). Here, both of the groups are randomly choosen (R1 and R2). Then, the experimental group was given treatment of using Whatsapp Messenger as a media in forum discussion (X1) while the control group was

using Youtube(X2). Finally, both of the groups were given post-test (P2) to obtain the data to be analyzed. The effectiveness of Whatsapp Messenger as a media in forum discussion and the relative improvement of the two groups could be seen from t-test.

The researcher is using Treatment Plan in conducting the treatment 10 times for each group, considered by the number of Bilingual Program meeting in one semester, because this treatment would be held on the night after the meeting was conducted. As follows below:

Table 3.2 Treatment Plan

No.	Activities	Experimental Group	Control Group
1.	Opening	- In the first meeting with the mentee, the researcher explain the treatment that would be conducted in the group, face to face with the mentor and the mentee. - The explaination includes the schedule, material, rules and the process related to the treatment.	- In the first meeting with the mentee, the researcher explain the treatment that would be conducted in the group, face to face with the mentor and the mentee. - The explaination includes the schedule, material, rules and the process related to the treatment.
2.	Treatment	- The treatmentwould be conducted in the night after Billingual Mentoring, more precisely at 08.00 P.M.	- The treatment would be conducted when the tentor starts the Billingual Mentoring activity.

		until 09.00 P.M or at the time that already compromised. We begin the online discussion with taking attendance and reciting "basmallah". - In there, the researcherwould discussed about the material that recently have been tought by the mentor. - After that, there would be a time for practice speaking, using the voice note features in Whatsapp Messenger. - The researcher control the group by answering questions, correcting the mentee's speaking practice and organize the discussion.	- The researcher only provide the video related to the material and the laptop. - The video that would be watched has been downloaded from Youtube or it can be directly seeing it online while mentoring. - The tentor explain the video and continue the mentoring activity.
3.	Closing	- In the end of the online discussion. We would make some agreement about when, we would start the discussion again. - Closed with praying	- In the end of the mentoring. We would make some agreement about when, we would start the mentoring again. - Closed with praying

		"hamdallah" together.	"hamdallah" together

B. Subject of the Study

1. Population

As cited in Best (1995:13) "A population is any group of individuals that have one or more characteristics in common that are interesting." In this study, the population is all of the mentees in Bilingual Mentoring Program at IAIN Surakarta in 2017. This program is located at IAIN Surakarta, Center Java. There are 1582 mentees, both from English based majority and non-English based majority.Including 781 for 6th semester and 801 for 4th semester this year. Each group has overall 15 mentees in it.

2. Sampling Technique

In this study, the researcher used the cluster random sampling as mentioned by Fraenkel and Wallen (2000: 109). Cluster random sampling refers to the selection of groups, or cluster of subjects rather than individuals. The researcher used this sampling technique because there are large population divided into some groups contain some individuals.

3. Sample

According to Best (1995:13) "A sample is a small proportion of population selected for observation or analysis." By observing the characteristic of the sample, one can make certain inferences about the characteristic of the population from which it is drawn. The sample consisted of the students from the population who were chosen to participate in the study.

Based on Roscoe in Sekaran (2006:37) there are some general references on how we choose the sample:

a. A countable samples are more than 30 and less than 500. Those are the exact amount in a usual research.

b. If the samples divided into sub-category (man/woman, junior/senior, etc). The minimum amount should be about 30 for each category.

c. In a multivariate research, the sample should be 10 times more than the total variable in those research.

d. For an experimental research, the minimum samplesshould be about 10 until 20.

There are some limitation to choose the sample because there are too many mentees, as follows:

a. The researcher choosing only the sixth semester students in IAIN Surakarta, that is 781 mentees.

b. The researcher using Slovin's calculation as mentioned by Sevillaet. al, (2007:182) in determining the sample, as follows:

$$n = \frac{N}{1 + Ne^2}$$

Where: n = sample

N = population (781)

e = error tolerance (the researcher using 10% of tolerance = 0,1)

$$n = \frac{781}{1 + 781 \times 0,1^2}$$

$$n = \frac{781}{1 + 7,81}$$

$$n = 88,65$$

$$n = 89$$

Based on the formula above, the researcher got 89 mentees.

c. Based on sampling technique, that is cluster random sampling, the researcher picking up per group, and each group contains overall 15 mentees. From there, 89 mentees divide 15 mentees is 6 groups. The researcher finally decide choosing 6 group randomly from the population for 3 experimental groups and 3 control groups.

C. Research Setting

1. Location of the Research

The researcher conducted his research at IAIN Surakarta in academic year 2016/ 2017. This University was located at Jl. Pandawa, Pucangan, Kartasura, Sukoharjo, Jawa Tengah, Indonesia.

2. Time of the Research

The researcher conducted his research starting from 5th September 2016 until 2rd July 2017, as it can be seen in the schedule:

Table 3.3 Research Schedule

No.	Activity	Time
1.	Pre-observation	5th September 2016

2.	Preparing Chapter 1 until 3	30st November 2016
3.	Thesis proposal examination	24th March 2017
4.	The treatment	3rd April until 22th May 2017
5.	Collecting the data through the post-test	23th until 30thMay 2017
6.	Preparing the Chapter 4 until 5 and the rest	31thMay until 2rd July 2017
7.	Board of Examiners (munaqosyah)	30th August 2017

D. Research Instruments

According to Brown (2004:3), "Test is a method of measuring someone's knowledge, ability or performance in a given domain." Based on the statement above, test can be used to measure the students' ability or students' learning achievement. The researcher used post-test. Post-test was given to both control group and experimental group. The treatment was conducted for about 1 month and 2 weeks in 3rd April until 22thMay 2017. While the post-test was conducted for about 1 weeks in 23th until 30th May 2017. It was given to both control group and experimental group. It was taken as measurement tool to measure students speaking achievement in Bilingual Mentoring Program.

The post-test was conducted by practicing debate in team. Each control or experimental group would be divided into two team for pro and contra. The

mentor would be the mediator and the researcher would recorded their debating. Each team would receive random topics from the mentor. They would receive some times to discuss with their team and prepare the opinions. The rule of the debate are, each person would be given 1-3 minutes to give their opinions, the mediator is the referee, and other rules just like in the ordinary debate. Finally, the debate would be start and go on until the mentor giving a sign to stop.

E. Technique of Collecting Data

1. Oral Test

Post-test was given to the control and the experimental group after conducting all the treatments. The posttest for the control group was conducted on May 23th, 2017 and for the experimental group was on May 26th, 2017.

The role of post-test that is role play and giving them situation to perform their dialogue. Then, the researcher compared the two means by applying t-test formula to distinguish whether the students' result of speaking test using conventional teaching and using Whatsapp Messenger as a media of online forum discussion is significant or not to improve students speaking skill.

2. Measurement Tool

The researcher is using Nunan (2003:325) table of scoring in scoring speaking assessment:

Table 3.4 Nunan's Table

No.	The Aspect Evaluated	Score	Criteria
1.	Pronunciation	4	Phonetically accurate pronunciation throughout.
		3	Occasional phonemic error, but generally comprehensible.
		2	Many phonemic error, many difficult to percieve meaning.
			Incomprehensible or no response.
		1	
2.	Structure/Grammar	4	No errors of morphology or syntax.
		3	Generally accurate structure occasional slight error.
		2	Error of basic structure but some phrase rendered correctly.
		1	Virtually no correct structures or no response.
3.	Vocabulary	4	Consistent use of appropriate word throughout.
		3	Mirror lexical problem, but generally appropriate.
		2	Vocabulary usually inaccurate except for occasional correct words.
		1	Vocabulary inaccurate throughout or no response.
4.	Fluency	4	Speech is natural and continues any pause correspond to those which might be made by native speaker.
		3	Speech is generally natural and continue, occasional slight stumbling or pause at unnatural points in the utterance.
		2	Some define stumbling, but manages to rephrase and continue
		1	Long pause, utterence left unfinished or no response.
5.	Comprehension	4	Logical and flowing, easy and effective communication, uses long turns.
		3	Understandable, effective communication in short turn.

		2	Clear but not on topic, very hesitant and brief utterances, sometimes difficult to understand.
		1	Not on topic, little or no communication.

How to evaluate:

Sum of mentee's score x 5 = 100 (maximum score)

3. **Reliability of the Test**

Human error, subjectivity and bias may enter into scoring process, so two raters are needed to score the test. According to Brown (2004: 21), "rater-reliability issues are not limited to context where two or more scores are involved." Fulcer (2003: 138) also stated that "rater reliability is concerned with the extent to which two or more raters are capable of agreeing with each other on the score they award to the same individuals". The same statement stated by Sutama (2012:117) "The comparison between rater can be done over and over again on the same object".

Based on the explanations above about rater reliability, the researcher used two raters to give the score for the post-test, the researcher is included to rate it. The used of two raters to give two scores would avoid the subjectivity by one person and then it was analyzed by discussing of the result from both the two raters.

The qualification to be choosen as a rater in this research are having the ability in speaking included having a good pronunciation, grammar, vocabulary, fluency and comprehension. The first rater is Mrs. Yusti as the English Lecturer in IAIN Surakartaand the researcheras the

second rater as he got 3.61 in his IPK. The result of both rater can be seen underneath, with following symbols of "P" for "Pronunciation", "G" for "Grammar", "V" for "Vocabulary", "F" for "Fluency" and "C" for "Comprehension".

The result of the first rater:

Table 3.5 Result of the First Rater

Subject	P	G	V	F	C	Final Score (score x 5)
Group 1 (Experimental)						
1	2	2	3	2	2	55
2	3	3	4	2	3	75
3	2	4	3	3	3	75
4	2	3	3	2	3	65
5	2	4	3	3	3	75
6	2	3	3	3	3	70
7	3	3	3	3	3	75
8	3	4	3	2	2	70
9	2	3	3	2	3	65
10	3	4	4	2	3	80
11	3	4	3	3	3	80
12	3	3	3	2	3	70
Group 2 (Experimental)						
1	2	3	2	3	3	65
2	2	3	2	3	3	65
3	3	3	2	2	3	65
4	2	3	3	4	3	75
5	3	2	3	3	3	70
6	3	2	2	3	3	65
7	2	2	3	2	3	60
8	3	3	2	3	3	70
9	3	2	3	3	3	70
10	2	3	2	3	3	65
11	2	3	3	2	3	65
12	2	2	3	3	3	65
13	3	4	4	3	3	85

Group 3 (Experimental)					
1	3	2	2	2	3	**60**
2	3	2	2	3	3	**65**
3	3	2	3	3	3	**70**
4	2	3	2	3	3	**65**
5	2	3	3	3	3	**70**
6	2	3	2	3	3	**65**
7	2	3	2	3	2	**65**
8	2	3	3	2	3	**65**
9	3	2	2	3	3	**65**
10	3	2	3	3	3	**70**
11	2	3	2	3	3	**65**
Group 1 (Control)					
1	3	2	2	3	3	**65**
2	2	2	3	2	3	**60**
3	3	3	2	3	3	**70**
4	3	2	3	3	3	**70**
5	2	3	2	3	3	**65**
6	2	3	3	2	3	**65**
7	2	2	3	3	3	**65**
8	2	3	3	2	3	**65**
9	3	2	2	3	3	**65**
10	3	2	3	3	3	**70**
11	2	3	3	2	2	**60**
12	3	2	2	3	2	**60**
Group 2 (Control)					
1	2	3	3	2	2	**60**
2	3	2	2	3	2	**60**
3	2	2	3	3	3	**65**
4	2	3	3	2	2	**60**
5	2	2	3	2	2	**55**
6	2	3	2	3	2	**60**
7	2	2	2	2	2	**50**
8	2	3	2	2	2	**55**
9	3	2	2	2	2	**55**
10	2	3	2	3	2	**60**
11	2	3	2	3	2	**60**
12	2	2	3	3	3	**65**
13	2	3	3	2	2	**60**

14	3	2	2	3	3	65
Group 3 (Control)						
1	2	3	2	2	2	55
2	3	2	2	2	2	55
3	2	3	2	2	2	55
4	3	2	2	2	2	55
5	2	3	2	3	2	60
6	2	3	2	3	2	60
7	2	2	3	3	3	65
8	2	3	3	2	2	60
9	3	2	2	3	3	65
10	2	2	3	2	3	60
11	2	3	2	3	2	60

The result of the second rater:

Table 3.6 Result of the Second Rater

Subject	P	G	V	F	C	Final Score (score x 5)
Group 1 (Experimental)						
1	2	3	3	2	3	65
2	3	3	4	2	3	75
3	2	4	3	3	3	75
4	2	3	3	2	3	65
5	2	4	3	3	3	75
6	2	4	3	3	3	75
7	3	3	3	3	3	75
8	3	4	3	2	3	75
9	2	3	3	2	3	65
10	3	4	4	2	3	80
11	3	4	3	3	3	80
12	3	3	3	3	3	75
Group 2 (Experimental)						
1	2	3	2	3	4	70
2	2	3	2	3	3	65
3	3	3	2	2	3	65
4	2	3	3	4	3	75
5	3	2	2	2	3	60

6	3	2	2	3	3	**65**
7	2	2	3	2	3	**60**
8	3	3	2	3	3	**70**
9	3	2	3	3	3	**70**
10	2	3	2	3	3	**65**
11	2	3	3	2	3	**65**
12	2	2	3	3	3	**65**
13	3	4	4	4	3	**90**
Group 3 (Experimental)						
1	3	2	2	2	4	**65**
2	3	2	2	3	3	**65**
3	3	2	3	3	3	**70**
4	2	3	2	3	3	**65**
5	2	3	3	2	3	**65**
6	2	3	2	3	3	**65**
7	2	3	2	3	3	**65**
8	2	3	3	2	2	**60**
9	3	2	2	3	3	**65**
10	3	2	3	3	3	**70**
11	2	3	2	3	3	**65**
Group 1 (Control)						
1	3	3	2	3	3	**70**
2	2	2	3	2	3	**60**
3	3	3	2	3	3	**70**
4	3	2	3	3	3	**70**
5	2	3	2	3	3	**65**
6	2	3	3	2	3	**65**
7	2	2	3	3	3	**65**
8	2	3	3	2	2	**60**
9	3	2	2	3	3	**65**
10	3	2	3	3	3	**70**
11	2	3	3	2	2	**60**
12	3	2	2	3	2	**60**
Group 2 (Control)						
1	2	3	3	2	2	**60**
2	3	2	2	3	2	**60**
3	2	2	3	3	3	**65**
4	2	3	3	2	2	**60**
5	2	2	3	2	2	**55**

