

The Implementation of Voice Note on WhatsApp for Teaching Speaking English

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Abstract

This study aims to find out how teachers apply voice notes to teach speaking skills at SMA Candimas Pancasari through recount text topics. This research uses the descriptive qualitative method. In this study, the data obtained through observation, interview, and questionnaire methods were analyzed descriptively. The researcher used purposive sampling to select the research subject, of which there was 1 English teacher and 77 students who had been researched by researchers to be observed, interviewed, and given a questionnaire. The results showed that the implementation of voice notes can be done through six steps in pre-activity, main-activity, and post-activity. Related to its' implementation, the teacher also encountered several challenges, namely internet connection, low participation, students' lack of vocabulary, poor access in remote areas, and teacher difficulties in evaluating students' assignments. In addition, students gave positive opinions on the implementation of voice notes on WhatsApp in class, it can be proven where students dominantly choose "agree" and "strongly agree" on statements obtained from cognitive, affective, and psychomotor aspects.

Keywords: *Implementation of Voice note, Challenges, Students' opinion*

Introduction

The world is being attacked by a pandemic that is directly changing the world situation which is called the virus-19 disaster. Coronavirus is a new virus that generally attacks the respiratory tract and even causes death (Brosnahan et al., 2020). As a result of this pandemic, everyone must adopt a healthy lifestyle and limit their activities outside the home, including learning and teaching must also be done from home. This pandemic has led to a significant change in education, where several schools have changed their learning methods from face-to-face learning to online learning. The government in Indonesia has now decided that students and

teachers should study from home. However, this aimed at avoiding the transmission of the dangerous covid-19 virus.

This condition is certainly a good momentum for educators and students to learn various technologies in developing the quality of online learning. According to Indarti (2014) online or asynchronous learning has advantages in accessing learning materials freely or at any time, in contrast to synchronous students can only interact directly (real-time). The transition from face-to-face to online learning caused the methods, time allocation, and media used in online learning will be different. In online learning, teachers must rack their brains to find the effective method and appropriate strategies to improve students' abilities, especially in language learning. In addition, teachers and students are required to adapt to using technology in carrying out learning activities in online classes. Hamad et al., (2019) states that bringing the technology into the classroom would be allowed both teachers and students to create a learning environment that aimed to increase the teaching and learning process.

The use of technology is currently growing rapidly, with the implementation of technology can help develop the learning process. Hamad (2017) states that we can see the rapid development of technology in the 21st century which has dominated the world and at the same time our lives. As we experience today, the use of smartphones today has developed many social media applications that can be accessed by the public every day such as WhatsApp, Facebook, Twitter, Instagram, Telegram, etc. Through MALL, students can practice freely with mobile devices, anytime and anywhere. As one of the MALL developments, WhatsApp is the most popular social media used to communicate and interact with the internet networks (Minhas, 2016) . In addition, WhatsApp is now being utilized for more than just community communication; it is used for educational purposes. 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). Students felt confident, passionate, independent learning, and showed a positive attitude throughout the conversation by sending certain questions through WhatsApp application as a media or platform in online learning, According to Jasrial (2017) that indicates that the implementation of WhatsApp in the learning process provides benefits for students to participate in the class.

In this online learning situation, teachers cannot fully control language learning activities, because students and teachers have limitations in interacting. As the most important skill in interacting and communicating, speaking skills should be trained with the right method, the right media, and authentic assessments (Gudu, 2015). As a result of changes in learning activities during the pandemic, teachers cannot monitor students' speaking progress directly because teachers and students cannot meet in person. This is certainly a challenge for teachers and students in carrying out online speaking learning. According to Quinn (2014) the challenges of teachers in teaching speaking are of lack of confidence, afraid to speak, less vocabulary, and students are afraid to make mistakes. These challenges are common challenges that can be found in ordinary classes. Meanwhile, with limited learning activities that involve the performance of online learning students, students' speaking learning becomes less effective. In relation to this situation, the

researcher can conclude that there is a gap between online learning activities and speaking skills practice.

