Teaching Speaking using Voice Note to Second Semester Students-2021A of STKIP PGRI Sidoarjo

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ABSTRACT
The aims of the study were to describe the implementation of teaching speaking by using Voice Notes; and to describe the student's perceptions in teaching speaking using Voice Notes for second semester students at STKIP PGRI Sidoarjo. The method used descriptive qualitative. The subjects of this study were the lecturer and the 25 students second semester. The instruments were used Observation Check List, Handphone and Questionnaires. The findings of the implementation of teaching speaking by using Voice Notes for second semester students at STKIP PGRI Sidoarjo were first, Lecturer, distributed text and Voice Note to students thru Voice Note in WhatsApp, then explained to students about text of "A Tour Guide in the Everglades National Park". Lecturer asked to translate all the text on the home work book, then asked the students to shadow and to follow the native speaker's voice from Voice Note many times, until comprehended. Lecturer evaluated students' speaking ability, the results were 32% students who got excellent scores, 52% students who got good scores, one student got average score 8% and students who got poor score 12%. While, the students' perception results were 78,8% liked the implementation of teaching using Voice Note on the other hand 21,2% didn't like the implementation of teaching using voice note.
Keywords: *teaching, speaking, voice notes*

INTRODUCTION

Speaking is important skill because this skill is often used by Indonesia people to communicate with another people Hymes, D. (1974). It is the act of talking. An example of speaking is when you are talking. An example of speaking is when you give a lecture in public. Halliday said speaking was something used for talking and communicating (Halliday, 1989). There are six components of speaking to be scored; pronunciation, grammar, vocabulary, fluency, comprehension and task as Brown (2004) has stated. The speaking skill is the main concern of foreign language learners (Richards, 2006).

Based on the facts, some students in second semester of STKIP PGRI Sidoarjo, realized that speaking is difficult. The students are getting bored when the lecturer gives

speaking material and there are some factors why the students keep on silent in the classroom. First, unmotivated students, students might disrupt speaking aspect, vocabulary mastery, becomes the bridge to speak communicatively and achieving goals to other skill. The students always sit in the time chair and never find good places to make the learning process enjoyable. They have nothing to say. According to Baker and Westrup (2003), Taylor (2010) students found difficult to have conversation on a topic and they know little about English.

According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teach the listener to produce the English speech sound and sound pattern, to use word and sentence, stress intonation pattern and the rhythm of the second language, to select appropriate words and sentences. According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teach the listener to produce the English speech sound and sound pattern, to use word and sentence, stress intonation pattern and the rhythm of the second language, to select appropriate words and sentences according to the proper. Teaching speaking is one process in the teaching and learning conducted by a teacher to improve and increase the students ability in comprehending and mastery both formal conversation in other to speak better the target language or second language Nunan (2003) Kayi (2006:1),

For teaching speaking, the researcher chooses technic of using Voice Note in WhatsApp, because a lot of students, teenagers and adult have been popular using watch up specially using voice notes. Voice notes are comfortable familiar medium to contemporary students that can keep student's interest in the theories and concepts under discussion According to Hamad (2017), although most media can be used, they can offer powerful experiences that students are unlikely to have them in a classroom. WhatsApp can also provoke good discussion assessment of one's values and self if the scenes have strong emotional content. Using WhatsApp can be used to create a unique experience gave it great power as teaching. WhatsApp is the most widely used social media platform for connecting to and interacting with online communities and is one of the advancements (Minhas, 2016). WhatsApp is very beneficial for students because it can be accessed anywhere and anytime, is available for access outside and inside the classroom, and supports collaborative learning (Fattah, 2015).

WhatsApp has announced a range of changes to its app, intended to improve the experience of sending voice messages or voice notes. Voice notes have become a key way of using the app: users can send short snippets of audio, allowing them to communicate without having to type through a message. It can be said that WhatsApp Voice Messaging or Voice Notes allows someone to instantly communicate with contacts and groups. People can use it to deliver important and time- sensitive information. As such, all voice messages are downloaded automatically (Rachel, 2021). WhatsApp is the foremost well-known social media utilized to communicate and associated with the web organize (Minhas, 2016).