6	2	3	2	3	2	**60**
7	2	2	2	3	3	**60**
8	2	3	2	2	2	**55**
9	3	2	2	2	2	**55**
10	2	3	2	3	2	**60**
11	2	3	2	3	2	**60**
12	2	2	3	3	2	**60**
13	2	3	3	2	2	**60**
14	3	2	2	3	3	**65**
Group 3 (Control)						
1	2	3	2	2	2	**55**
2	3	2	2	2	2	**55**
3	2	3	2	2	2	**55**
4	3	2	2	2	2	**55**
5	2	3	2	3	2	**60**
6	2	3	2	3	2	**60**
7	2	2	3	3	3	**65**
8	2	3	3	2	2	**60**
9	3	2	2	3	3	**65**
10	2	2	2	2	2	**50**
11	2	3	2	3	2	**60**

In here, the researcher is using SPSS to analyze the reliability, based on Besral (2010: 43) the steps can be seen as follows:

a. Open the SPSS application and click on the "Variable View"
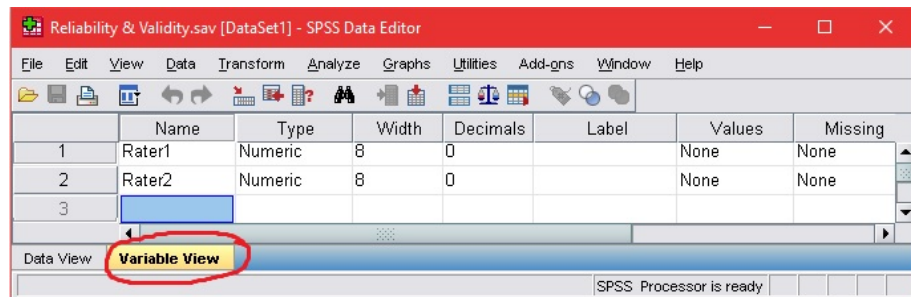
Figure 3.1 First Steps of Analyzing Reliability Test

b. Fill the "Name" column with "Rater1" that represent for the first rater calculation and "Rater2" that represent for the second rater calculation
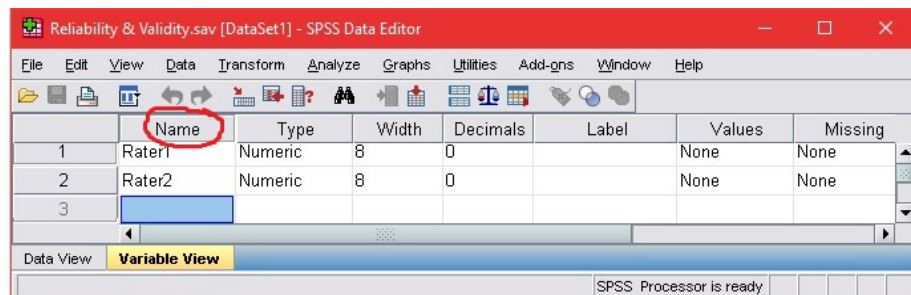
Figure 3.2 Second Steps of Analyzing Reliability Test

c. Go back to "Data View" and insert the score for each rater
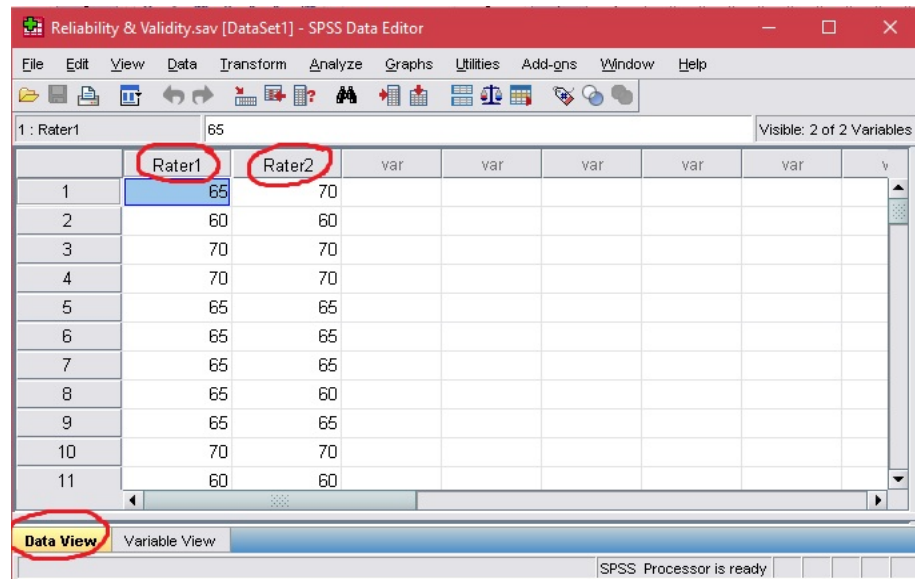
Figure 3.3 Third Steps of Analyzing Reliability Test

d. Click "Analyze" to analyze the data that we already insert in the "Data View", choose "Scale" to choose what to measure, then pick "Reliability Analysis…" as the selected type of measurement
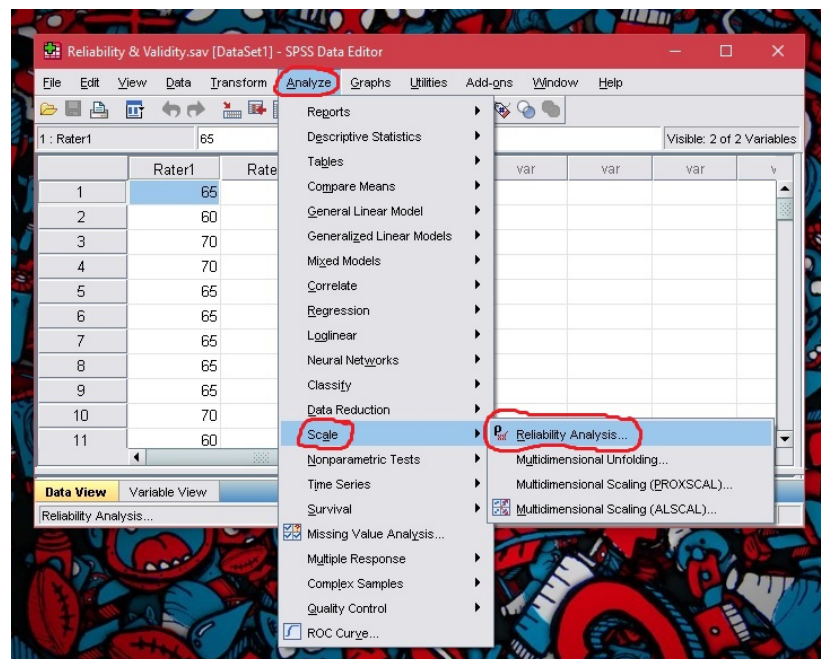
Figure 3.4 Fourth Steps of Analyzing Reliability Test

e. Move variable "Rater1" and "Rater2" to the "Items" and choose "Alpha" model, then click "OK"
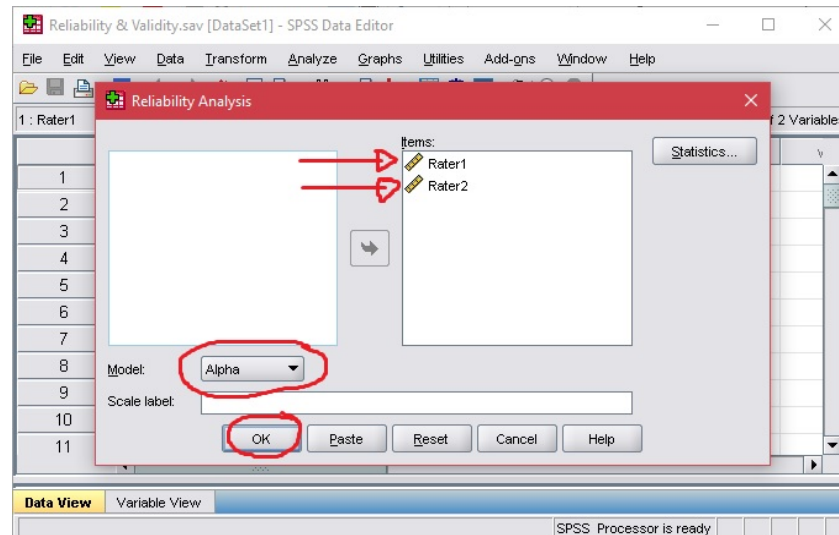
Figure 3.5 Fifth Steps of Analyzing Reliability Test

f. The "Output" table will pop up and show the result. If the "Cronbach's Alpha" score is higher than the minimum score of cronbach alpha that is 0.6, then It means that the instrument is reliable
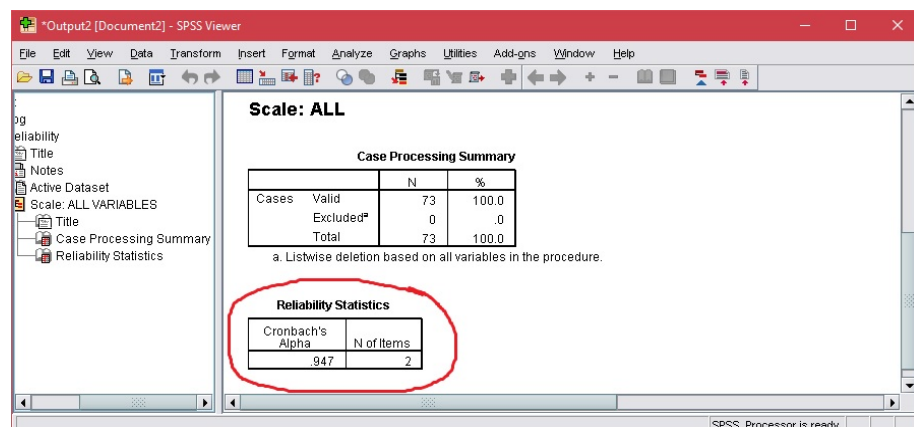
Figure 3.6 Sixth Steps of Analyzing Reliability Test

Based on the steps above, the researcher got the result score of Cronbach Alpha that is 0.947 and It is higher than the minimum score of

Cronbach Alpha that is 0.6, then It means that the researcher's instrument is reliable.

4. **Validity of the Test**

Based on Sutrisno (1982: 111) there are five types of validity: (1) Face validity (2) Logical validity (3) Factorial validity (4) Content validity (5) Empirical validity. The researcher uses the content validity that aims to measure students learning advancement or their achievements.

Content validity itself uses a more formal, statistics-based approach, usually with experts in the field (Sutrisno, 1982: 114). Content validity is related to face validity, but differs wildly in how it is evaluated.Face validity requires a personal judgment, such as asking participants whether they thought that a test was well constructed and useful. Content validity arrives at the same answers, but uses an approach based in statistics, ensuring that it is regarded as a strong type of validity. These experts judge the questions on how well they cover the material. As Brown (2004: 23) state that "Test validity is the degree to which a test measures what it claims to be measured".

Based on the statement above, the most proper role to achieve the content validity for the speaking test was compare it with the material or syllabus. In this case, the Bilingual Mentoring Groups in 6th semester having only one material that is debating with 12 topics as follows (captured from siakad.iain-surakarta.ac.id):

Figure 3.7 Variants of Topics in Debating Material

The researcher also using SPSS to analyze the validity of his instrument. To calculate it, the researcher need additional data of final score from the mentees. The final result after both of the rater discussed,with following symbols of "P" for "Pronunciation", "G" for "Grammar", "V" for "Vocabulary", "F" for "Fluency" and "C" for "Comprehension", as follows:

Table 3.7 Result of Final Scores

Subject	P	G	V	F	C	Final Score (score x 5)
Group 1 (Experimental)						
1	2	3	3	2	3	65
2	3	3	4	2	3	75
3	2	4	3	3	3	75

4	2	3	3	2	3	**65**
5	2	4	3	3	3	**75**
6	2	4	3	3	3	**75**
7	3	3	3	3	3	**75**
8	3	4	3	2	3	**75**
9	2	3	3	2	3	**65**
10	3	4	4	2	3	**80**
11	3	4	3	3	3	**80**
12	3	3	3	2	3	**70**
Group 2 (Experimental)						
1	2	3	2	3	3	**65**
2	2	3	2	3	3	**65**
3	3	3	2	2	3	**65**
4	2	3	3	4	3	**75**
5	3	2	2	2	3	**60**
6	3	2	2	3	3	**65**
7	2	2	3	2	3	**60**
8	3	3	2	3	3	**70**
9	3	2	3	3	3	**70**
10	2	3	2	3	3	**65**
11	2	3	3	2	3	**65**
12	2	2	3	3	3	**65**
13	3	4	4	4	3	**90**
Group 3 (Experimental)						
1	3	2	2	2	3	**60**
2	3	2	2	3	3	**65**
3	3	2	3	3	3	**70**
4	2	3	2	3	3	**65**
5	2	3	3	2	3	**65**
6	2	3	2	3	3	**65**
7	2	3	2	3	3	**65**
8	2	3	3	2	2	**60**
9	3	2	2	3	3	**65**
10	3	2	3	3	3	**70**
11	2	3	2	3	3	**65**
Group 1 (Control)						
1	3	2	2	3	3	**65**
2	2	2	3	2	3	**60**
3	3	3	2	3	3	**70**