Ainun et al., (2018) state that teaching speaking can be conducted through mobile devices or computers on which students are given a chance to promote a willingness and practice the target languages in speaking. Through practicing voice note, students can practice their speaking skills through applications that make them interact in online classes, such as exchanging information, taking their time for chatting, sharing their thoughts, which these activities can be like what they usually do daily with their friends even with distance learning. Meanwhile, there are several studies that have conducted research on speaking learning activities in online classes. According Nurazizah et al., (2019) stated that the use of WhatsApp as a potential online media to practice students' speaking skills, where students can record voices and then send recordings their votes to the WhatsApp group. In addition, empirical research related to speaking practice has been carried out by utilizing MALL (Mobile assisted language learning) to improve students' language skills is bin bin Tahir (2015) was conducted research about implementing Synchronous Computer-Mediated Communication (CMC), a namely instant messenger that is a voice chat provided by Yahoo Application to enhance students' speaking skills as University Studies have revealed that the highest score of students' speaking ability in terms of comprehensibility rather than fluency and accuracy. In addition, the study found the common obstacles of English learners still have difficulties with 1) mispronunciation and grammatical in terms of speaking accuracy, then in terms of 2) fluency, the researcher found that too many pauses, halting, and repeating words several times.

Based on pre-observation activities carried out at Candimas Pancasari High School, the researchers found that this school is an area that is far from urban areas. SMA Candimas Pancasari is a rural area surrounded by hills so that some operators do not allow it to be used in this area. However, in this case, Candimas Pancasari High School can still carry out online learning activities via WhatsApp and Google Classroom. Regarding learning activities, especially speaking learning, teachers can still do it through WhatsApp voice notes. The teacher at Candimas Pancasari High School said that voice notes in WhatsApp have often been used in learning, especially in giving instructions and explaining a lot of material because they are very efficient than typing via text messages. In addition, the teacher there also said that speaking practice can also be done in monologue using the voice note feature, especially if the KD (Basic Competence) on a certain topic allows students to practice voice notes in the WhatsApp application. This is related to Martin (2020) who researched the use of MALL in providing instruction and pronunciation in distance learning settings. Based on the phenomena that occur, researchers have selected 1 English teacher and 3 class X at SMA Candimas Pancasari as objects in the study. This research is important to do because researchers want to focus on how English teachers at SMA Candimas Pancasari applied voice notes on WhatsApp in teaching speaking skills in grade tenth students at SMA Candimas Pancasari. Another purpose of this research is to find out the challenges faced by teachers when implementing voice notes and collecting student opinions in implementing voice notes in online classes.

Speaking is one of the most crucial abilities in language learning, and it plays a vital role in information transmission (Namaziandost, 2019). Speaking skills require someone to master several things in speaking namely grammar, vocabulary, pronunciation, application, and understanding. This is related to student learning activities during the epidemic, which underwent considerable changes, where teachers and students were required to learn new things with the assistance of technology to promote learning to speak in class. The change in learning methods from face-to-face to online is also closely related to speaking exercises and teacher strategies to train students' English. In the context of online learning, teachers as instructors have limitations in controlling students' abilities directly, Especially in teaching speaking skills. Therefore, teachers need to be creative in utilizing technology and prepare mature strategies to train students' abilities, especially in speaking skills. In this case, the researcher found that one of the teachers at Candimas Pancasari High School had implemented voice notes on WhatsApp to train students' speaking skills in the context of online learning. The Researcher would identify the implementation of the voice note on the WhatsApp application for teaching speaking in grade-tenth students at SMA Candimas Pancasari that the researcher chosen as the object of the present research. Then, the next objectives are finding out the challenges that encountered by the teacher during implementing voice note and find out the students' opinion of the implementation voice note in the class.

Method

Regarding the presented study, descriptive qualitative has been used in this research to analyze the data. According to Nassaji (2015) Qualitative research is the research method that concerns collecting the data from various sources to understand participants' understanding, perspectives, and attitudes. As a result, this form of research approach has included the concept of inductive data exploration to identify themes, patterns, or concepts to describe and analyze the data. Then a descriptive study was focus on the description of a phenomenon, events, and events that occur in a particular area or population. Further, the current research was focus on finding how the teacher implements voice notes in teaching speaking in grade tenth students at SMA Candimas Pancasari, teacher challenges in implementing voice notes, and students' opinions of implementing voice notes that would be described descriptively.

The Participants of The Study

In determining the research subject, the researcher has chosen purposive sampling that belongs to non-probability sampling to determine the subject of the study. According to Tongco (2007) the Purposive sampling technique is a sampling that focuses on determining the sample based on the researcher's precise assessment of informants who have characteristics about something or object and the culture under study. The subject of the study were English Teachers and Students at SMA Candimas Pancasari. There were 1 English teacher and 3 classes which consist of 77 students were taken as the subject of the research. The subject was observed, interviewed, and given a questionnaire regarding the implementation of voice notes, the challenges, and also opinions about the implementation of voice notes.