Voice Notes are getting more and more popular and are often referred to by the abbreviation VN among its users. In terms of language, voice note is a foreign language or English which consists of two words, namely voice which means sound and note which means note (Rachel. 2021). So, Voice Note is a feature found in messaging applications where users can send messages or voice notes to each other

The following is the use and steps how to make messages in Voice Notes or Voice Messages (Firdhia Azzahra, 2021)

To use a Voice Notes or Voice Messages

1. Open an individual or group chat.

2. Tap and hold the **microphone** and start speaking.

3. Once finished, remove your finger from the **microphone**

4. The voice message will automatically send.

5. While recording a voice message, you can slide left to cancel it.

Send a longer Voice Note or Voice message

1. Open an individual or group chat.

2. Tap and hold the **microphone** and start speaking.

3. Slide up to lock hands-free recording.

You can also tap the red pause button to pause recording or preview a draft of your message. Tap the red mic icon . to continue recording within the same voice message.

On sent voice messages you'll see: A grey microphone for voice messages that haven't been played by all recipients (but might have been played by some).

A blue microphone. 🎤. for voice messages that all recipients have played.

The first previous study entitle is *EFL Students' Perception on the Use of Voice Note to Reduce Their Speaking Anxiety.* The writer is Audrey Ayu Hapsari et al, Universitas Brawijaya, Malang, Indonesia. Method employed a quantitative approach with a survey study and used a questionnaire as the instrument. Finding of this study showed positive responses regarding using voice notes in a speaking activity conducted in ELT class as students thought it could reduce their speaking anxiety. The second previous study entitled *The Use of Conversational Videos and WhatsApp Voice Note Messages in Improving Students' Pronunciation*. The writer was Azim Uluwi Achmad, Nur. 2019. UNNES. Method employed a quasi-experimental research using quantitative data. Finding, Conversational videos were used as media to help students to understand how to pronounce some words and WhatsApp voice note messages were used as media to help students to practice pronouncing some words.

Objectives of the study

Objectives of the study are 1) to describe the implementation of teaching speaking by using Voice Notes for second semester students at STKIP PGRI Sidoarjo and 2) to describe the students' perceptions in teaching speaking using Voice Notes for second semester students at STKIP PGRI Sidoarjo

RESEARCH METHOD

This research will use descriptive qualitative approach. According to Saryono. (2010), qualitative research is research that is used to investigate, find, describe, and explain the quality or privilege of social influences that cannot be explained, measured or described through a qualitative approach. In addition, the objective of this study is to describe the implementation of teaching speaking by using Voice Notes for forth semester students at STKIP PGRI Sidoarjo. Then, to describe the student's perceptions in teaching speaking using Voice Notes for forth

The subject of this research is a lecturer and students of second semester of STKIP PGRI Sidoarjo. The lecturer implemented teaching speaking by using voice notes to the

students of second semester year of 2021/2022; while the students were asked to fill questionnaires for sharing their perceptions.

Source of Data and Data

According to Arikunto (2010) the source of data of the research is the subjects from which the data can be collected for the purpose of the research. According to Sekaran (2011) the secondary sources is data refers to information collected from existing sources. The first source data and data were taken from field note observation done by the writer/researcher about the implementation of teaching process done by the lecturer, the second source data will be taken from filled questionnaires' done by students.

Instrument

According to Sugiyono (2013) research instrument are tools of collecting data used the measure the observed natural and social phenomena. The use of research instrument is to seek complete information on a problem, natural and social phenomena. The research instruments of this study are Observation Check list, hand phone and Questionnaire.

Observation Check list and Hand Phone

Observation check list was used to observe lecturer's teaching process during implementing teaching speaking using voice notes to forth semester students of STKIP PGRI Sidoarjo. Handphone was used to keep Native speaker voice in the Voice Note.

Questionnaire

According to Anwar (2019:168), the questionnaire is a question number or written statement of factual data or opinion related to self-responded, which is considered fact or truth what respondents know and the need to answer. According to Kumalasari (2010:81) questionnaire or questionnaire as a toll data collector in the non-test assessment in the form of requests made to respondents (students or community). A questionnaire is a means of electing the feelings, beliefs, experiences, perceptions, or attitudes of same people of individuals.

Data Collection Procedure

According to Creswell (2019) data collection requires observation, interview and documentation. The steps for collecting data of the implementation of teaching process was used observation check list and hand phone. Then, collecting data for students' perceptions were used YES/NO questionnaires.