4	3	2	3	3	3	**70**
5	2	3	2	3	3	**65**
6	2	3	3	2	3	**65**
7	2	2	3	3	3	**65**
8	2	3	3	2	2	**60**
9	3	2	2	3	3	**65**
10	3	2	3	3	3	**70**
11	2	3	3	2	2	**60**
12	3	2	2	3	2	**60**
Group 2 (Control)						
1	2	3	3	2	2	**60**
2	3	2	2	3	2	**60**
3	2	2	3	3	3	**65**
4	2	3	3	2	2	**60**
5	2	2	3	2	2	**55**
6	2	3	2	3	2	**60**
7	2	2	2	2	2	**50**
8	2	3	2	2	2	**55**
9	3	2	2	2	2	**55**
10	2	3	2	3	2	**60**
11	2	3	2	3	2	**60**
12	2	2	3	3	3	**65**
13	2	3	3	2	2	**60**
14	3	2	2	3	3	**65**
Group 3 (Control)						
1	2	3	2	2	2	**55**
2	3	2	2	2	2	**55**
3	2	3	2	2	2	**55**
4	3	2	2	2	2	**55**
5	2	3	2	3	2	**60**
6	2	3	2	3	2	**60**
7	2	2	3	3	3	**65**
8	2	3	3	2	2	**60**
9	3	2	2	3	3	**65**
10	2	2	2	2	2	**50**
11	2	3	2	3	2	**60**

Based on Besral (2010: 45) the steps can be seen as follows:

a. Open the SPSS application and click on the "Variable View"
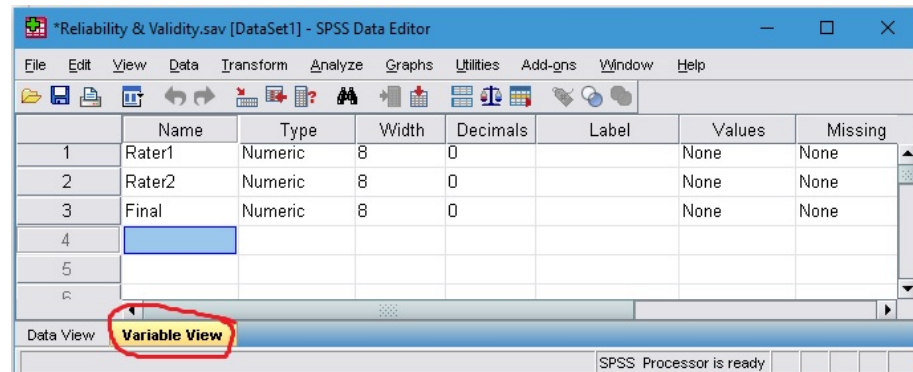
Figure 3.8 First Steps of Analyzing Validity Test

b. Fill the "Name" column with "Rater1" that represent for the first rater calculation, "Rater2" that represent for the second rater calculation and "Final" that represent for the final calculation as both rater discussed
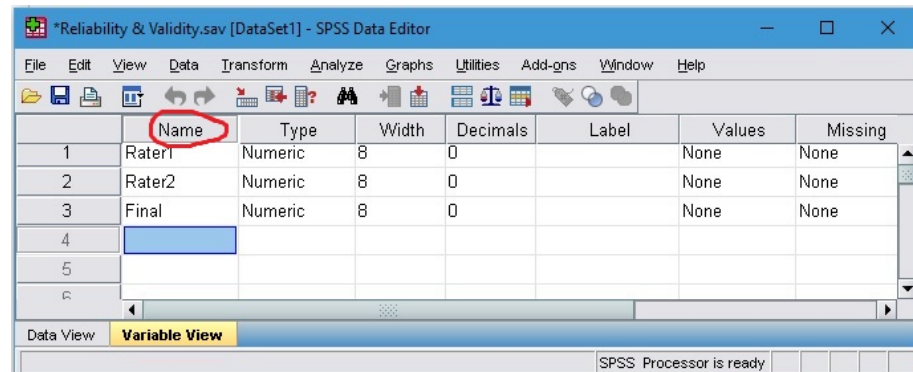
Figure 3.9 Second Steps of Analyzing Validity Test

c. Go to "Data View" and insert the score for each rater and final score
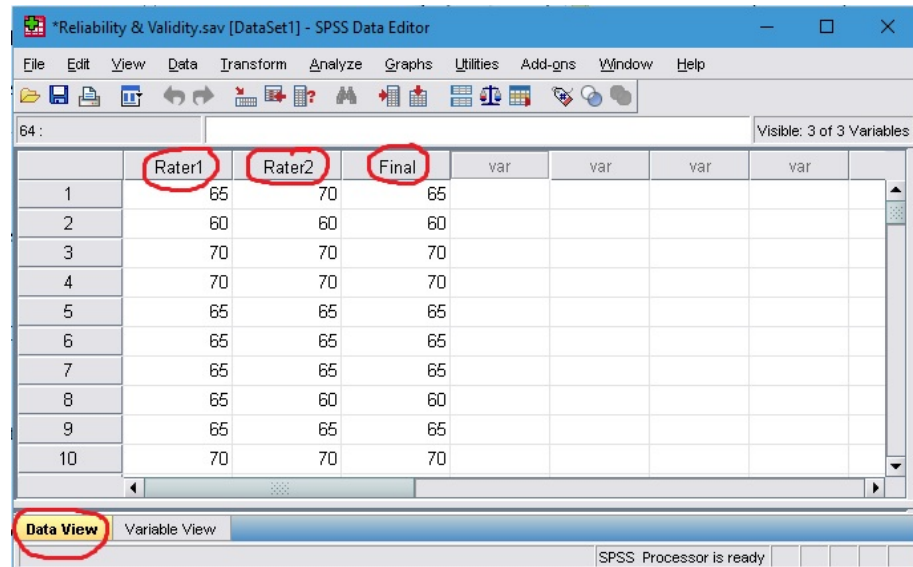
Figure 3.10 Third Steps of Analyzing Validity Test

d. Click "Analyze" to analyze the data that we already insert in the "Data View", choose "Correlate" to choose what to measure in correlation, then pick "Bivariate…" as the selected type of measurement
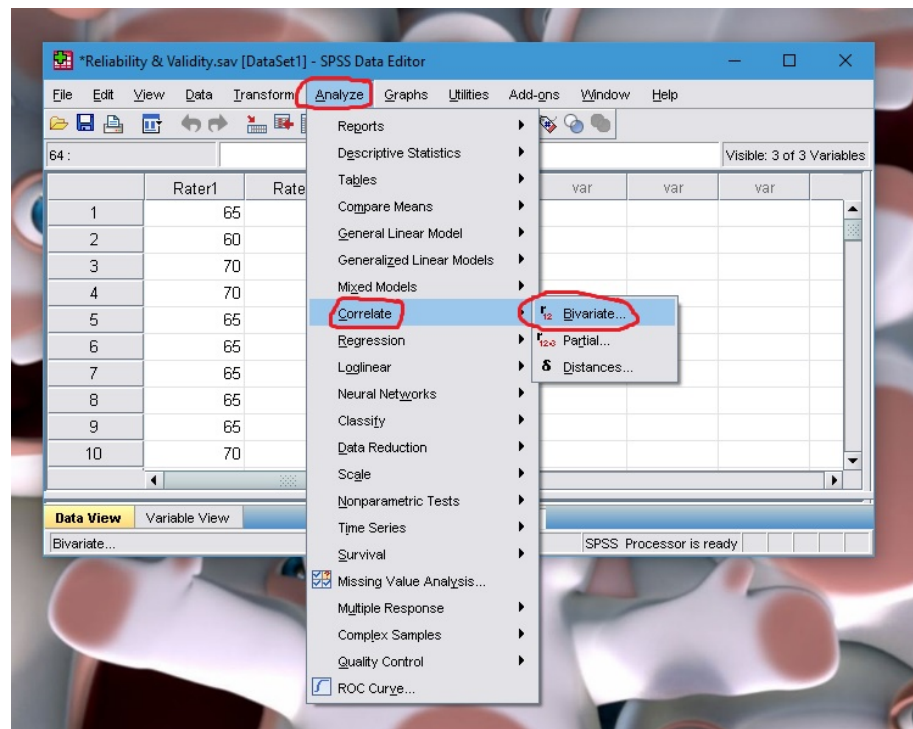
Figure 3.11 Fourth Steps of Analyzing Validity Test

e. Move all variables to the "Variables", choose "Pearson" as the expert

    base calculation and "Two-tailed" as the kind of measurement and

    click "OK"
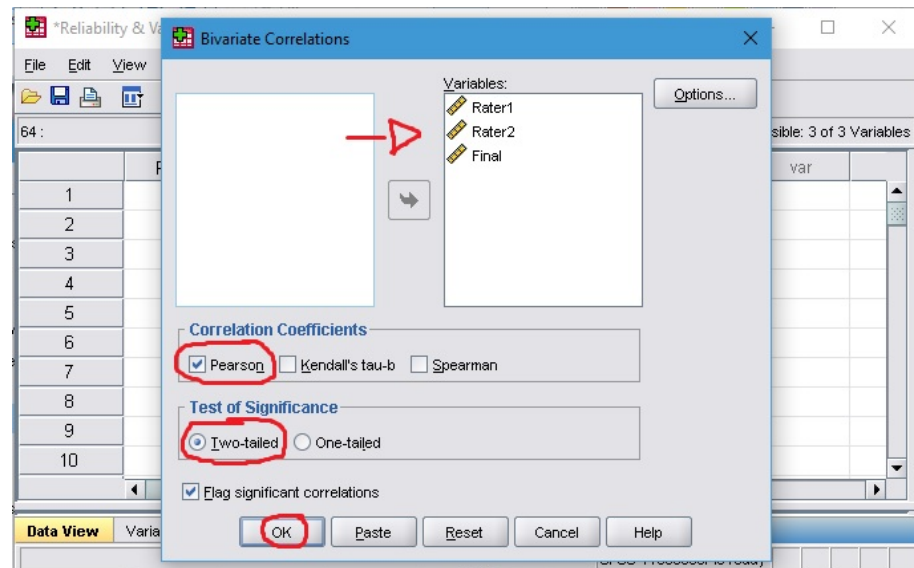
Figure 3.12 Fifth Steps of Analyzing Validity Test

f. The "Output" table will pop up and show the result. If the "Final"

    score is higher than minimum r table that is 0.3, it means that the

    instrument is valid
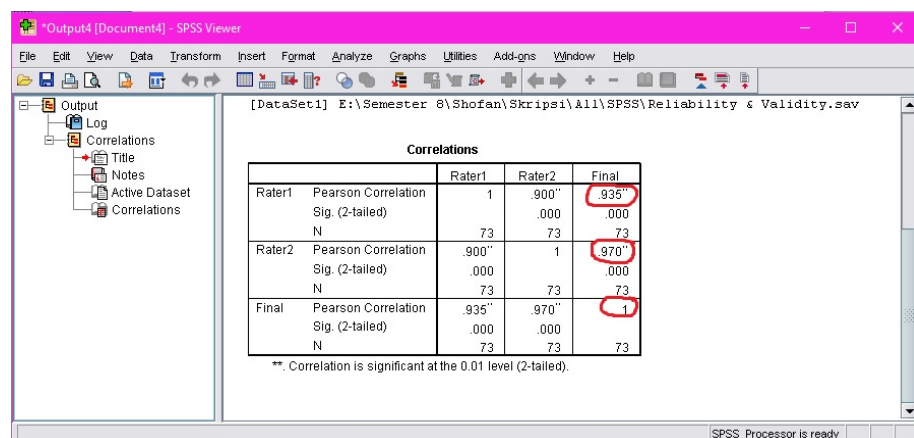
Figure 3.13 Sixth Steps of Analyzing Validity Test

Based on the steps above, the researcher got the result of final score that is 0.935 (Rater1), 0.970 (Rater2) and 1 (Final) and It is higher than the minimum score of r table that is 0.3, then It means that the researcher's instrument is valid.

F. Technique of Analyzing Data

1. Descriptive Analysis

The descriptive analysis consist of mean, median, mode and standard deviation of the speaking score. After finding out those point, the researcher examined normality and homogeneity of the data distribution. The formula of the mean, median, mode and standard deviation as follows:

a. Mean

$$\overline{X} = \frac{\sum X}{n}$$

Where: $\sum X$ = the sum of the mentees' score

n = the sum of the mentees in group

b. Median

$$Me = L + i \left(\frac{\frac{n}{2} - cfb}{fw} \right)$$

Where: L = the lower limit of the intervalwithin the medium

i = interval

n = the sum of the mentees in group

cfb = the commulative frequency in all interval

$$fw \quad = \text{ the frequency of cases within the interval}$$

containing the median

c. Mode

Mo = the most appearing value

d. Standard Deviation

$$SD = \sqrt{\frac{\sum (xi - \bar{x})^2}{n-1}}$$

Where: xi = score of the mentees

          $\bar{x}$ = average score of the mentees

          n = the sum of the mentees in group

2. Pre-requisite Test

a. Normality

The normality test is used to know the distribution of question from the test in normal or abnormal. The normality test are calculated for both experimental and control group. There are several steps to find normality:

1) Determining the mean score, as above formula

2) Determining standard deviation, as above formula

3) Calculating Z value, using formula: $\dfrac{xi - \bar{x}}{SD}$ (xi = score of the mentees, $\bar{x}$ = average score of the mentees, SD = standard deviation)

4) Looking for $P \leq Z$ of each item in the table

5) Calculating L_{table} of 0,05 α

6) Determining L for each item in the test b deriving F/n with $P \leq Z$

7) Comparing the maximum result of L for each item with L_{table} and the normality test can be found. If $L_{max} \geq L_{table}$ the distribution of the test runs normally but if $L_{max} \leq L_{table}$ the distribution of the test does not runs normally

Based on the normality formula above, the researcher got result in his SPSS that the data is not normal, because the significant score are 0.007 and 0 lower than 95% of the confidence interval that is 0.05, as can be seen on the output table below:

Figure 3.14 Normality Score

b. Homogeneity

Homogeneity test is used to know whether two groups (experimental and control class) that are taken from population have homogeneity or not. The formula is (Siregar, 2013:203):

$$F = \frac{Sb^2}{Sw^2}$$

Where: F   = standard for ANOVA

Sb   = between group varians

Sw   = within group varians

$$Sb^2 = \frac{n_1(\bar{x} - x)^2 + n_1(\bar{x}_2 - x)^2 + ... n_n(\bar{x}_n - x)^2}{k - 1}$$

