Analysis of Learning Speaking Skills Using the WhatsApp Application in Elementary Schools

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Abstract: The Covid-19 pandemic approaching the 21st century has had a significant impact in all fields, including education. Finally, all learning activities are carried out online or online. This study aims to analyze the implementation process of learning speaking skills using the WhatsApp group application, the obstacles faced, and the teacher's efforts to improve speaking skills. This research was conducted at SD Negeri Katikan 1 and SD Negeri Katikan 2, Kedunggalar District, Ngawi Regency, East Java. This research uses descriptive qualitative research methods. The subjects used in this study were teachers of class V SD Negeri Katikan 1 and SD Negeri Katikan 2. The sampling technique used was purposive sampling. Data collection techniques used in this study were in-depth interviews and document analysis. Data analysis used interactive analysis techniques by Miles and Huberman. The result of this research is that the Covid-19 pandemic has had a huge impact on the learning process, learning elementary school speaking skills which are usually carried out offline has now been converted into online or online learning via WhatsApp. Learning of speaking skills is carried out through the WhatsApp feature, video calls, learning videos, pictures, and voice notes. Barriers to online learning are network problems, ownership of an android cellphone, and student discipline. The efforts made by the teacher to improve students' speaking skills in online learning through WhatsApp is to familiarize students with speaking in every learning activity, such as apperception activities, core activities (presentation of material and assignments), and other activities (leading prayer, presentation).

Keywords: Online Learning, Speaking Skills, WhatsApp.

1. Introduction

In the era of the 21st century, science and technology are developing rapidly. The life of the 21st century requires qualified people in business and work. Humans are required to have good knowledge and technological skills. Humans who are unable to keep up with the times will be left behind and fall by science and technology itself. The future generations of the nation must improve their quality from an early age. Educational institutions are required to produce the next generation of the nation who have creative thinking skills, critical thinking and problem solving, communicating, and collaborating or what is called 4C skills [11].

Speaking is part of the 4C skill, namely communicating. Speaking skills are used to convey the news to others (Tarigan, 1981). Someone skilled in speaking will easily communicate with others. A person can provide various kinds of stories, express various feelings by what is experienced, felt, seen, read, and expressed willingness and desire to share the experiences he has gained through communication. Nor Hasni Mokhtar, Michi Farida Abdul Halim & Sharifah Zurina Syed Kamarulzaman (2011) said that speaking can be interesting and motivating, thus attracting listeners to be interested in communication.

Education in Indonesia is currently ineffective due to the Covid-19 pandemic [12]. Primary school learning activities are mostly only online learning via WhatsApp [24]. Using the WhatsApp application
for learning elementary school students is easy to implement. Whatsapp application has been used in everyday life for long-distance connections. Almost everyone and most children already have an Android and WhatsApp application, so teachers and elementary school students do not experience difficulties in operating them.

Based on observations and interviews with grade V teachers, SD Negeri Katikan 1 and SD Negeri Katikan 2 experienced problems, namely, low student speaking skills and difficulty learning online via WhatsApp during the Covid-19 pandemic. Speaking skills learning activities are carried out through storytelling, discussion, question, and answer methods. Clever students are seen actively speaking, asking questions, expressing opinions, while other students appear passive and silent during questions and answers and discussion.

Based on the description above, the author intends to conduct a case study research regarding the implementation of speaking skills learning activities through WhatsApp online learning. The writer's considerations in conducting this research were to (1) analyze the process of implementing the online learning of students' speaking skills through the WhatsApp application (2) to analyze the obstacles to online learning activities using WhatsApp during the pandemic, (3) to analyze the efforts made by the teacher in the implementation of learning speaking skills online using WhatsApp.

1.1 Speaking Skills

Talking is an expression by one person to another about information, ideas, and feelings for others. [21] Speaking is the ability to pronounce sounds in the form of words to express, express, and convey thoughts, ideas, and feelings to others. Talking is a natural communication tool to express a thought as a form of behavior [8]. The process of conveying information by the speaker to the listener aims to change knowledge, attitudes, and skills as a result of the information they receive [9].