Data Analysis Technique

The data analysis gives the meaning and finding the essence of the numbers in the data itself (Kasiram, 2006). Miles Hubberman 2014 (In Sugiyono, 2007: p.204) stated that steps were collecting data, reduction of data, presentation of data and the last step is conclusion. 1. Data collection of teaching speaking using voice note recorded from check list observation were identified, then reduced, presented, and drew conclusion. 2. Data collection from questionnaires in the form of students' answers were calculated, presented in the form of graph, then draw conclusion.

FINDINGS AND DISCUSSION

This chapter contains teaching speaking using voice notes to second semester students-2021-A of STKIP PGRI Sidoarjo. The writer wants to describe the implementation of teaching speaking by using Voice Notes for second semester students at STKIP PGRI Sidoarjo and to describe the student's perceptions in teaching speaking using Voice Notes for second semester students at STKIP PGRI Sidoarjo**.**

The Finding of the implementation of teaching speaking by using Voice Notes for second semester students at STKIP PGRI Sidoarjo.

The subject of the study was the lecturer and the objects were the students of 2nd semester of 2021A STKIP PGRI Sidoarjo. The student's total amounts were 25 students.

Implementation of teaching activities.

The writer joined the class of Speaking on 4 July 2022 then sitting at the back of class to observe teaching learning process. He prepared Check list observation for monitor lecturer's activities and students' act ivies. Then, he started to do filling the check list. He observed the teacher's teaching activities in the class.
Pre-teaching,

Firstly, the lecturer did pre-teaching for 10", she checked the absentee list of students. Then gave introduction of teaching speaking by stated that they would study speaking using voice notes. She motivated students by explaining that the Voice Notes could allow someone to instantly communicate with contacts and groups. People could use it to deliver important and time- sensitive information. As such, all voice messages were downloaded automatically, and voice note could be used to improve speaking, pronunciation and vocabulary. The students seemed glad and liked to respond lecturer's explanation.

While- teaching 80"

Teaching speaking was one process in the teaching and learning conducted by a teacher to improve and increase the student's ability in comprehending and mastery both formal conversation in other to speak better the target language or second language Nunan (2003). "In while teaching, firstly, lecturer distributed texts and Voice Note to students thru WhatsApp. The text's topic was "A Tour Guide in the Everglades National Park", the texts were taken from Longman Preparation course for the TOEFL TEST by Deborah Phillips. Longman. NY., and the voice Note of the texts were taken from the CD File of this book. The native speaker's voice from the original CD is transferred to Voice Notes, and then shared to students via Voice Notes in the Group WhatsApp application; by using texts, students can study speaking together along with native speaker voice from voice note as follows. The Voice Note sounds were as follows.

"A Tour Guide in the Everglades National Park"

Today we're going to be taking tram through part of the Everglades National Park. Quite probably we'll be seeing a number of crocodiles sunning themselves by the side of the water of poking their heads up through the water. Needless to say we will not be getting off the tram at any time until we leave the area because of the danger posed by the crocodiles.

By the way you've probably heard of the expression "crying crocodile's tears". It is common to say that someone is crying crocodile tears when he or she is pretending to be sad or full of regret. Crocodiles always appear to have tears in their eyes, but they are not crying because of sadness, or even pretended sadness. Instead a crocodile uses its tea

ducts to get rid of extra salt through tears. So, if you see a crying crocodile, don't think that it's feeling sad: it is basically sweating through its eyes.

Look! Over there on the right. There are two large crocodiles on the water edge, right next to the fallen trees. You can get your cameras and take pictures from here on the tram, but no, you cannot get off the tram to get any closer.

Students received text and voice note from lecturer via WhatsApp.

After sending texts and voice note, the lecturer explained to students about text of A Tour Guide in the Everglades National Park. Students payed attention of the lecturer's explanation. The lecturer wrote on the white board some instructions.

1. She asked the students to translate all the text on the home work book for taking comprehension of the text.

2. Then she asked the students to shadow and follow the native voice in Voice Note Many times, until comprehended and able to practice pronunciation perfectly.

3. She asked students to shadow and follow the voice of a native speaker from Voice Note on WhatsApp. Until they are able to speak using pronunciation well.

4. She asked students to practice until they are really able to tell the story of the texts in front of the class.

5. At last, the lecturer asked all students to practice talking in front of the class using good pronunciation, vocabulary, fluency without looking at the paper in the next day, at 5 July 2022.