And $\quad Sw^2 = \dfrac{(n_1-1)S^2{}_1 + (n_2-1)S^2{}_2 + ...(n_n-1)S^2{}_{n1}}{n-k}$

Where: $\quad\bar{x}\,n\quad$ = average score of the mentees

$n\quad$ = the sum of the mentees in group

$Sn^2\quad$ = group varians

Based on the homogeneity formula above, the researcher got result in his SPSS that the data is homogen, because the significant score is 0.284, higher than 95% of the confidence interval that is 0.05, as can be seen on the output table below:

Figure 3.15 Homogeneity Score

3. **Inferential Analysis**

The result of the post-test will be analyzed using inferential analysis (t-test) to see the significant different of the technique after the data is collected. The formula is:

$$t - test = \frac{Mx - My}{\sqrt{\dfrac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\left(\dfrac{1}{Nx} + \dfrac{1}{Ny}\right)}}$$

Where:
	Mx	= mean score of control group
	My	= mean score of experimental group
	$\sum x^2$	= the total square of control group
	$\sum y^2$	= the total square of experimental group
	Nx	= the total number of control group
	Ny	= the total number of experimental group

The value of the t-test will be consulted to be the value of the t-table in appropriate degree of freedom at the level of significant 5% as usually psychological and education research. The degree of freedom formula is $df = n_1 + n_2 - 2$

4. **Data Analysis Steps in SPSS**

SPSS is one of application that can be used to analyze data systematically. It uses menu and dialogue to make the researcher analyze their data easier. In analyzing this data, the researcher using SPPSS application to prevent miss-calculation. The steps can be seen as follow:

a. First of all, anSPSS application should be installed in the computer or laptop. The researcher is using SPSS ver.16

b. Second, the descriptive analysis is analyze manually

c. Third, in analyzing Homogeneity of the data, the researcher use these steps (Besral, 2010: 59-61):

1) Open the SPSS application and click on the "Variable View"
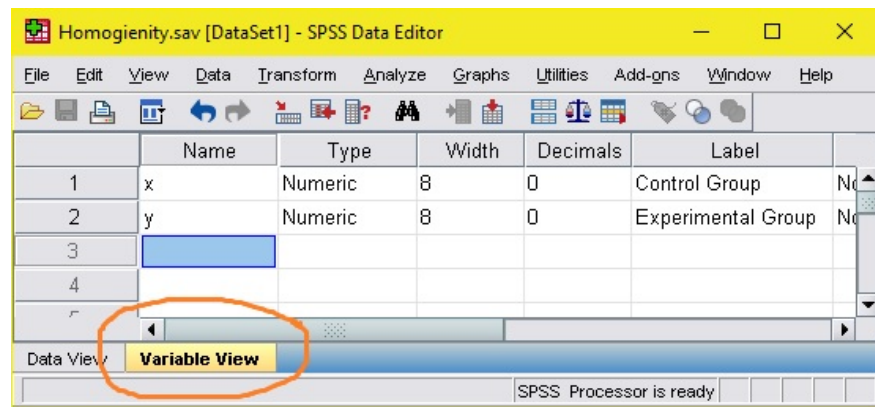
Figure 3.16 First Steps of Analyzing Homogeneity

2) Fill the "Name" column with "x" that represent for the control group score and "y" that represent for the experimental group score. While in the "Label" column, fill it with "Control Group" or "Experimental Group".
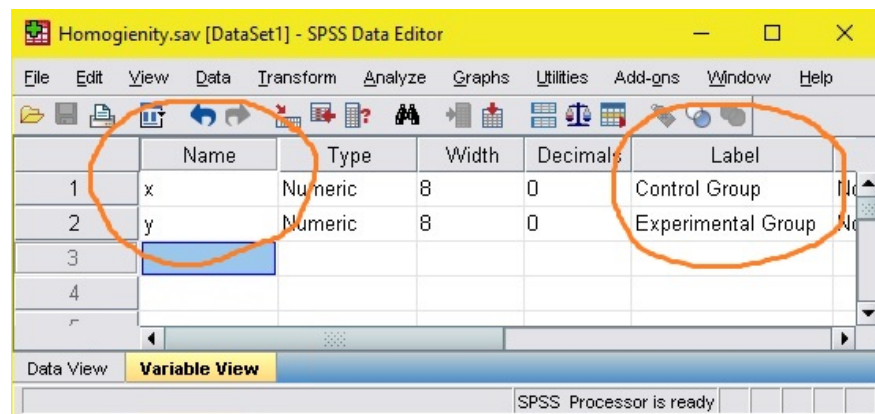
Figure 3.17 Second Steps of Analyzing Homogeneity

3) Go back to "Data View" and insert the score. Variable "x" for control group and "y" for experimental group
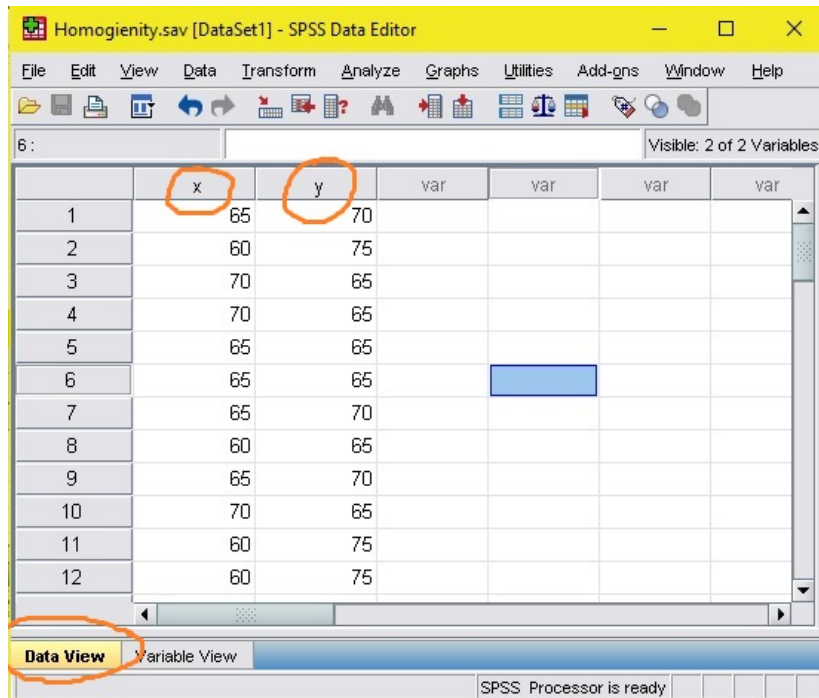
Figure3.18 Third Steps of Analyzing Homogeneity

4) Click "Analyze" to analyze the data that we already insert in the "Data View", choose "Compare Means" to choose what to measure in comparison data, then pick "One-Way ANOVA…" as the selected type of measurement
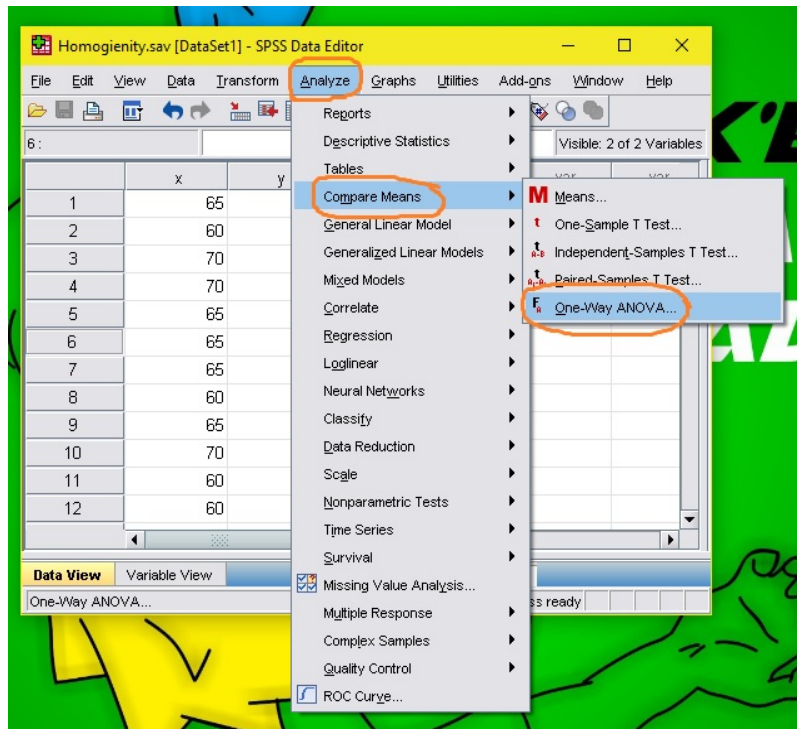
Figure3.19 Fourth Steps of Analyzing Homogeneity

5) Move variable "y" to the "Dependent List" and variable "x" to the

"Factor"
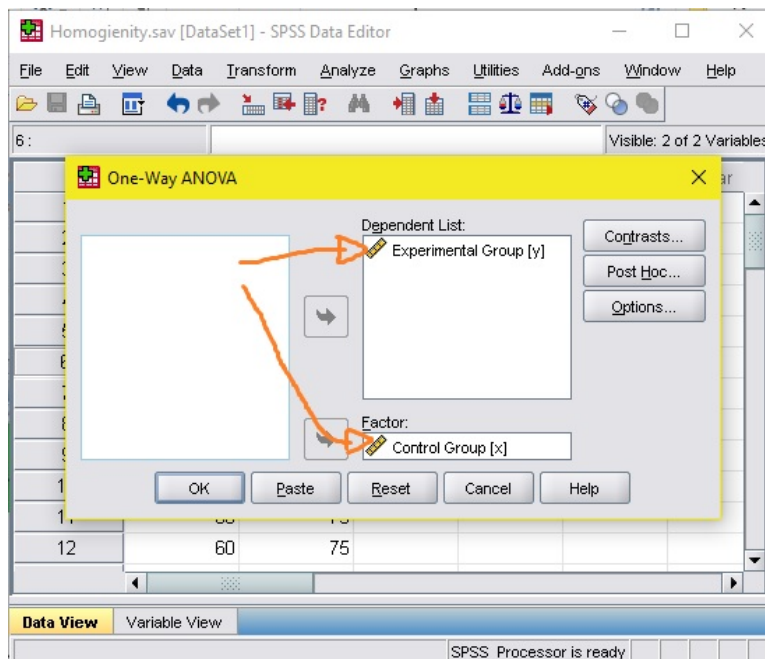
Figure3.20 Fifth Steps of Analyzing Homogeneity

6) Click on the "option…"to set some additional calculation, thenchoose "Homogeneity…" as what to calculate and click "Continue". Finally, click "OK"
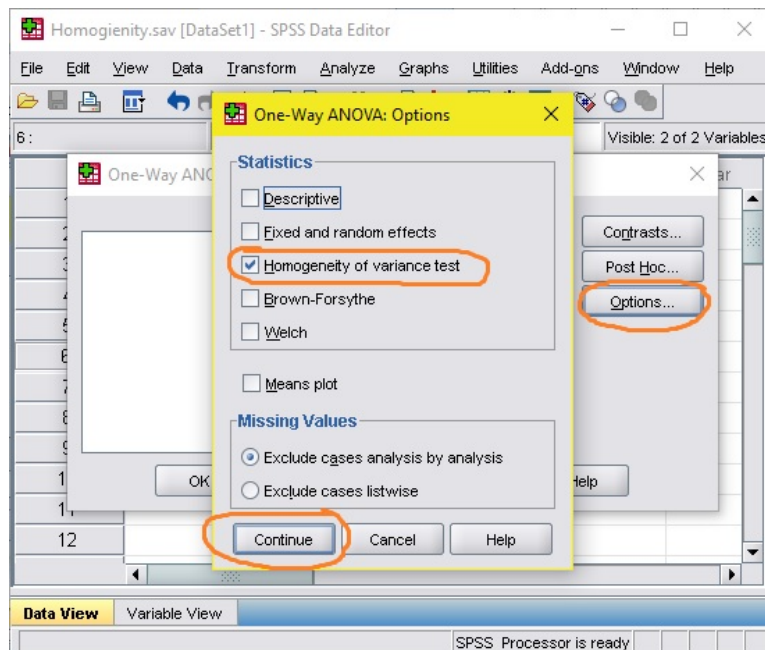
Figure3.21 Sixth Steps of Analyzing Homogeneity

7) The "Output" table will pop up and show the result. If the "significant" score is higher than 95% of the confidence interval that is 0.05, it means that the data is Homogen
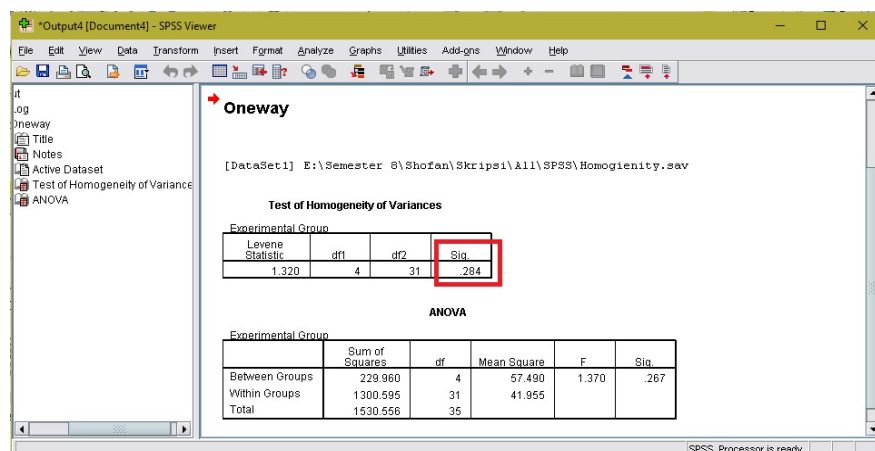
Figure3.22 Seventh Steps of Analyzing Homogeneity

d. Fourth, in analyzing Normality of the data, the researcher use these steps (Besral, 2010: 78-80):