Instrument

The data would be collected qualitatively, where the researcher would be the main instrument of this study. Researchers used three instruments namely observation checklist, interview guide, and Questionnaire. Firstly, the observation checklist was used to observe how the teacher implements voice notes in teaching speaking skills in pre-activities, main activities, and post activities. The observation was carried out three times according to the teacher's class schedule. Then, the teacher was interview regarding the challenges faced during implementing voice notes to teaching speaking skills. In addition, the researcher collected the students' opinions through questioner that was distributed at the end of the lesson by google form.

Data Analysis

The obtained data would be analyzed toward the model of interactive analysis. According to Miles and Huberman (1994) there are several main stages of the techniques of data analysis namely Data collection, the researcher would collect the data by three instruments of data collection namely Observation sheet, Interview guide, and Questioner. Those instruments were used to collect the information about how the teacher implement voice note for teaching speaking skills by using an observation sheet, then figuring out the teacher challenges during implemented voice note to teaching speaking through an interview guide and collect the students' opinions through questioner. Second data reduction, In this the data from observation, interview, and the questioner was selected, summarizing, focusing on the topic, simplified, transforming the data obtained from the field note and transcription. The unnecessary data would be removed. Therefore, in this reduction process, the researcher would focus on sorting unnecessary and necessary data from observations, interviews, and questionnaires. Therefore, this process is very important in processing information. Beside that in data display the researcher compresses information or describes it in a structured and organized manner, so that the data is easier to apply to attract and act on phenomena that occur in the field. However, the causes identified at this stage can be changed if there is more solid evidence to support the next stage of the analysis. Finally, conclusion (drawing and verification) the researcher made conclusions on the phenomenon that has been studied by maintaining openness and skepticism. In addition, the initial conclusions found at the data display stage are still vague and then made further and reasoned so that they can answer existing research questions. The researcher added a data collection method to make the analysis more interactively organized. There were three methods of data collection in this research namely observation, interview, and questioner.

Findings & Discussions

This session contained the data that obtained from the three instruments namely observation checklist, interview guide, and Questioner. The data would be explained to answer each research question namely 1. How does the teacher implement voice notes in teaching speaking skills? 2. What are the challenges faced by the teacher in implementing voice notes to teaching speaking in grade tenth students at SMA Candimas Pancasari, 3. What are students' opinions about the implementation of voice notes in speaking class?

Based the observation that have been carried out on three times, namely on March 29, 2021, March 30, 2021, 05 April 2021. The researcher found several steps on how teacher implement voice note in teaching speaking skills in grade tent students at SMA Candimas Pancasari with the topic recount text.

Table 1. Observation

Learning Activities	How teacher implement voice note in teaching speaking skills in grade tent students at SMA Candimas Pancasari?
Observing	1) The teacher asked students to listen to the explanation of the material about recount text through voice notes sent by the teacher.
Questioning	2) Students were asked to asking questions about recount text. definition, generic structure, and types of recount text.
Exploring	3) The teacher provided opportunities for students to find out information about how to make recount text through the internet and books.
Associating	4) Students were asked to make an outline about the selected recount text story and practice pronunciation through voice notes by monologues.
Communicating	5) Students were asked to make introductory audio before telling the story using voice note in monologue.
	6) Students were asked to make an audio file about the recount story that has been made through voice notes in monologues and sent it to the group as an assignment.
Closing (closure)	7) The teacher and students conclude the material that has been studied.
	8) The teacher gave an assessment of student voice note assignments sent in WhatsApp groups.

Related to the activity above, the researcher concluded that the implementation of voice notes was conducted in the eight steps. The teacher focusses on using voice notes to record him/his voice provide detailed instructions and material explanations. Meanwhile, from students side the teacher focuses on training students' speaking skills by influence them to record their voice using voice note to telling recount stories through monologue in online classes setting. In addition, students are also focusing on being able to practice students' pronunciation in monologue through recount text stories.