Speaking skill is a language skill that develops in a child's life, which is preceded by listening skills. [22] In elementary school learning, speaking skills are one of the language skills taught. Speaking skills are very important for a student, for the next level of education, speaking skills are needed. At work, a person is also expected to have skills in speaking.

Speaking assessment can be done in several ways, including speaking based on pictures, interviews, storytelling, speeches, and discussions [10]. [5] explain that oral practice through storytelling can improve speaking and communication skills related to pronunciation and articulation. [23] adds that speaking requires a more mental attitude, when choosing words, pronouncing them, and arranging them in grammatically correct terms.

1.2 Whatsapp application

Whatsapp is a popular communication medium in use today. Whatsapp is an application that is used to make conversations using text, voice, and video. Whatsapp helps users to stay connected with friends and family, anytime, anywhere. Whatsapp is free to access and offers a simple, safe, reliable messaging and calling experience available on phones all over the world. (https://www.whatsapp.com/about/?lang=id).

According to Niken, Secretary-General of the Ministry of Communication and Informatics, "Whatsapp is the most popular application for communicating via the internet, 83% of our 171 million internet users are WhatsApp users that connect people between communities". This was expressed by Niken during the launch of the educational program "Privacy Literacy and Digital Security" at the Ministry of Communication and Information Technology (Kominfo), Jakarta, Monday, 18/10/2020.
The types of WhatsApp content used include:

- Video call. This content is used for video calls with several people.
- Group Chat. This content is used for integration between teachers and students that takes place in real-time.
- Document Share Facility. This content is used to help study groups send documents in the form of files.
- Camera. This content is used to divide several activities to require pictures taken at an activity.
- Gallery. This content is used to share or transmit images/videos that have been previously stored.
- Audio. This content is used to share sound files.
- Youtube Video Box. The application used to share collections and share videos on WhatsApp.
- Dropbox. The application used is to share files.

2. Research Question

Education in Indonesia is currently ineffective due to the Covid-19 pandemic [12]. Primary school learning activities are mostly only online learning via WhatsApp [24]. Using the WhatsApp application for learning elementary school students is easy to implement. WhatsApp application has been used in everyday life for long-distance connections. Almost everyone and most children already have an Android and WhatsApp application, so teachers and elementary school students do not experience difficulties in operating them.

Speaking skill is a language skill that develops in a child's life, which is preceded by listening skills [21]. In elementary school learning, speaking skills are one of the language skills taught. Speaking skills are very important for a student, for the next level of education, speaking skills are needed. At work, a person is also expected to have skills in speaking.

This research was conducted at SD Negeri Katikan 1 and SD Negeri Katikan 2, Kedunggalar District, Ngawi Regency, East Java. This research uses descriptive qualitative research methods. The subjects used in this study were teachers of class V SD Negeri Katikan 1 and SD Negeri Katikan 2. The sampling technique used was purposive sampling. Data collection techniques used in this study were in-depth interviews and document analysis. Data analysis used interactive analysis techniques by Miles and Huberman. The result of this research is that the Covid-19 pandemic has had a huge impact on the learning process, learning elementary school speaking skills which are usually carried out offline has now been converted into online or online learning via WhatsApp.

Learning of speaking skills is carried out through the WhatsApp feature, video calls, learning videos, pictures, and voice notes. Barriers to online learning are network problems, ownership of an android cellphone, and student discipline. The efforts made by the teacher to improve students' speaking skills in online learning through WhatsApp is to familiarize students with speaking in every learning activity, such as apperception activities, core activities (presentation of material and assignments), and other activities (leading prayer, presentation).

3. Method

3.1 Subjects and Research Methods

The subjects used in this study were the fifth-grade teachers of SD Negeri Katikan 1 and SD Negeri Katikan 2. The selection of subjects in this study used a purposive sampling technique, namely the sampling technique with certain consideration [15]. This research method uses a qualitative descriptive
method. Qualitative research methods are called naturalistic research methods because they are carried out according to conditions or naturally [16]. A qualitative method is an approach to exploring and understanding a central phenomenon [1]. The data and analysis produced in this study are qualitative.