1) Open the SPSS application and click on the "Variable View"
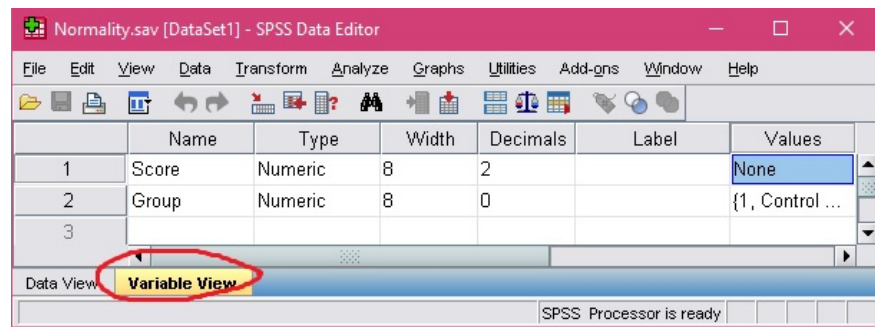
Figure3.23 First Steps of Analyzing Normality

2) Fill the "Name" column with "Score" that represent for the mentee and "Group" that represent for the experimental group and control group. In the first "Decimal" column, fill it with "2" for accuration of your score. While in the "Label" column, you can leave it blank
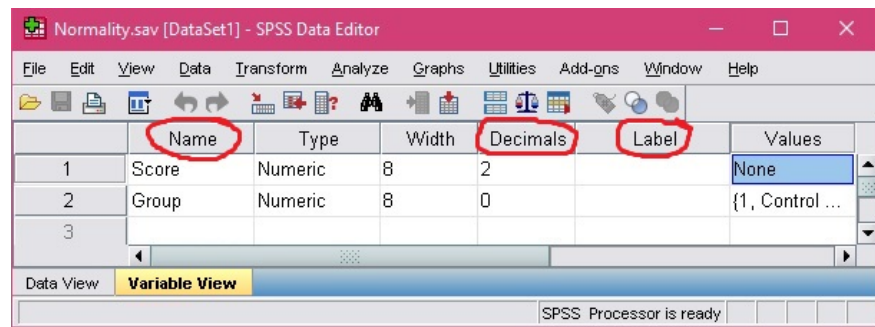
Figure3.24 Second Steps of Analyzing Normality

3) Click on the second "Value" column button. Fill the "Value" with number "1" and the "Label" with "Control Group" and click "Add". Then, fill the "Value" again with number "2" and the "Label" with "Experimental Group" and click "Add". Finally, click "OK"
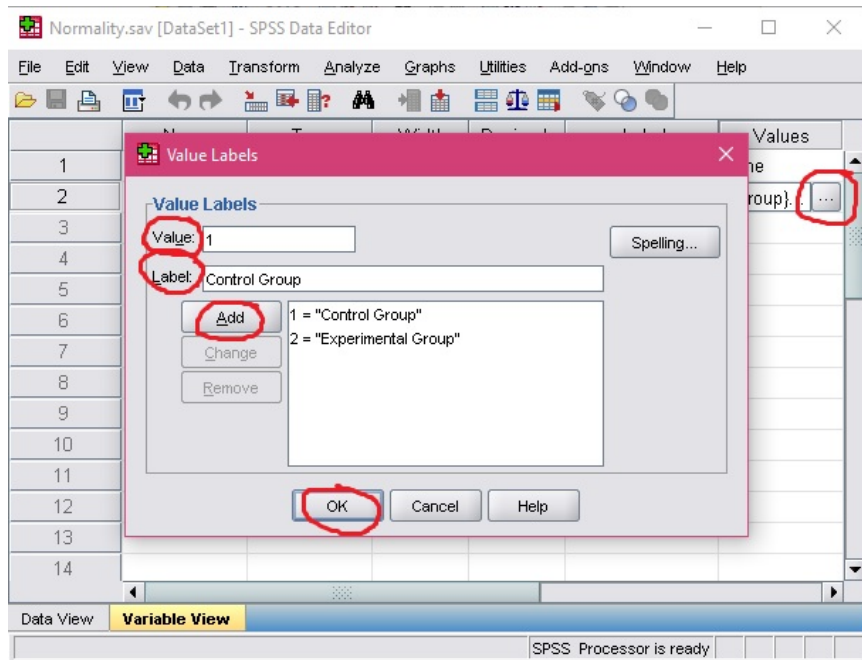
Figure3.25 Third Steps of Analyzing Normality

4) Go back to "Data View". Fill the "Score" with the mentees' score and "Group" with "1" or "2" that represent Experimental group and Control group
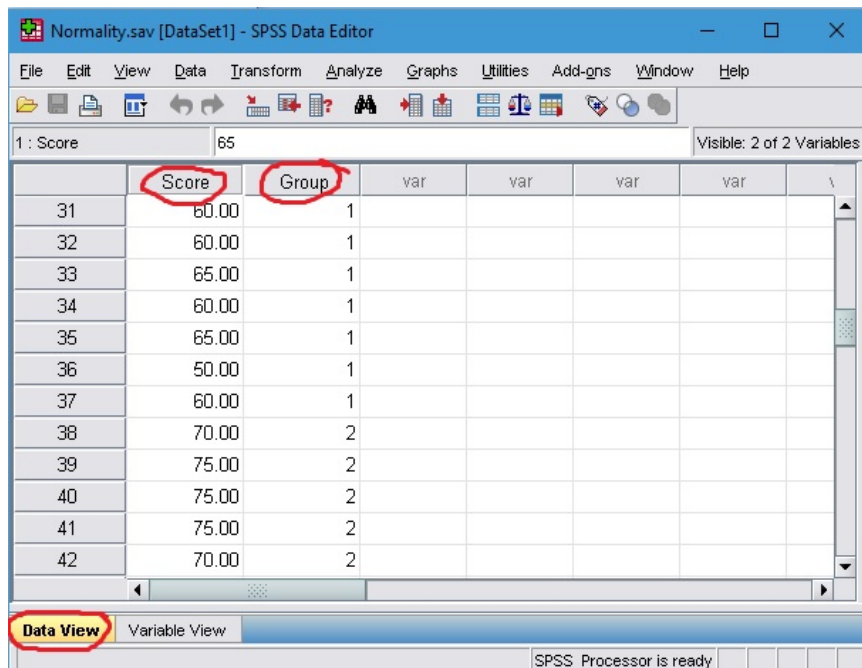
Figure3.26 Fourth Steps of Analyzing Normality

5) Click "Analyze" to analyze the data that we already insert in the "Data View", choose "Descriptive Statistics" as the selected type of measurement, then pick "Explore…" to see more option in the calculation
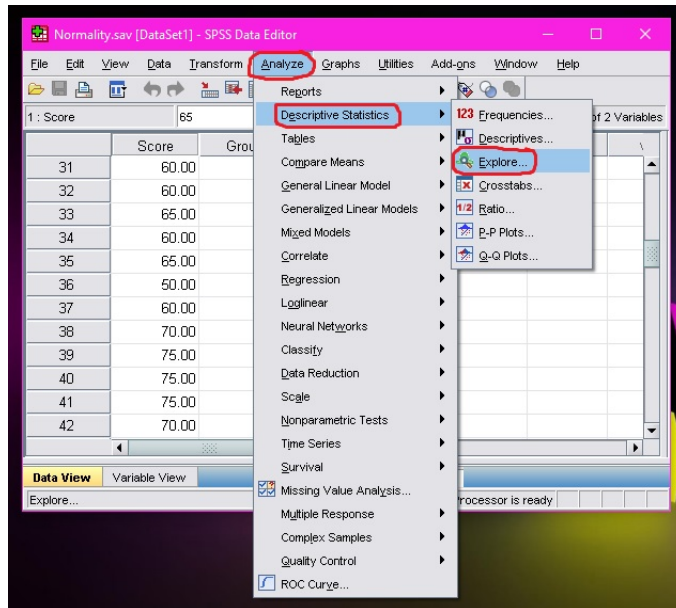
Figure3.27 Fifth Steps of Analyzing Normality

6) Move variable "Score" to the "Dependent List" and variable "Group" to the "Factor List". Pick "Both" and click "Plots…"
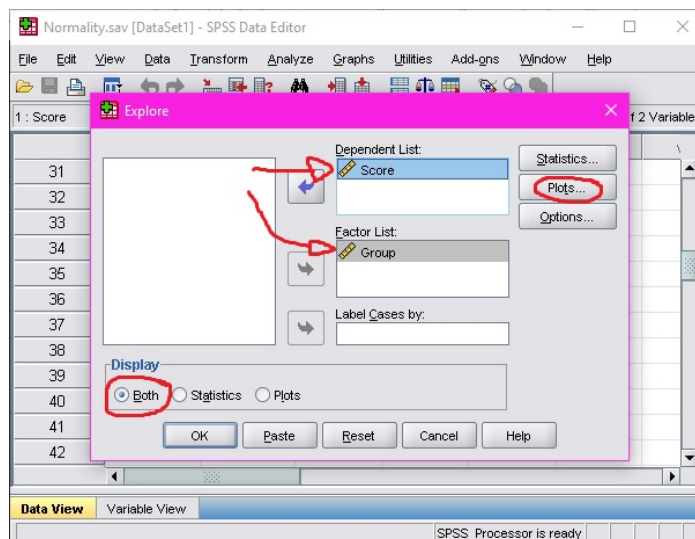
Figure3.28 Sixth Steps of Analyzing Normality

7) Choose "Normality plots with tests" as the selected type of measurement and click "Continue". Finally click "OK"
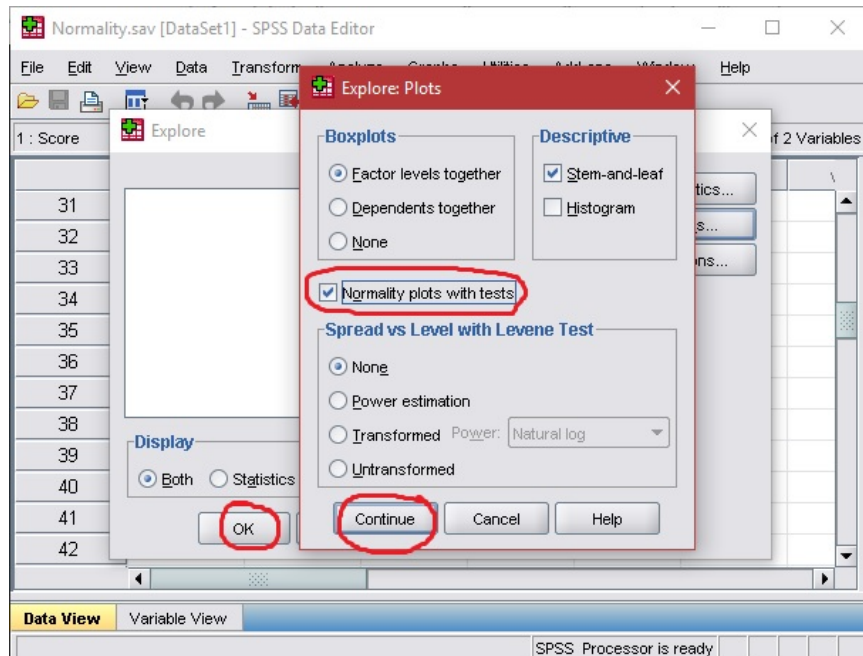
Figure3.29SeventhSteps of Analyzing Normality

8) The "Output" table will pop up and show the result. If the "significant" score is higher than 95% of the confidence interval that is 0.05, it means that the data is Normal, but, in the researcher case, the data is not Normal.
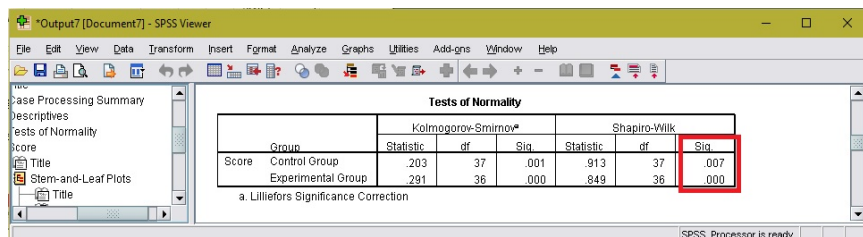
Figure3.30 Eight Steps of Analyzing Normality

e. Based on Besral (2010: 52-53), when the data is not normal or not homogen, the t-test will not be valid. In that case, it should be calculate using Mann-Whitney U (Independence test) or Wilcoxon (Paired test).