Post-teaching 10"

The lecturer did summarize the results, discussions and reflections describe the conclusions to students, give home work for next session. Students should study and prepare the next assignment to present speaking n front of the class.

The next day, on 15th July 2022, the students practiced speaking.

The following were rubrics for speaking scores.

Table No.1. Scoring Rubric of Speaking

Aspect	Criteria	Score (1-4)
Content	The conversation exchanges the intended information or conveys the intended meaning	

Language	The student uses appropriate expressions/words choices and grammar	
Pronunciation	The student speaks English fluently	
Fluency	The student speaks English with proper intonation	
Performance	The student makes eye contact and uses appropriate body language to convey meaning	

Note: 1= poor, 2= average, 3 = good, 4 = excellent

Table No. 2. The numbers of Students, Results' scores and percentages

The Numbers of students	Scores	Percentages %
8	4	32%
13	3	52%
1	2	8%
3	1	12%
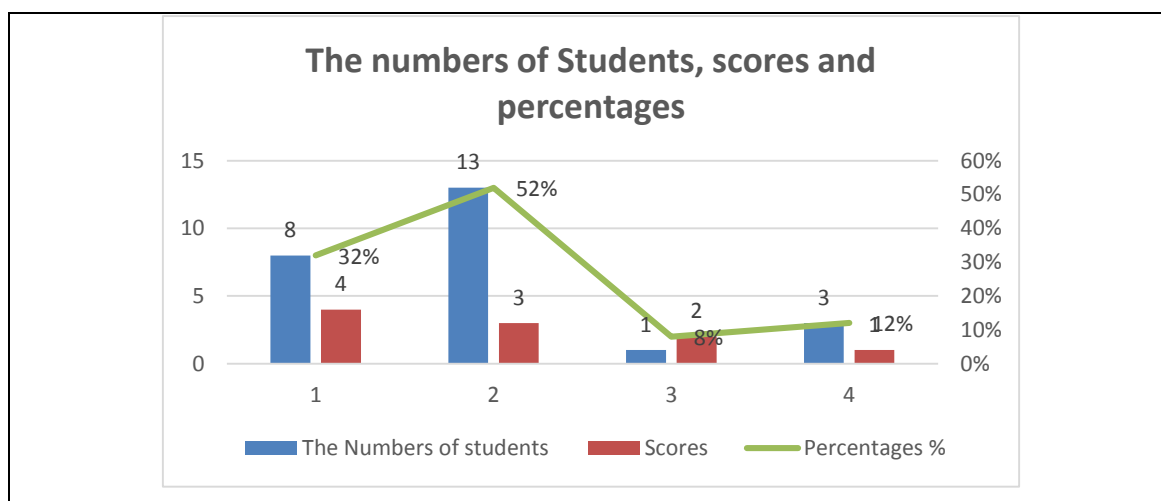
Graph No. 1. **The numbers of Students, scores and percentages**

From the above chart no.4.1. can be said that there are 8 students who got score 4 (excellent) equal to 32%, there are 13 students who got score 3 (good) or equal to 52%, and if they are added there are: 8 student plus 13 students plus 21 students = 87% students got score good and excellent. On the other hand there is one student who got average score 2 = 8% and 3 students (didn't active) got poor score 1 = 12 %.

It can be concluded that Teaching speaking using Voice Note can be applied to activate and to develop students' pronunciation, fluency and performance.

Students' perception on the use of Voice Note

This part contained findings of Students' perception on the use of Voice note. Each question in the Questionnaire was categorized into positive perception (Yes) or negative (No) perception.

Firstly, after teaching processing, the writer described the questionnaires to the students in order to ask them to fill in the questionnaires about their perceptions on the teaching speaking using voice note. The questionnaires form as follows:

Table no. 3 Questionnaire for students

No.	The questions	Choices		Percentage %	
		Yes	No	Yes	No
1.	Do you like using voice for communication?	20	5	80%	20%
2.	Do you like using voice note for studying English?	20	5	80%	20
3.	Do you enjoy hearing native speaker conversations from voice notes	15	10	60%	40%
4.	Do you understand how to use voice note?	23	2	92%	8%
5.	Can you easily follow and shadow a native speaker's voice through Voice Notes?	20	5	80%	20%
6.	Can you focus on a native speaker's voice using voice notes?	18	7	72%	28%
7	Do you feel more able to speak, after using voice notes?	21	4	84%	16%
8.	Do you feel English voice notes can help your pronunciation in speaking?	22	3	88%	12%
9.	Do you feel that voice notes can activate and develop your language skills	15	10	60%	40%
10.	Are you more interested in learning to speak using voice notes?	23	2	92%	8%
	Total	**197**	**53**	**78,8 %**	**21,2 %**
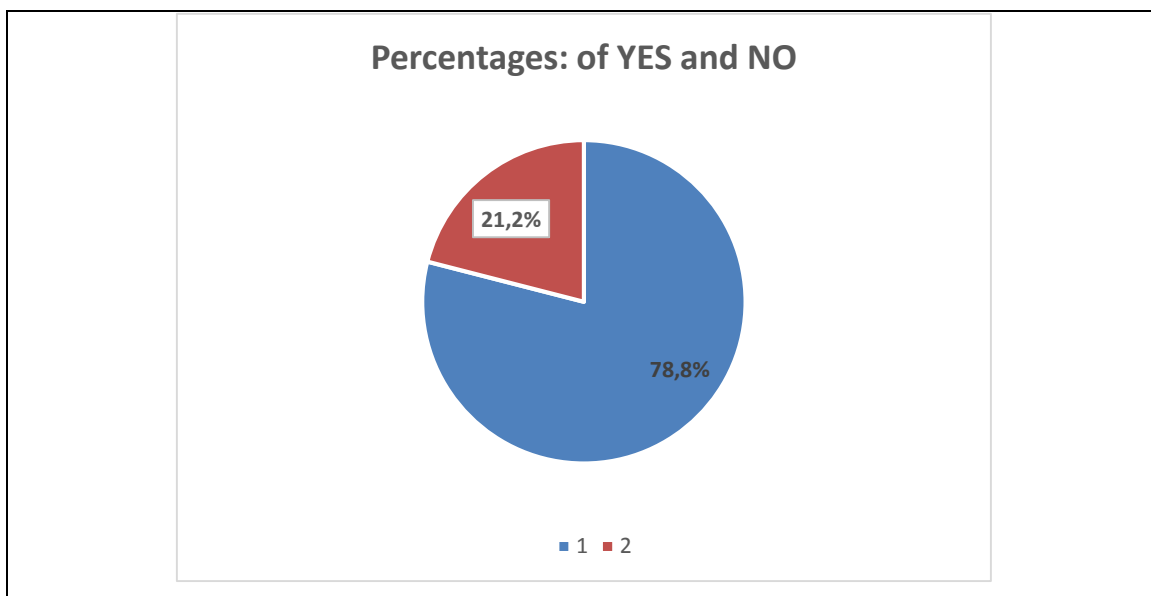
Graph No. 2. Percentages: of YES and NO

From the numbers above can be seen that students in the second semester of class 2021-A have positive perceptions as much as 78,8%, while students who have negative perceptions as much as 21,2%. In other words, it can be said that the students' perceptions are positive; they like, understand and they are interested with implementation teaching speaking using Voice Note.

 DISCUSSION

According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper.

In implementing Teaching Speaking Using Voice Note, the lecturer does Pre-teaching, while teaching and post teaching. Firstly, the lecturer did pre-teaching by checking the absentee list of students to see the students who are not in the class as she explains the technic of teaching using Voice Note. Then she gave introduction of using voice notes. She motivated students by explaining about the Voice Notes can allow someone to instantly communicate with contacts and groups. Students can use it to deliver voice messages and voice note can be used to improve speaking, pronunciation and vocabulary. The students seemed glad and like to hear lecturer's explanation. Voice Note

in the application WhatsApp is exceptionally valuable for under studies since it can be gotten to anyplace and anytime, accessible for getting to exterior and interior the classroom, and bolsters collaborative learning (Fattah, 2015). students feel certain, excited, learn freely, and appear a positive demeanor all through the discussion by sending certain questions through the WhatsApp application as a medium or stage in online learning, agreeing to Jasrial (2017)(Rachel, 2021).

While teaching: the steps of teaching done by the lecturer as follows:

In while teaching, lecturer distributed texts and Voice Note to students thru WhatsApp. The texts were taken from Longman Preparation course for the TOEFL TEST by Deborah Phillips. Longman. NY. and the voice Note of the texts were taken from the CD File of this book. The native speaker's voice from the original CD is transferred to Voice Notes, and then shared to students via Voice Notes in the Group WhatsApp application.