Based on the results of interviews conducted by the researcher with an English teacher who used voice notes to teach speaking skills at SMA Candimas Pancasari, there were several problems faced by teacher. The limited internet connection made it difficult for the teacher and students to learn, especially when the implementation of voice notes is done online, which requires an internet connection for learning. This could make the implementation of voice notes in speaking learning cannot be 100% effective because it caused the students delayed in participating in learning and low student responses. In addition, when the teacher gave the evaluations, teacher has to monitor a large number of students, this becomes a challenge for him, especially if he has to open voice chats one by one so that the level of difficulty was when evaluating student assignments. The next challenge was the lack of students' vocabulary that is still lacking so that when the teacher explains the material in English many students do not understand but the teacher must use mixed language

in explaining it. It could be concluded that the challenges faced by teachers in implementing voice notes in teaching speaking refer to internet connections, evaluation of student assignments, and the lack of English vocabulary from the students, so that it makes the implementation of voice notes not 100% effective conducted in online Classroom especially through WhatsApp.

In addition, regarding to the students' opinions about the implementation of voice notes in the class could be presented specifically based on the result of Questionnaire. The opinion was collected from three indicators namely affective domain, cognitive domain, psychomotor domain. The result of shows that, most of the student choose agree among strongly disagree, disagree, neutral from each statement that the researcher provided. The statements above indicated that, the students give positive opinion to the implementation of voice note in the class especially for speaking English. The students were felt excited, focus, confident, comfortable, interested and motivated during learning speaking using voice note in the class. The result shows that students' mental was improved during the implementation of voice note in online class setting.

From the Cognitive abilities, the students give a good response or positive opinion such as agree and strongly agree for each the statements above even though some of them were choose disagree and strongly disagree. The diagram shows students feel easily understand, improve speaking fluency, comprehension, enhance English vocabularies, fix grammatical mistakes, improve pronunciation, and improve their abilities to speaking. The diagram shows that not all the students have improved their abilities after learning speaking English using voice note during the learning process. Furthermore, from the indicator of psychomotor domain, the students mostly give positive opinion during the implementation of voice note in learning speaking in online class setting. While, some of them also gave negative responses to each statement. The result above shows mostly students were interested and active learner to speak during the implementation of voice note in the class.

Based on the finding above the researcher concluded that the implementation of voice notes in teaching speaking focused on the teacher's strategy in providing detailed instructions and explanations through voice notes. In addition, students are also focused on being able to practice pronunciation through recount text stories as monologue. Through the implementation of voice note was showed that the students could resolve their matter by practicing independently (Nurazizah et al., 2019). The implementation of voice note could be conducted into eight steps namely Firstly, the teacher asked students to listen to the explanation of the material about recount text through voice notes sent by the teacher. Second, Students were asked to asking questions about recount text. definition, generic structure, and types of recount text. Third, the teacher provided opportunities for students to find out information about how to make recount text through the internet and books. Fourth, Students were asked to make an outline about the selected recount text story and practice pronunciation through voice notes by monologues. Fifth, Students were asked to make introductory audio before telling the story using voice note in monologue. Sixth, Students were asked to make an audio file about the recount story that has been made through voice notes in monologues and sent it to the group as an assignment. Seventh, the teacher and students conclude the material that has been studied. Eight, the teacher gave an assessment of student voice note assignments sent in WhatsApp groups.

This finding could be supported by Aoki (2014) revealed that the digitization of voice recording devices has often been included in language teaching, both learning activities at home and outside the classroom which aims to provide opportunities for students to practice and improved student performance to practice speaking outside the classroom. This because students allowed students to practice speaking independently by asking them to make audio voice notes, in which students were required to tell stories about the topic of personal recount text sent to the WhatsApp group as an assignment, which was a good activity to monitor students' progress. In addition, those finding also could be supported by Students' pronunciation exercises can be done by giving students pronunciation models, recording students' pronunciation practices, collecting student recordings, and offering feedback to students (Ainun & Nurweni, 2018).

Furthermore, in implementing the voice note on WhatsApp to teaching speaking skills in grade tenth students at SMA Candimas Pancasari, the teacher faced several challenges. The limited internet connection made it difficult for the teacher and students to learn, especially when the implementation of voice notes is done online, which requires an internet connection for learning. This is the line with Wahyuningsih (2020), which revealed several shortcomings of online learning including poor communication, feel isolated, lack of motivation, lack of funds, lack of quality, poor accessibility in remote areas, and connectivity are pre-requisites that enable online teaching and learning. The limited internet connection also limits teachers' ability to provide online media such as videos. According to Wijaya (2018) reveals that inadequate Internet greatly interferes with learning activities in the classroom. it shown by almost the majority of students have complaints of internet and connection problems, including loading/slow response problems and limited internet quota.