In here, the researcher using Mann-Whitney U (Independence test) because the research is using post-test only control group design and use these steps as follows (Besral, 2010: 55-57):

1) Open the SPSS application and click on the "Variable View"
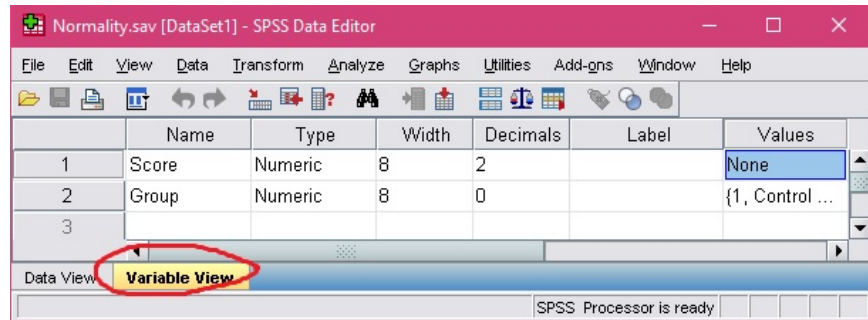
Figure3.31 First Steps of Analyzing T-Test Mann-Whitney U

2) Fill the "Name" column with "Score" that represent for the mentee and "Group" that represent for the experimental group and control group. In the first "Decimal" column, fill it with "2" for accurationof your score. While in the "Label" column, you can fill it the same with "Name"
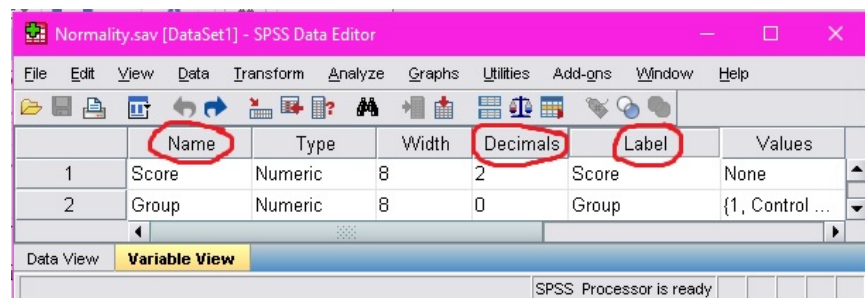
Figure3.32 Second Steps of Analyzing T-Test Mann-Whitney U

3) Click on the second "Value" column button. Fill the "Value" with number "1" and the "Label" with "Control Group" and click "Add". Then, fill the "Value" again with number "2" and the "Label" with "Experimental Group" and click "Add". Finally, click "OK"
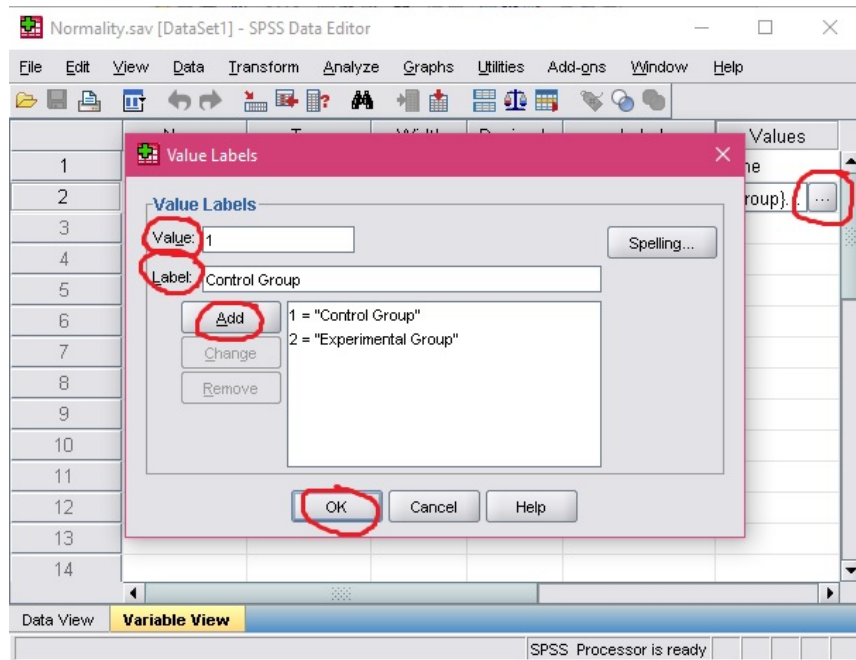
Figure3.33 Third Steps of Analyzing T-Test Mann-Whitney U

4) Go back to "Data View". Fill the "Score" with the mentees' score and "Group" with "1" or "2" that represent Experimental group and Control group
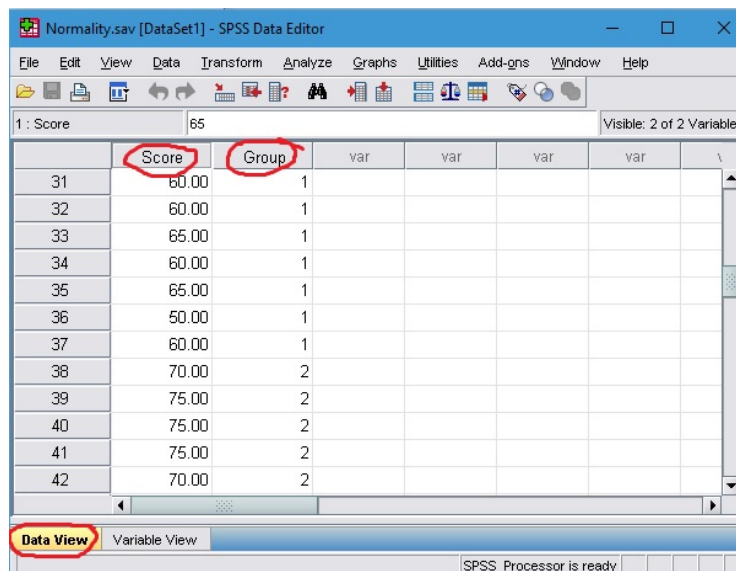
Figure3.34 Fourth Steps of Analyzing T-Test Mann-Whitney U

5) Click "Analyze" to analyze the data that we already insert in the "Data View", choose "Nonparametic Tests" to choose what to

measure, then pick "2 Independent Samples…" as the selected type

of measurement
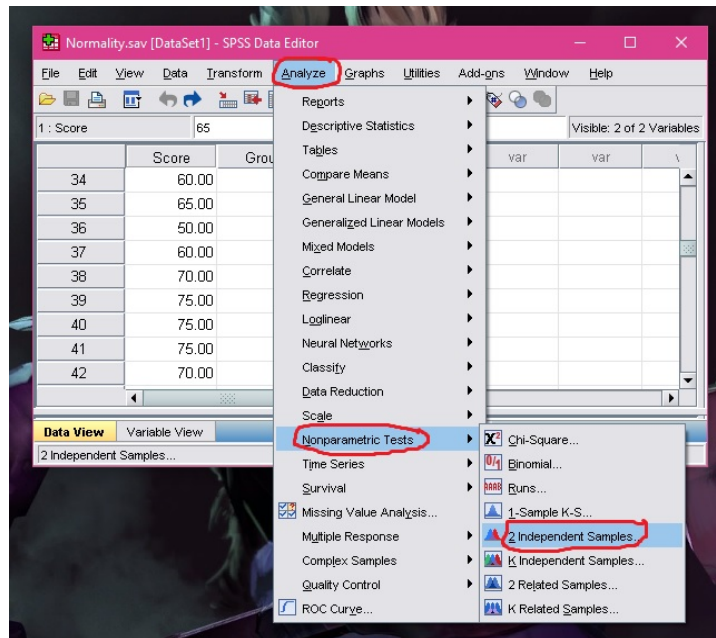
Figure3.35 Fifth Steps of Analyzing T-Test Mann-Whitney U

6) Move variable "Score" to the "Test Variable List" and variable "Group" to the "Grouping Variable". Pick "Mann-Whitney U" as the expert base calculation and click "Define Groups…" to divide the groups
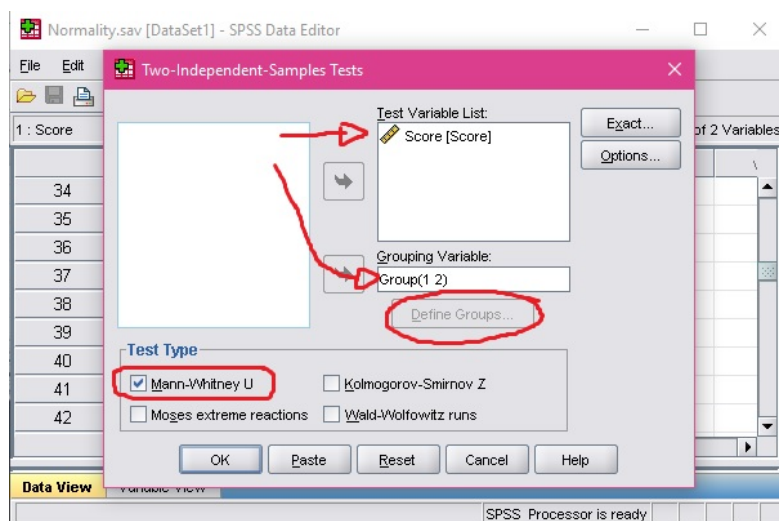
Figure3.36 Sixth Steps of Analyzing T-Test Mann-Whitney U

7) Fill the "Group 1" with "1" and "Group 2" with "2" and then choose "Continue". Finally, click "OK"
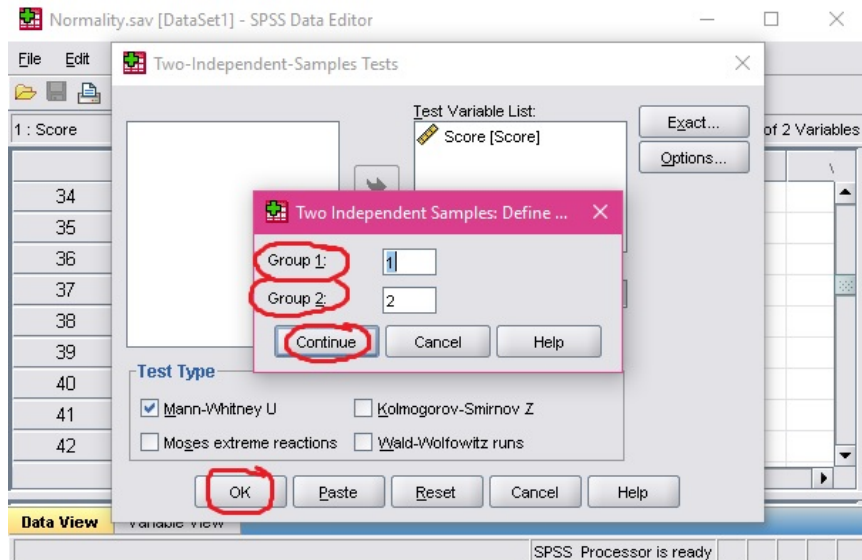
Figure3.37 Seventh Steps of Analyzing T-Test Mann-Whitney U

8) The "Output" table will pop up and show the result. If the "Asymp sig. (2-tailed)" score is lower than 95% of the confidence interval that is 0.05, it means that the data is Significant or our Hypothesis was right.
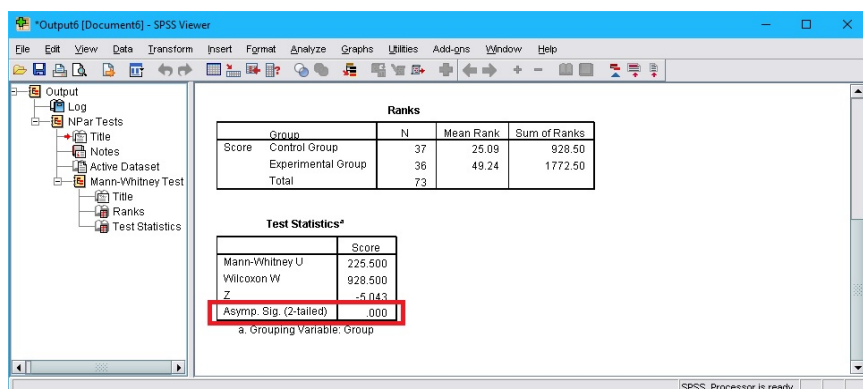

Figure3.38 Eight Steps of Analyzing T-Test Mann-Whitney U

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

C. Research Findings

The research was conducted in IAIN Surakartaon the mentees in Bilingual Mentoring consistof 6 groups,divided into 3 experimental groups and 3 control groups. The experimental groups were taught by using Whatsapp Messenger as the media while the control groups were taught by using Youtube video as the media. Post-test was given to the control and the experimental group after conducting all the treatments. The posttest for the control group was conducted on May 23th, 2017 and for the experimental group was on May 26th, 2017.After that, the researcher scoring the test for each mentees by using Nunan's table. The score was analyzed by two rater to prevent the subjectivity by one person and avoid the subjectivity by one person and miss calculation.

The first step done by the researcher to analyze the data was arranging the data and then classifying them into some categories. Then, the researcher analyzed the validity and reliability of the test instrument. The result showed that the test item is valid, because on the analysis from SPSS the researcher got the result of final score that is 0.935 (Rater1), 0.970 (Rater2) and 1 (Final) are higher than the minimum score of r table that is 0.3, then It means that the researcher's instrument is valid.

The result also showed that the test item is reliable, because on the analysis from SPSS the researcher got the result score of Cronbach Alpha that is 0.947 and It is higher than the minimum score of Cronbach Alpha that is 0.6, then It means that the researcher's instrument is reliable. The result of the post-test can be seen in the table underneath, with following symbols of "P" for "Pronunciation", "G" for "Grammar", "V" for "Vocabulary", "F" for "Fluency" and "C" for "Comprehension":

Table 4.1 Result of Post-Test Scores

Subject	P	G	V	F	C	Final Score (score x 5)
Group 1 (Experimental)						
1	2	3	3	2	3	65
2	3	3	4	2	3	75
3	2	4	3	3	3	75
4	2	3	3	2	3	65
5	2	4	3	3	3	75
6	2	4	3	3	3	75
7	3	3	3	3	3	75
8	3	4	3	2	3	75
9	2	3	3	2	3	65
10	3	4	4	2	3	80
11	3	4	3	3	3	80
12	3	3	3	2	3	70
Group 2 (Experimental)						
1	2	3	2	3	3	65
2	2	3	2	3	3	65
3	3	3	2	2	3	65
4	2	3	3	4	3	75
5	3	2	2	2	3	60
6	3	2	2	3	3	65
7	2	2	3	2	3	60
8	3	3	2	3	3	70
9	3	2	3	3	3	70

10	2	3	2	3	3	65
11	2	3	3	2	3	65
12	2	2	3	3	3	65
13	3	4	4	4	3	90
Group 3 (Experimental)						
1	3	2	2	2	3	60
2	3	2	2	3	3	65
3	3	2	3	3	3	70
4	2	3	2	3	3	65
5	2	3	3	2	3	65
6	2	3	2	3	3	65
7	2	3	2	3	3	65
8	2	3	3	2	2	60
9	3	2	2	3	3	65
10	3	2	3	3	3	70
11	2	3	2	3	3	65
Group 1 (Control)						
1	3	2	2	3	3	65
2	2	2	3	2	3	60
3	3	3	2	3	3	70
4	3	2	3	3	3	70
5	2	3	2	3	3	65
6	2	3	3	2	3	65
7	2	2	3	3	3	65
8	2	3	3	2	2	60
9	3	2	2	3	3	65
10	3	2	3	3	3	70
11	2	3	3	2	2	60
12	3	2	2	3	2	60
Group 2 (Control)						
1	2	3	3	2	2	60
2	3	2	2	3	2	60
3	2	2	3	3	3	65
4	2	3	3	2	2	60
5	2	2	3	2	2	55
6	2	3	2	3	2	60
7	2	2	2	2	2	50
8	2	3	2	2	2	55
9	3	2	2	2	2	55

10	2	3	2	3	2	**60**
11	2	3	2	3	2	**60**
12	2	2	3	3	3	**65**
13	2	3	3	2	2	**60**
14	3	2	2	3	3	**65**
Group 3 (Control)						
1	2	3	2	2	2	**55**
2	3	2	2	2	2	**55**
3	2	3	2	2	2	**55**
4	3	2	2	2	2	**55**
5	2	3	2	3	2	**60**
6	2	3	2	3	2	**60**
7	2	2	3	3	3	**65**
8	2	3	3	2	2	**60**
9	3	2	2	3	3	**65**
10	2	2	2	2	2	**50**
11	2	3	2	3	2	**60**

D. Data Analysis

The objective of this research is to check the effectiveness of Whatsapp Messenger as an online discussion to teach speaking in Bilingual Mentoring. After collecting the data and giving score to each students' speaking test. The researcher using descriptive analysis, pre-requisite test and inferential analysis as the technique in analyze the data.