The text's topic was "A Tour Guide in the Everglades National Park", as follows. Students received text and voice note from lecturer via WhatsApp. After sending texts and voice note, she explains to students about text of A Tour Guide in the Everglades National Park. Students pay attention of the lecturer's explanation. The lecturer wrote on the white board some instructions. She asked the students to translate all the text on the home work book. Then she asked the students to shadow and follow the native voice in Voice Note Many times, until comprehended. Students did shadow and follow voice of native speaker from Voice Note in WhatsApp in order to improve their pronunciation and vocabulary. She asked students to practice until they are understood really able to tell the story of the texts in front of the class. The next day, the lecturer asked all students to practice talking in front of the class using good pronunciation, vocabulary, fluency without looking at the paper in the next day, at 5 July 2022.

In Post-teaching, the lecturer did summarize the results, discussions and reflections. Then describe the conclusions to students, give home work for next session for giving opportunity to have time in comprehending the texts and practicing their speaking at home.

Second finding is about students' perception on the teaching speaking using Voice Note.

Perception is the identification and interpretation of sensory information to represent and understand the information or environment presented (Schacter, 2011). All perception involves signals that pass through the nervous system, resulting from physical of the sensory system.

Students' perception in this study as they like using voice note, this is in line with Minhas (2016) explanation that the students frequently used this tool as Voice note in WhatsApp is the foremost well-known social media utilized to communicate and associated with the web organize (Minhas, 2016). Students like using voice note for studying English this is in line with study of Audrey Ayu Hapsari et al, from Bra Wijaya University, Malang, Indonesia. In her thesis' finding said that the *Use of Voice Note can Reduce Their Speaking Anxiety.* While students feel enjoy hearing native speaker's voice from voice note because they can have opportunity to know and shadow pronunciation of the way they are speaking. On the other hand, for students who don't feel enjoy because they cannot pronounce similar with the voice in the VN. For example, to pronounce /*have/* became /*hap/.*

In this case the students understand, easily follow and shadow native speaker's voice through Voice Notes because they can operate it at anywhere, any place, so they can easily use this media for training their ability in speaking. This explanation like explained by Fattah that WhatsApp is exceptionally valuable for under studies since it can be gotten to anyplace and anytime, accessible for get to exterior and interior the classroom, and bolsters collaborative learning (Fattah, 2015).

The ability to focus on a native speaker's voice using voice notes can make students like to repeat in studying Speaking because using voice note can be operated to repeat the sound then students feel more able to speak better specially, they can use English pronunciation well, this explanation is supported by Azim Uluwi Achmad, Nur. (2019). UNNES in her study entitled *The Use of Conversational Videos and WhatsApp Voice Note Messages in Improving Students' Pronunciation*.

It can be concluded that Voice Notes are really can activate and develop students' language skills that make students more interested in learning to speak using voice notes.

CONCLUSION

The implementation of teaching speaking by using Voice Notes for second semester students at STKIP PGRI Sidoarjo, as follows:

Lecturer:

1. Distributes text and Voice Note to students thru WA.

2. Explains to students about text of A Tour Guide in the Everglades National Park

3. Asks to translate all the text on the home work book

4. Asks students to shadow and follow the native voice from Voice Note. Many times, until comprehended.

5. Asks students to practice until they are really able to tell the story in the texts.

6. Next for the following day, students practice their speaking ability in front of the class. In the results score of students' speaking practice, there were 32% got excellent scores, 52% who got good scores, one student got average score 8% and students who got poor score 12%.

The student's perceptions in teaching speaking using Voice Notes for second semester students at STKIP PGRI Sidoarjo.

Total numbers of student perceptions who have YES perceptions are 78,8% on the other hand, 21,2% students who have NO perceptions. The students' like *teaching speaking using Voice Notes* for example they feel happy in using voice note for communication and for studying English, they enjoy hearing Native Speaker conversations, they understand how to use voice note, they can easily follow and shadow a native speaker's voice, they feel more able to speak, their pronunciations are improved in speaking, they feel that voice notes can activate and develop your language skills, and they feel more interested in learning to speak using voice notes. So, the voice note is useful media for studying speaking English.

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