In addition, other problems found were low participation and lack of students' vocabulary. This finding in the line with Quinn (2014) revealing the challenges of students in speaking classes, namely the challenges of lack of confidence, afraid of speaking, less vocabulary, and students was afraid to make mistakes. Other studies also revealed that teachers found several challenges in teaching speaking such as inhibition, nothing to say, low participation, keep using L1, pronunciation, and lack of motivation (Yusuf & Zuraini, 2016). Furthermore, the teacher faced another challenge was a teacher had difficulty in evaluating student assignments. This challenged was found in the previous study that was conducted by Nurazizah et al., (2019) where the teacher said the teacher found difficulties in evaluating students' assignments because of the number of participants in the class larger than five students. It indicated that the teacher had to play the voice notes one by one that the students submitted in the groups, so it took a lot of time. Eventually, the teacher could not provide feedback one by one.

Moreover, the implementation of a voice note for teaching speaking was got positive responses to the three indicators especially to affective domain, the students at tenth grade in SMA Candimas Pancasari. Students stated that they were felt motivated, interested, and excited to learn speaking through voice notes. Then in terms of cognitive domain, students agree that learning through WhatsApp voice notes can improve their pronunciation, correct grammatical mistakes, increase vocabulary, increase understanding and express ideas, and develop fluency even though few of them were choose negative opinion. In addition, students also give a positive response in

terms of the psychomotor domain, where students agree that learning speaking through voice notes can make them become active learners and diligent to practice speaking English.

This finding is in the line with Nurazizah et al., (2019) which revealed that most students assume that the use of voice note in learning speaking is easy to use, very attractive, interesting, and positive activities. Through the implementation of voice note teacher is not only practicing their cognitive abilities but also could increasing affective abilities dan psychomotor domain. That statement could be supported by Ainun and Nurweni (2018) found that the majority of students responded positively to the implementation of voice chat through WhatsApp, particularly in terms of stress and interest. In addition, it was found that many students were interested during voice chat which was very interesting to be applied for the first time, because students felt the atmosphere felt quite different from the setting in class. Then, this is in line with Darmawati (2018), who discovered that after using MAL, students' speaking skills improved in terms of pronunciation, grammar, fluency, vocabulary, and understanding (mobile learning assisted).

Conclusions and Suggestions

This study aimed to learn how a teacher at SMA Candimas Pancasari implement voice note to teach speaking skills to tenth-grade students, as well as the challenges that the teacher faces in implementing voice note. In addition, the researchers also studied students' opinions were during the implementation of voice notes in the classroom. This research was designed using a descriptive qualitative method (Nassaji, 2015). Therefore, the data were analyzed descriptively.

After analyzing the data in descriptively, the researcher concluded that the implementation of voice notes in teaching speaking skills in the topic recount text was conducted into eight steps online class setting. The students at SMA Candimas Pancasari could improve their speaking ability using voice note by focus in telling monologues stories of the topic recount text. The implementation of voice notes was got a positive response related to the three aspects namely affective, cognitive, and psychomotor. According to Nurazizah et al., (2019), the majority of students believe that using voice notes to learn to speak is a simple, appealing, fascinating, and pleasant activity. Although, the teacher at SMA Candimas Pancasari faced several challenges, including internet connection caused limitation in providing online media and students late in submitting the assignment, low participation, lack of vocabulary, and the teacher had difficulties in evaluating students' assignments. Those challenges were making the implementation of voice notes in speaking English learning cannot be 100% effective.

The suggestions in this research are students and teachers suggested by the changes in existing learning methods, students and teachers must get used to practicing speaking skills from traditional classes to online classes by utilizing technology as a support for distance learning. Then, teachers prepare more mature lesson plans, such as taking into account media and enhancing learning instructions, because it is difficult to sustain student motivation and control student actions in online learning. Thus, students are suggested encouraged to practice vocabulary at home, and the teacher should make an effort to give vocabulary activities for students to acquire at each meeting. Vocabulary is an essential component of learning English. And later on, the government

advised providing infrastructure related to an internet connection to remote areas to support effective and smooth online learning.

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