3.2 Data Collection Technique

The instruments used in this study were interview guidelines and documentation given to class V teachers. The data collection techniques of this study included in-depth interviews and document analysis. The interview was conducted because the researcher wanted to conduct a preliminary study to determine the problems that had to be researched, and the researcher wanted to know the things of the respondent more deeply [15]. The interview will find things that are more in-depth about the participants in interpreting the situations and phenomena that occur. (Stainback: 1988). The interview technique in this research is an in-depth interview technique. The in-depth interview technique is carried out in an unstructured manner because the researcher feels curious about what he wants [18]. Questions in in-depth interviews are open-ended and allow respondents to provide broad answers.

Documents have a very important role in data collection [2]. Documents can be in the form of writings, pictures, or monumental works of a person [14]. The documents in this study were sourced from the WhatsApp group document. The technique used is the document analysis technique, namely by studying and analyzing it and then reflecting on these documents.

3.3 Data Validity and Analysis

The validity of the data in this study used data triangulation techniques. Triangulation technique is a data validity checking research technique that uses something other than the data for checking or as a comparison to the data [6]. The purpose of data triangulation is to check the correctness of certain data by comparing it with data obtained from other sources, at various phases [7].

The data analysis technique of this research is interactive analysis techniques, namely qualitative data analysis techniques consisting of data reduction, data presentation, and drawing conclusions or verification (Miles & Huberman in Sutopo, 2006: 113). The data reduction stage is defined as the process of selecting, concentrating attention, simplifying, abstracting, and transforming rough data that appears from field notes [3]. Data that has been reduced will produce a clearer picture and make it easier for researchers to carry out further data collection [15]. Data reduction in research is the process of selecting and focusing attention on simplifying rough data obtained from written notes in the field in the form of information about online learning speaking skills in terms of teachers, students, and parents along with the media platform used. The data will be focused and simplified only on matters that are strongly related to online learning speaking skills.

The data presentation stage in this study is the presentation of data in the form of data reduction arrangements into logical and systematic narrative sentences, matrices, pictures, or schemes, as well as tables to support the narrative. Presentation of data can help researchers about what is going on and what should be done further, then take action on the understanding obtained from presenting the data [3].

The stage of drawing conclusions or verification is the stage of tracing back the data at a glance from the researcher collecting the research data to the conclusion drawing stage. Verification is carried out to strengthen and strengthen research results (Miles & Huberman, 2014: 19).

4. Results and Discussion
Based on the research results obtained from interviews and document analysis. Interviews were conducted using in-depth interview techniques, while document analysis was carried out by observing WhatsApp class groups.

4.1 Interview

The interview used in this study was an in-depth unstructured interview technique because the researcher felt curious about what he wanted. In this study, interviews were conducted with two main respondents, namely teachers of class V SDN Katikan 1 and SDN Katikan 2. Interviews were conducted to obtain information about the focus of the study. The summary of the results of the interviews conducted with the two respondents is as follows:

a. Did you apply online learning during the Covid-19 pandemic? If so, what applications are used in online learning? Then, why do you use the application?

Class V Teacher SDN Katikan 1: Yes, I am implementing online or online learning using the WhatsApp application. I use the WhatsApp application in learning because in my opinion this WhatsApp application is very easy, simple, and has been used in everyday life. If I use an application other than WhatsApp, I have a hard time, I won't even be able to.

Class V Teacher SDN Katikan 2: Yes, I am implementing online learning using WhatsApp. I think that WhatsApp is an application that everyone has and everyone can operate, including parents of students. Because here, some children still use cellphones together with their parents. Whatsapp is the application that most allows for online learning because it's easy.

b. What are the learning steps or procedures for implementing online learning via WhatsApp that you implemented during the Covid-19 pandemic?

Class V Teacher SDN Katikan 1: First, the schedule had to be rearranged because there was no face-to-face learning. I gave the materials at 8:00 am. I started with the presence of students with WhatsApp video calls. From the video call, I proceed to the material, or I send learning videos to the group, sometimes I send readings to students or voice notes. After that, students are given assignments and collected into the WhatsApp group. Assignments can be in the form of work photos or student answers, practice videos, or voice notes.