Unfortunately, the data that have been collected are not normal. Although it is homogen, the researcher cannot continue analyzing the data using t-test, because the requirement in using t-test are the data must be homogeny and normal. In that case, the researcher calculate the data using Mann-Whitney U (Independence test). The test is non-parametric statistic because it is not based on population's distribution. In other word, it does not

require the data must be homogen or normal. Different with T-test, that is parametric statistic and the data must be homogen and normal.

After that, the researcher gave the treatment and then the post-test. The result of the post-test of both group are compared by using Mann-Whitney U (Independence test). In here, the researcher using Mann-Whitney U (Independence test) because the research is using post-test only control group design. The data description of both groups can be seen as follow:

1. Descriptive Analysis

    a. Experimental Group

        There are 3 groups for experimental group consist of 36 mentees in total. The experimental group was taught by using Whatsapp Messenger as the media. The result of the post-test can be seen below:

Table 4.2 Experimental Group Post-Test Scores

Subject	P	G	V	F	C	Final Score (score x 5)
1	2	3	3	2	3	65
2	3	3	4	2	3	75
3	2	4	3	3	3	75
4	2	3	3	2	3	65
5	2	4	3	3	3	75
6	2	4	3	3	3	75
7	3	3	3	3	3	75
8	3	4	3	2	3	75
9	2	3	3	2	3	65
10	3	4	4	2	3	80
11	3	4	3	3	3	80
12	3	3	3	2	3	70
13	2	3	2	3	3	65
14	2	3	2	3	3	65

15	3	3	2	2	3	**65**
16	2	3	3	4	3	**75**
17	3	2	2	2	3	**60**
18	3	2	2	3	3	**65**
19	2	2	3	2	3	**60**
20	3	3	2	3	3	**70**
21	3	2	3	3	3	**70**
22	2	3	2	3	3	**65**
23	2	3	3	2	3	**65**
24	2	2	3	3	3	**65**
25	3	4	4	4	3	**90**
26	3	2	2	2	3	**60**
27	3	2	2	3	3	**65**
28	3	2	3	3	3	**70**
29	2	3	2	3	3	**65**
30	2	3	3	2	3	**65**
31	2	3	2	3	3	**65**
32	2	3	2	3	3	**65**
33	2	3	3	2	2	**60**
34	3	2	2	3	3	**65**
35	3	2	3	3	3	**70**
36	2	3	2	3	3	**65**
Total Score						**2470**

Based on the data post-test in experimental group data above, the researcher obtained that the total score is 2470. The high score is 90, the low score is 60, the average is 68.6, the median is 65, the mode is 65 and the standard deviation is 6.6.

b. Control Group

There are 3 groups for control group consist of 37 mentees in total. The control group was taught by using Youtube videos as the media. The result of the post-test can be seen below:

Table 4.3 Control Group Post-Test Scores

Subject	P	G	V	F	C	Final Score (score x 5)
1	3	2	2	3	3	65
2	2	2	3	2	3	60
3	3	3	2	3	3	70
4	3	2	3	3	3	70
5	2	3	2	3	3	65
6	2	3	3	2	3	65
7	2	2	3	3	3	65
8	2	3	3	2	2	60
9	3	2	2	3	3	65
10	3	2	3	3	3	70
11	2	3	3	2	2	60
12	3	2	2	3	2	60
13	2	3	3	2	2	60
14	3	2	2	3	2	60
15	2	2	3	3	3	65
16	2	3	3	2	2	60
17	2	2	3	2	2	55
18	2	3	2	3	2	60
19	2	2	2	2	2	50
20	2	3	2	2	2	55
21	3	2	2	2	2	55
22	2	3	2	3	2	60
23	2	3	2	3	2	60
24	2	2	3	3	3	65
25	2	3	3	2	2	60
26	3	2	2	3	3	65
27	2	3	2	2	2	55
28	3	2	2	2	2	55
29	2	3	2	2	2	55
30	3	2	2	2	2	55
31	2	3	2	3	2	60
32	2	3	2	3	2	60
33	2	2	3	3	3	65
34	2	3	3	2	2	60

35	3	2	2	3	3	65
36	2	2	2	2	2	50
37	2	3	2	3	2	60
Total Score						**2245**

Based on the data post-test in control group data above, the researcher obtained that the total score is 2245. The high score is 70, the low score is 50, the average is 60.7, the median is 60, the mode is 60 and the standard deviation is 5.

2. Pre-requisite Test

a. Homogeneity

Homogeneity test is used to know whether two groups (experimental and control class) that are taken from population have homogeneity or not, and as the requirement to analyze T-test. The result score can be seen on the figure below:
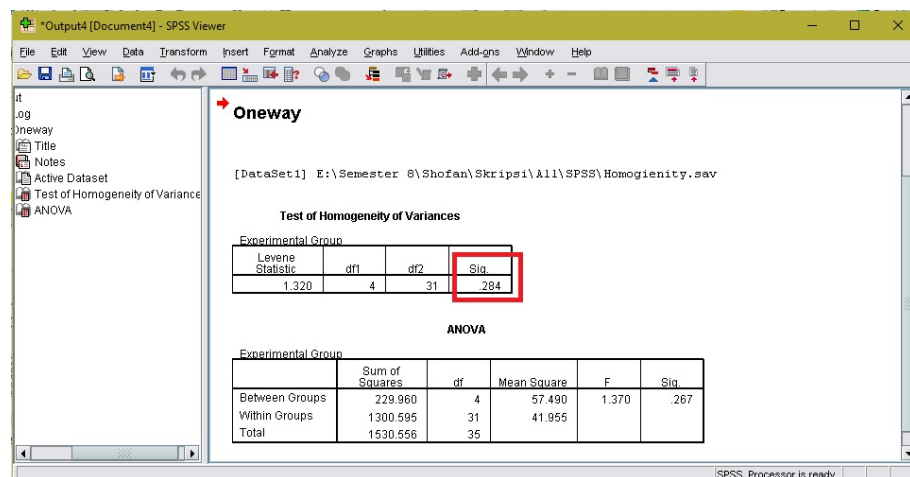
Figure 4.1 Homogeneity Score

Based on the homogeneity result score above that analyzed in SPSS, the data is homogen, because the significant score is 0.284, higher than 95% of the confidence interval that is 0.05.

b. Normality

The normality test is used to know the distribution of question from the test in normal or abnormal, and as the requirement to analyze T-test. The normality test are calculated for both experimental and control group. The result score can be seen on the figure below:

Figure 4.2 Normality Score

Based on the normality result score above that analyzed in SPSS, the data is not normal, because the significant score are 0.007 and 0 lower than 95% of the confidence interval that is 0.05.

3. Mann-Whitney U (Independence test)

When the data is not normal or not homogen, the t-test will not be valid. In that case, it should be calculate using Mann-Whitney U (Independence test) or Wilcoxon (Paired test). In here, the researcher using Mann-Whitney U (Independence test) because the research is using post-test only control group design. The result can be seen on the figure below:
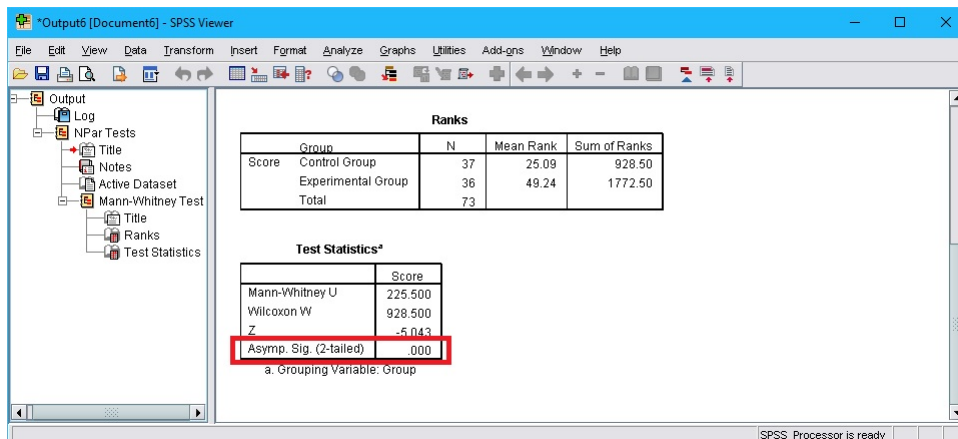
Figure 4.3 Mann-Whitney U Score

Based on the Mann-Whitney U (Independence test) result score above that analyzed in SPSS, the data is significant, because the Asymp Sig (2-tailed) score is 0, lower than 95% of the confidence interval that is 0,05.

4. Hypothesis

The hypothesis test can be done after the t-test analyzed. In this research, the researcher used T-test on Mann-Whitney U (Independence test) for the hypothesis test. The Ho (hypothesis null) stated that Whatsapp Messenger is not effective to increase the speaking skill in Bilingual Mentoring Groups of IAIN Surakarta in the academic year 2016/ 2017. While Ha (Hypothesis alternatif) stated that Whatsapp Messenger is effective to increase the speaking skill in Bilingual Mentoring Groups of IAIN Surakarta in the academic year 2016/ 2017.

From the data description above, the researcher obtained 0 score in Asymp Sig (2-tailed), because the Asymp Sig (2-tailed) score is lower than 95% of the confidence interval that is 0.05, then the data is significant.

E. Discussion

In this research, the subjects of experimental groups were taught by using Whatsapp Messenger while the subjects of control groups were taught by using Youtube videos. Inexperimental groups, the mentees looked enjoy and fun, chatting with the researcher, whether they are write it or using voice note to express their intonation and angry, happy, or sad expression. While incontrol groups, the mentees looked interested but less attention to the mentor or the researcher. Sometimes, when the connection are bad, they are not giving any responses to the mentor. In that case, the researcher used that opportunity to interact with them using English language to make them familiar in hearing and response English conversation. The treatment are conducted smoothly, it was proven with the average of post-test in experimental group is 68.6which is higher than the average of post-test in control group, that is 60.7.

There are also mentee that came from non-Englishdepartmentswhose having many troubles in receiving the material in Bilingual Mentoring Program. For example in control group, they are having trouble when watching the Youtube videos. The researcher has to explain it in Indonesia language. In experimental group also having trouble when the researcher chat using English language or voice note in English pronunciation. The researcher have to explain it in Indonesia language. The difference is that in experimental group, they give simultaneous responses using English language, because they do not have to worry about mistyping, ungrammatical or not fluently, and if it

happen, the researcher will correct it immediately, so that they can learn about it.

Based on the theories by Ms. Jisha K. and Dr. Jebakumar (2014:4-5), there are some points from Whatsapp Messenger, those are:

1. **No Cost**

   Nowadays, many provider in Indonesia, just like IM3, XL, 3 and etc, have raising the cost of call or sms, and providing what they called with "bonus" that letting the users to concentrate their phone only in sms, call or internet. It makes many users feel uncomfortable and choosing internet, followed by Whatsapp Messenger as their messaging or calling application, including all of the mentees as the user. It is truly more effective and spend no-cost because they can make a call or message using internet data only in Whatsapp Messenger.

   Compared to Youtube videos, It is also free. When there is a wifii or connection, the researcher can download the videos or straightly streaming on it with no-cost at all.

2. **Easy to Send Multimedia Messages Instantly**

   Unfortunately some people, especially the mentees, do not have Facebook or Twitter so it can be difficult to share this information with them.Whatsapp is one of the mobile-app that have been choosen by the mentees because of It's features. For example, voice note. It might be nice to send voice messages for a more personal touch. If the researcher has any visually-impaired mentees in the group, this is a valuable tool for

communicating with them. And It is free to send voice messages, so the researcher don't have to worry about any cost.

Whatsapp Messenger can also be used to communicate with others on when the discussion would start, giving some task, implying some jokes or giving excuse when one cannot attend the meeting.

Whatsapp Messenger can send or receive some pictures and videos for free, using internet connection. It can send as many picture or videos to as many people. Whatsapp Messenger can be synchronized with contact person in handphone, It makes them easier to use and setting. It can also backing up conversation, so that we would not loss any data conversation when we change our phone.

While Youtube videos can only be done while meeting in Bilingual Mentoring. They only have limited time to practice speaking or asking some question about the material. It is less-effective to be used in teaching speaking with limited time just like Bilingual Mentoring.

3. Group Chat Facility

It is truly effective in group chatting because the researcher or the mentor can send some pressing information in group, or organizing a group event. The researcher can use the group discussion feature to debate important issues within the group so everyone can be involved and have a say. Likewise, when the researcher organizing an event, It can be difficult to find a time when everyone is available, but in a group conversation

everyone is involved and can see what is going on, so it is much easier to find a time that is convenient.

Whatsapp Messenger as the media in online discussion is very effective, because each mentees do not have to face each other. It makes them to be more brave and motivated to giving opinions or asking questions. In there, the mentees can also be relaxed, because they can resume the material again by checking the group discussion offline without noting any important points.

Compared to Youtube videos, It is less-effective. Because of the limited time in Bilingual Mentoring, the researcher also has limited time when there were a practice speaking or a task that have to be done in that time only.