Class V Teacher SDN Katikan 2: I still use books for guidance, namely the teacher's book and the 2013 curriculum student book which all students already have. Before I explain the material, I assign students to read student books with the material that has been determined. I usually start online learning on WhatsApp at 09.00 by explaining a little of the reading material that students have read. Then I send photos or pictures in the form of questions or worksheets to work on.

c. We know that the speaking skills of most of the fifth-grade students are lacking. How was online learning of speaking skills via WhatsApp during the Covid-19 pandemic? and how is the assignment?
Class V Teacher SDN Katikan 1: Yes, it is true that the speaking skills of students here are lacking. In online learning through WhatsApp, I provide material in the form of videos, stories, news, which I then assign to retell it by recording and collecting in groups, but sometimes I make questions in groups and I am assigned to answer them by voice note.

Class V Teacher SDN Katikan 2: Yes, it is difficult to implement it. Usually, I use the video call feature, so I can directly listen to the development of students' speaking skills. Previously in the WhatsApp group, I sent a short news video or story reading, then I was assigned to observe and read. After that, I made a group video call for many students and I was assigned to tell them again.

d. What are the obstacles that you experience in the online learning process through WhatsApp?

Class V Teacher SDN Katikan 1: First, the problem is Android or cellphones, most of them already have their own, but 1-2 students use it with their parents. Second, network or signal problems, and this is the main problem, because of the different student card providers. It often happens during a video call, but some students are still connecting to the network, suddenly disconnecting. Then for the submission of assignments whose file size is rather large, such as videos, that is also an obstacle, for students with strong networks it will run smoothly, while students whose network conditions are difficult will take a long time and have to be patient, "going round and round" he said. To anticipate network problems, I assigned students with weak Android networks to join forces with friends whose homes were close, whose cell phone networks were strong. Then, for internet data packages, now there is internet data assistance for learning from the government, actually many people are happy, both from the teachers and students, but it all returns to their respective provider cards. If the network is good it will run smoothly, if the network from the provider card is bad, it's useless to have internet data package assistance from the government.

Class V Teacher SDN Katikan 2: Obstacles during learning online using WhatsApp are signals. Many parents of students complained to me that the network was difficult. For that, I created small groups whose homes are close by to handle learning and assignments that require a strong network. If the problem is the average cell phone here has everything even though some are still parents' cell phones. Also, the problem is with the students. His name is also a child, a child's discipline is very lacking, many of the students think that a pandemic like this is a free day, holidays, and the days are used to play on. Students are often careless with assignments from the teacher, some do not collect assignments.

e. What are your efforts to improve students' speaking skills with online learning via WhatsApp during the Covid-19 pandemic?

Class V Teacher SDN Katikan 1: I make it a habit in every online learning when the video call is all talking, starting from perceptions, attendance, asking about how they are, asking about the health conditions of students. Gradually, they will learn to speak. Then, when learning WhatsApp online, there wasn't much material from me, but students developed their own. When students are too passive, I point them to students to talk about my understanding of the material. Besides, my assignments focus on developing students' speaking skills, such as presentation assignments to retell a story with video assignments, sound recordings. I make teaching materials or media from something students have experienced, or something they like. So they will be happy with the discussion in learning, they will be interested in learning materials, so they will be motivated to speak. Even if they are initially forced to
speak, it doesn't matter, because later when they get used to it they will develop their speaking skills.

Class V Teacher SDN Katikan 2: It is difficult to develop students' speaking skills in online learning. But I make online learning almost the same when learning offline. When I started the initial lesson with video calls, I arranged for each student to lead the prayer by turn. Then for assignments during this pandemic, I multiplied them on presentation assignments, either through video assignments or voice notes. For video assignments, I usually assign presentations to tell about experiences experienced by students. I was also assigned to tell a viral incident. Then for voice notes, I assign students to have an opinion about something, where I start from a problem which I also convey through voice notes. During this pandemic, I also arranged for 1 student to tell him about his health condition every day, about the activities he did from waking up to going to sleep again at night. Thus, each student will get used to speaking heard by the crowd, namely his friends, so that indirectly the students' speaking skills will develop by themselves.