4. No Geographic Constraints

Whatsapp can be used everywhere and anytime, so that the mentor or the researcher and the mentees can discuss about the material, whether they have some questions or as the media to practice speaking. The mentor or the researcher and the menteescan use the app on the move, so that we can chat with anyone from any location. It makes the discussion to be more effective and do not wasting any time to discuss in one place while facing each others.

While Youtube videos can also be used outside and inside of the classroom as long as there is wifii in the area. It's learning style that autonomous and students centre are not visible, because of It's fast pace

and rare words, they can only receive a litte information from the videos, and the mentor or the researcher have to explain it again or replaying the videos a couple of times. But, It is true that Youtube videos can motivate the mentees to stay and focus in the class for longer time.

5. Great Speed

Because of It's fast response, truly, WhatsApp was choosen by the mentees as their application in their phones to communicate with others.

Based on the computation of the research, using Whatsapp Messenger is effective to teach speaking skill in Bilingual Mentoring Groups of IAIN Surakarta in the academic year 2016/ 2017.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

F. Conclusion

The conclusion of this research is drawn in accordance with the result of the data in the previous chapter, just like validity, reliability, descriptive analysis and pre-requisite test. Those are needed to analyze the inferential analysis on how the hypothesis is accepted or not.

The result of inferential analysis of post-test between experimental and control group using Mann-Whitney U (Independence test) that analyzed in SPSS, the data is significant, because the Asymp Sig (2-tailed) score is 0, lower than 95% of the confidence interval that is 0.05. Ha is accepted when the score is lower than 95% of the confidence interval that is 0.05. It can be concluded that "Whatsapp Messenger is effective to teach speaking skill in Bilingual Mentoring Groups of IAIN Surakarta in the academic year 2016/ 2017".

G. Implication and Recommendation

In this research, the researcher taught control group by using Youtube videos while in experimental group taught by using Whatsapp Messenger. In control group, the mentees looked interested but less attention to the mentor or the researcher. Sometimes, when the connection are bad, they are not giving any responses to the mentor. In that case, the researcher used that opportunity

to interact with them using English language to make them familiar in hearing and response English conversation. While in experimental group, students looked enjoy and fun, chatting with the researcher, whether they are write it or using voice note to express their intonation and angry, happy, or sad expression. The treatment are conducted smoothly, it was proven with the average of post-test in experimental group is 68.6which is higher than the average of post-test in control group, that is 60.7.

Based on the computation of the research, using Whatsapp Messenger is effective to teach speaking skill in Bilingual Mentoring Groups of IAIN Surakarta in the academic year 2016/ 2017. And the researcher give recommendation as follows:

1. To the Mentor (Teacher)

   a. The Mentor can use Whatsapp Messenger to support their Bilingual Mentoring Program.

   b. The Mentor can encourage the mentees by using Whatsapp Messenger as the media to practice speaking.

   c. The Mentor can manage time and place efficiently by using Whatsapp Messenger as the media in discussing online.

2. To the Mentee (Students)

   a. The mentee have to stay to focus on the mentor direction in order to be able to apply the method.

   b. The mentee are suggested to have many practice in speaking English in order to make the mentoring program run smoothly.

c. The mentee should ask to the mentor if there are any difficulties in receiving the material.

3. To the other Researcher

This research is hoped to be the sample in teaching learning process, especially in speaking. The researcher also hopes this paper canbe a little contribution to the other researcher. Theymay use this paper as references in writing their thesis. Finally, this research can be a starting point to investigate the topic in deeper meaning.

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APPENDICES

Appendix 01 Youtube Videos

The Youtube videos that used in this research are:

1. "Debate Example" – A video that contain the debate example, showing two Teachers debating about dress code in School in winter season (https://www.youtube.com/watch?v=rcY5A58oIfA)

2. "Debate Tips & Advice Debate Tips Organizing Info" – Contains tips and advice in organizing info while debating (https://www.youtube.com/watch?v=n4jQmNvGX5U)

3. "Debate Tips & Advice Debate Tips Outline Main Points" – Contains tips and advice in outlining main points while debating (https://www.youtube.com/watch?v=DI7UirylCTM)

4. "How to prepare for a debate" – An animation videos that shows what we have to prepare before debating (https://www.youtube.com/watch?v=AQASpzbgQoU)

5. "Introduce to Debate" – Contains explaination about debate(https://www.youtube.com/watch?v=WB3vEzu6gUo)

Appendix 02 Whatsapp Messenger

Here are some screen-capture chat while online discussing in WA:

Screen 1 (top-left)

Because i'm exhausted after helping my sister and mom :v
22.21

U know that taraweh is not a must is it?
22.21

Ahhh…i'm forget the hadits, but…there is a story that tells Rasulullah is not always sholat taraweh in Ramadhan 😅
22.23

Ada yg tau haditsnya? 👍
22.23

+62 857-1276-0111 ~Iin Musannadah
lest googling together
22.23

+62 857-1276-0111
lest googling together

Guuud idea…but, don't get it wrong, it is good to do shalat taraweh in Ramadhan, kan dpet pahala, jarang2 bisa taraweh kan? Selain di Ramadhan 👍
22.

+62 857-2851-9357 ~Maulida

Ketik pesan

Screen 2 (top-right)

+62 857-2851-9357 ~Maulida

Anda
Ada yg tau haditsnya? 👍

Tomorrow i will ask to pak ustad,hadits about shalat tarawih 😄
22.28

+62 857-1276-0111 ~Iin Musannadah
Yes yes ..thats right … sleeping beauty is pahala too in ramadhan
22.28

+62 857-2851-9357
Tomorrow i will ask to pak ustad,hadits about shalat tarawih 😄

Hahha…okay, tommorrow i want to hear the hadits shahih 😄
22.31

+62 857-1276-0111
Yes yes ..thats right … sleeping beauty is pahala too in ramadhan

Then lets get to sleep!
.
Oyasuminasai 👋
22.32

Ketik pesan

Screen 3 (bottom-left)

Iin and Maulida blm ngantuk? Or still can't sleep?
22.43

+62 857-2851-9357 ~Maulida
I am working on a task mr..
Actually i'm so tired and feel sleepy 😔
22.48

+62 857-1276-0111 ~Iin Musannadah
Me too … same like maulida 😊
22.49

You two are classmate?
22.49

+62 857-2851-9357 ~Maulida

Anda
You two are classmate?

No.. i'm pgmi,iin piaud 😊😊
22.51

+62 857-1276-0111 ~Iin Musannadah
On 14 june, at ppg me and friends will be opera … nari gitu ..so need extra prepare

Ketik pesan

Screen 4 (bottom-right)

+62 857-1276-0111 ~Iin Musannadah
On 14 june, at ppg me and friends will be opera … nari gitu ..so need extra prepare 😄🙈🙈
22.53

+62 857-2851-9357
No.. i'm pgmi,iin piaud 😊😊

Ohhh…what kind of task that u still working at?
22.56

+62 857-1276-0111
On 14 june, at ppg me and friends will be opera … nari gitu ..so need extra prepare 😄🙈🙈

Humb…how about i'll go there and film it? 😂
22.57

+62 857-1276-0111 ~Iin Musannadah
Yes welcome mr … 😄
22.59

T Lusiana
nice conversation, haha, iin, cindy, where

Ketik pesan

bilingual members
T, +62 813-9097-8636, +62...

Humb...how about i'll go there and film it? 😂
22.57 ✓✓

+62 857-1276-0111   ~Iin Musannadah
Yes welcome mr ... 😄
22.59

T Lusiana
nice conversation, haha, iin, cindy, where is the other ya? haha

always respon guys, I will give your present full
23.00

+62 857-2851-9357   ~Maulida
Anda
Ohhh...what kind of task that u still working at?
Evaluation of learning 😅
23.00

T Lusiana
if you always respon hehe   23.00

Ketik pesan

Bilingual 59 group
T, +62 812-9052-7831, +62...

+62 838-6995-6791   ~Ryanbwijaya
As you wished
21.58

T Dimas
+62 838-6995-6791
I have struggled as had as I can. But, sometimes ma friends answer only in bahasa.
Your friend in bad condition maybe
21.59

Maybe, if u always use english, they will be attracted to do the same thing...although just answering with "yes" or "no" 🤔
21.59 ✓

+62 838-6995-6791   ~Ryanbwijaya
T Dimas
Your friend in bad condition maybe
You know? Who's my friends?   22.00

T Dimas

Ketik pesan

Bilingual 59 group
T, +62 812-9052-7831, +62...

T Dimas
Your friend in bad condition maybe
What do u mean with "bad condition?"
22.00 ✓

+62 838-6995-6791   ~Ryanbwijaya
Anda
Maybe, if u always use english, they will be attracted to do the same thing...although just answering with "yes" or "no" 🤔
98% they'll blame me up 😋
22.00

T Dimas
+62 838-6995-6791
You know? Who's my friends?
Ur greatest imam in the world ustd giswara
22.00

T Dimas
Ur greatest imam in the world ustd gisw...
Hahhaha

Ketik pesan

Bilingual 59 group
T, +62 812-9052-7831, +62...

T Dimas
Ur greatest imam in the world ustd giswara
Hahhaha
22.03 ✓

+62 838-6995-6791
98% they'll blame me up 😋
It's important in using different side of view. For example: For them, when u use english, it'd makes u be an arrogant person, using english so that u'd be a high level guy 🤔
22.05 ✓

+62 838-6995-6791   ~Ryanbwijaya
@Shofan Serra I'm sorry before. Could you please tell me about "honesty". In English
22.05

In that case, u don't have to push yourself. Use indo as well, when u want to practice speaking english, makes sure that your friends is okay with tha...
22.0b ✓

Ketik pesan

Bilingual 59 group — Screenshot 1

Assalamualaikum 😂 — 21.04 ✓

+62 896-5306-4984 ~winda. arsih
Waallaikum slm — 21.04

Teeengkyu for those fast response...miss Winda is it? 👍 — 21.05 ✓

T Dimas
Waalaikumsalam — 21.28

Humb humb...is there anyone except Winda and Dimas that online for now? 🤔 — 21.29 ✓

Ya walaupun aku bilang mo diskusi online, tpi paling temen2 udah dhong sama materi debat kan?
.
Kan udah diajarin ama Dimas 😂 — 21.3

In that case, i'm not gonna discuss about debate 😂

Bilingual 59 group — Screenshot 2

In that case, i'm not gonna discuss about debate 😂 — 21.31

Instead, we'll gonna have a simple conversation in english 👍 — 21.31

+62 857-0008-3084 ~Halah
wa'alaikumsallam — 21.32

T Dimas
Alright sir 😂😂 — 21.32

Hahaha...ya know, a lot of people talkin 'bout "habits makes u accustomed" — 21.39 ✓

Kebiasaan membuatmu terbiasa — 21.40 ✓

Then...i'm thinkin, if you guys use english in everyday conversation, it will help u guys in fluently or correctly speaking using english — 21.

+62 838-6995-6791 ~Ryanbwijaya

Bilingual 59 group — Screenshot 3

+62 838-6995-6791 ~Ryanbwijaya
I did that — 21.52

+62 838-6995-6791
I did that

Ndetz Guud...it's a habit for us to use indonesian language in indonesia...no, it's a must, so that u can communicate with others — 21.53 ✓

And it's the same in english, when we use it in everyday life, it'd help u a lot 👍 — 21.54 ✓

+62 838-6995-6791 ~Ryanbwijaya
I have struggled as had as I can. But, sometimes ma friends answer only in bahasa. — 21.55

Owh...then i'll be one of your friends that will answer all of your "anxiety" in english 😊 — 21.

Appendix 03 Bilingual Mentoring Program

Here are some pictures that taken while the research was conducted:

Appendix 04 List of the Mentees

Here are some pictures that taken while the research was conducted:

Subject	Name
Group 1 (Experimental)	
1	Masrurah
2	AinunAnisa
3	Muh. RifqiNugroho
4	Cindy KusumaDewi
5	Muhammad AmirulAlifMustaqim
6	RoihanatulHamidah
7	FitriRetnoWulandari
8	Kamila Nur 'Aini
9	Devi Hardhiati
10	IinMusannadah
11	EndahDwiSusilowati
12	MaulidaKusumaningtyas Yoga Puspita
Group 2 (Experimental)	
1	MunaHusnulKhotimah
2	Fatimah KikyNovitasari
3	apriyantoTulusSaputro
4	PujiRahayu
5	AmarizkyPurwaKusuma
6	Ahmad Muhtar Sri Rama Al Fajar
7	Sri Rahmah M.
8	Sri Setiyaningsih
9	WindaFadiaMahardika
10	FarihatulFaidah
11	Nisa'aQomariah
12	Agustin ViviMardhiyantini
13	Parwanti
Group 3 (Experimental)	
1	Ruslan Abdul Jamil
2	RisaDwiSafitri
3	Atik Octavia
4	KhusnunNurDienniah
5	Indah Istiqamah

6	Ayuk Ida Rahmawati
7	AdiSaputri
8	Giyem
9	EviRusita
10	Susi Ramadhani
11	ArianiKiswati

Subject	Name
Group 1 (Control)	
1	RiasYuniarti
2	Nurrohmah
3	EndgyGyotyarany
4	Susana RefaGinanjar
5	AditiaDwiMareta Sari
6	KhoirulQasanahArofah
7	RirinSetyaningsih
8	Istiqomah
9	Ima Yuliana
10	NurFauzyRistiani
11	Sulastri
12	Kriswanto
Group 2 (Control)	
1	NailaSalsabila
2	IstianaHamida
3	Vicky Hidayatullah
4	VianaPutriSulistyani
5	SholihinWidadi
6	AnggiMaryani
7	Windarsih
8	RahmadillaKurniasari
9	YoeslinaAuliaInsani
10	Lu'lu'unNafisah
11	SherlyMutiaraNingtias
12	Fanny Damayanti
13	SitiKholidDiyah
14	RiyanBudhi W.

	Group 3 (Control)
1	DjaratBintoro
2	HariYuniaSetyawati
3	KhoirulArifin Arnold Putra
4	FatmaLelaningtyas
5	RihanaKholidatulAzima
6	SitiNurAzizah
7	ImmahSalimah
8	RatihFitriya
9	IskilLayyinatasSyifa'
10	Supriyanto
11	MachamadAdiatmaZulkarnain