4.2 Document Analysis

Document analysis in this case is that the researcher analyzes online learning activities through WhatsApp. The researcher made observations by joining the WhatsApp group for class V SDN Katikan 1 and SDN Katikan 2. After that, the researcher conducted an analysis. The summary results of the document analysis carried out by researchers were divided into 2 parts, namely in terms of teachers, students.

a. Class V Teacher SDN Katikan 1

In terms of teachers, during the Covid-19 pandemic, teachers have implemented online learning via WhatsApp. The teacher always makes video calls for student attendance. After that, the teacher conveys the learning objectives. Teachers are very active, teachers often provide short videos, often do voice notes when learning online. For assessment, video assignments, voice notes are used as an assessment for daily assessments. However, sometimes the teacher only gives written assignments and then they are collected.

From a student perspective, during the Covid-19 pandemic students have been taking online learning via WhatsApp. When online learning began, many students were enthusiastic, especially during video calls during attendance. Students look happy when the teacher delivers the material via video call. However, some students experienced network problems by disconnecting the internet connection. For assignment collection, some students seemed to always collect on time, while other students seemed to be always late because the internet network was difficult.

b. Class V Teacher SDN Katikan 2

In terms of teachers, during the Covid-19 pandemic, teachers have implemented online learning via WhatsApp. The teacher only made video calls for student attendance a few times. In online learning, teachers are only fixated on books, by assigning students to study or read student books with predetermined material. Then, students are assigned to work on the questions below and then collect them. Also, sometimes the teacher provides questions in the LKS book, then the answers are photographed and collected through the WhatsApp group, and every week the LKS is collected at school to the class teacher by the class leader or class representatives. That task is for daily assessments. Meanwhile, the rotating task in delivering presentations on health conditions and activities at home is used as a psychomotor assessment.

From a student perspective, during the Covid-19 pandemic students have been taking online learning
via WhatsApp. When online learning begins, students take turns each day to lead the prayer during the video call to begin the lesson. In the core learning, there was more communication through voice notes, then continued with the final project in the form of video presentations collected in the group, and this was used as a daily assessment. Sometimes students are not given assignments, only through voice notes. Many student responses are passive, the teacher must point so that students speak or argue.

Based on the results of research with descriptive qualitative methods through data collection techniques in the form of in-depth interviews and document analysis that have been carried out on fifth-grade teachers of SDN Katikan 1 and SDN Katikan 2, Kedunggalar District, Ngawi Regency about the process of learning speaking skills online through the WhatsApp application during the Covid-19 pandemic. It can be concluded that Covid-19 pandemic had a tremendous impact on learning activities. This pandemic occurred during the 21st century where a person is required to be able to adapt to the times. Students are required to be able to master the 4C skills of the 21st century, namely, have creative thinking skills, critical thinking, and problem-solving, communication, and collaboration. One of the 4C skills discussed in this study is communication skills, in this case speaking skills.

During this pandemic, the learning process of speaking skills was carried out online. The teacher revealed that for elementary school students, the online learning process still had many obstacles. Even the media used in online learning is the only WhatsApp which is the most possible because almost everyone has an Android cellphone and has WhatsApp. The WhatsApp application is easy to operate because it has been used in everyday social life.

In practice, the online learning time via WhatsApp is rescheduled because the time is different from offline learning. The teacher begins online learning through WhatsApp with a video call for the presence of students, followed by the delivery of material from the teacher. The material presented by the teacher can also be through the 2013 curriculum student book, learning videos, readings, and voice notes sent to the WhatsApp group. Then, students are given assignments that collect in the form of photos of student worksheets, practice videos, and voice notes.

The implementation of speaking skills during the Covid-19 pandemic through WhatsApp the teacher used the video call feature, learning videos, news pictures or stories, and voice notes. Video calls are used by the teacher to provide material and find out the development of students’ speaking skills directly. Instructional videos are used by the teacher as a medium in delivering material, and students are used to collecting assignments in the form of speaking practice videos (storytelling). News pictures or stories that contain a reading of an event or a story are used by the teacher as a medium in conveying material or assignments. Voice notes are used by the teacher to provide questions or student opinions and are used by students to provide answers or opinions on teacher questions.

The obstacles to implementing online learning through WhatsApp are network problems, ownership of an Android cellphone, and student discipline. Network problems are the main problems that occur when learning online. The difference between each student's provider card makes the student's android cellphone network different, some have strong networks and some are weak. The teacher anticipates this network problem by forming small groups of students whose homes are close together, or groups of students who have a strong internet network. Some students have an android handphone problem. Some students do not have an Android cellphone, so the use of an Android cellphone is still shared with their parents. This problem is anticipated by the teacher by allowing the students concerned to join other students. Then the problem of student discipline, many students think that studying at home during the pandemic is a holiday, free to play. Some students are careless and do not collect assignments from the teacher. This problem is anticipated by the teacher by giving assignments to all students to remind each other about the assignments given by the teacher. Also, the teacher cooperates with the parents through the WhatsApp group and notifies the parents of students that their children have submitted assignments
The teacher's efforts to improve students' speaking skills during the Covid-19 pandemic through online learning of the WhatsApp application were carried out by familiarizing and stimulating students to speak starting from the delivery of material, assignments, and other activities. At the beginning of the delivery of the material, the teacher stimulates students to get used to speaking such as the presence of students, asking how students are, and asking about students' health conditions. The learning media used are things that have been experienced by students or things that are liked by children, thus triggering student interest and enthusiasm. After delivering the material, the teacher allows students to ask questions and appoints students to argue about the material if students are too passive in learning. In the assignment, the teacher focuses on practical video assignments, voice notes, and video calls. Other activities carried out by the teacher were leading to prayer at the beginning of learning by students in turn, and the presentation assignment told about activities carried out during the Covid-19 pandemic by taking turns every day. Thus, students will get used to making presentations by speaking. So, this habituation will improve their speaking skills.

5. Future Trends and Conclusion

Based on the results of research and discussion through data collection techniques in the form of in-depth interviews and data analysis that has been carried out on fifth-grade teachers of SD Negeri Katikan 1 and SD Negeri Katikan 2. In the life of the 21st century, education is required to produce students who have 4C skills, namely, having creative thinking skills (creative thinking), critical thinking and problem solving (critical thinking and problem-solving), communication (communication), and collaborating (collaboration). One of the 4C skills discussed in this study is speaking skills (communication). The Covid-19 pandemic has a major influence in the world of education, namely in the process of learning offline to online. Online learning in elementary schools is considered less effective for teachers because the basic knowledge given to students cannot be maximized. The WhatsApp application is one of the media most used by elementary school teachers in implementing online learning because it is the easiest to implement.

In learning speaking skills through WhatsApp, the teacher makes use of the video call features, learning videos and presentations, reading pictures, and voice notes. Teacher learning media are required to be attractive to spur students to be interested which then provokes students to be active, ask, answer, or have an opinion. Students feel bored and lazy if the material does not match what they know before or they like. Some students are also not disciplined in learning and do not collect assignments from the teacher. The assessment process given by the teacher is also carried out accordingly. Student assignments are carried out for daily assessments. Assignments from the teacher consist of video presentations, questions and answers via voice notes, questions and answers via video calls, and answer sheet assignments (photos). The obstacles experienced in online learning are network constraints, ownership of an android mobile phone, and children's discipline.

Teachers' efforts to improve students' speaking skills during the Covid-19 pandemic were carried out by focusing on learning speaking skills. The early learning activities of the teacher implement perceptions through video calls that stimulate children to speak by answering stimuli from the teacher. In the core activities and assignments, learning is focused on speaking skills such as question and answer via video calls and voice notes. Other assignments are carried out through video presentations and written assignments from worksheets which are then collected in the WhatsApp group. At the end of the lesson, one of the students described their daily activities during the pandemic and continued to lead prayers.

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