# STUDENT'S PERCEPTION OF ENGLISH VOICE RECORD TO IMPROVE SPEAKING SKILL

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**ABSTRACT:** When learning a foreign language, someone must understand the target language to establish a good communication interaction. In learning English, it is very necessary to master the language to create very broad international communication. This study examined the perceptions and problems faced by students when making voice record in English to practice English speaking skill. The sample in this study consisted of 36 students who were studying English. The data were obtained through observation, questionnaires, and interviews on the perceptions and problems experienced by students when practicing speaking English using a voice recorder. Data was analyzed in three stages: reduction, display, and conclusion. The study results show that using English voice recordings can help students practice speaking English. Students also feel better and more confident practicing communicating using voice records, which provides an improvement in communicating. However, students face several problems when practicing speaking English using voice records, including inauthentic abilities, a lack of interaction, and not having good fluency if practiced directly without voice note media.

**Keywords**: *English voice record, perception, problem.*

## REKAMAN SUARA BERBAHASA INGGRIS: PERSEPSI DAN MASALAH YANG DIHADAPI OLEH SISWA BAHASA INGGRIS

**ABSTRAK:** Keahlian berbicara merupakan salah satu keahlian yang sangat penting dalam mempelajari sebuah bahasa. Terlebih dalam mempelajari bahasa asing sangat perlu untuk dapat berkomunikasi dengan menggunakan bahasa tersebut guna untuk menjalin sebuah interaksi komunikasi yang baik. Dalam mempelajari bahasa Inggris sangat perlu untuk menguasai bahasa tersebut agar dapat terciptanya komunikasi internasional yang sangat luas. Oleh karena itu, penelitian ini mengkaji persepsi dan masalah yang dihadapi oleh siswa ketika melakukan rekaman suara dalam bahasa Inggris guna untuk berlatih berbicara menggunakan bahasa Inggris. Sampel dalam penelitian ini terdiri dari 36 siswa yang sedang mempelajari bahasa Inggris. Data didapatkan melalui observasi, kuesioner dan interview terhadap bagaimana persepsi dan problems yang dialami oleh siswa dalam berlatih berbicara menggunakan bahasa Inggris dengan menggunakan rekaman suara. Data dianalisa melalui tiga tahap, yakni reduksi data, tampilan data dan kesimpulan. Hasil penelitian menunjukan bahwa penggunaan rekaman suara berbahasa Inggris dapat membantu siswa berlatih berbicara dalam bahasa Inggris, siswa juga merasa lebih baik dan percaya diri berlatih berkomunikasi menggunakan rekaman suara sehingga memberikan peningkatan yang positif dalam berkomunikasi. Namun, ada beberapa masalah yang dihadapi oleh siswa ketika berlatih berbicara bahasa Inggris menggunakan rekaman suara, diantaranya kemampuan yang tidak autentik, kurang interaktif, dan tidak memiliki kelancaran yang baik jika dipraktikan secara langsung tanpa media voice note.

**Kata Kunci:** *rekaman suara bahasa Inggris, persepsi, masalah.*

## INTRODUCTION

Nowadays, the ability of speaking English is very important in establishing a widely international communication. Through mastering English one will not experience obstacles in carrying out a collaboration or at least experience problems in carrying out a communication. The ability to speak English is something that is really needed especially now that there are no more restrictions in establishing relationships globally through the help of the internet. Anyone can make a friendship, do a job, or study abroad easily if they have good English skills, especially in countries that use English as the language of instruction (Prayudha, 2022). One of the most surprising things is that there are several non-English speaking countries that require foreigners to have good English skills if they want to continue their studies in that country, for example, the Netherlands. So it is very necessary for everyone to have at least basic skills in understanding the use and pronunciation of English. Prayudha (2022) stated that English is also sometimes used as a requirement in continuing study abroad. Mastering English is also very important in conducting international interactions. As we know that nowadays almost everyone has internet access so that anyone can access information both locally and internationally. To understand information sourced from abroad, it is very necessary to understand the English word or sentence in order to avoid misunderstanding the meaning conveyed. Afrilliani et al. (2020) states that it is necessary to have a good ability to understand sentences in English so that someone can get the meaning well and clearly so that they can avoid misunderstanding meanings. It should also be noted that sometimes we often find words or sentences in English, be it on social media that we often use, technology manuals or electronic equipment that we often use, covers for advertisements for food and products that we buy, or even we often find words in English in unexpected places, for example, on the side of the road, at the cinema or in a park. So rather than misinterpreting the meaning of the English language, it is very necessary to improve understanding and understand and study English in order to improve the ability to understand the foreign language.

However, learning English at school is not maximal because many students still not fluent and understand the English language. Still often found students who have low ability to speak in English. Things like this are actually one of the problems that from the past until now the right solution has not been found. Good and in-depth treatment is needed so that students are able to encourage themselves to learn better so they can have the ability to use English in their daily lives. Teachers who have full policy in organizing and organizing classroom learning must also have a good understanding of student characteristics including learning styles, learning interests and social background of students so that when designing a lesson plan it can be adapted to the characteristics of students. Sometimes even though the teacher has formulated a method or media that will be brought into the learning class properly, there are still students who do not have the awareness and ability to improve their communication skills (Prayudha & Malik, 2021). Things like this should be a deep concern for every English teacher, moreover speaking ability is a very striking ability in producing an utterance or sometimes a person's language ability can be judged by how he pronounces sentences in English. Thus, based on the problems that often arise related to students' speaking ability in English, it is very necessary to find a solution or the right way to develop and improve students' communication skills in using English.

In this study, English teachers can apply various ways to encourage their students to improve their speaking ability in English. Where as we know that currently

there is massive development of communication and information technology in the world of education. There are so many learning applications or platforms that teachers can use as a medium that can be used to improve students' communication or speaking skills in English. The application or platform can be a platform that is really intended for learning, games, entertainment or so on. It is necessary to use the application as a learning medium (Melania & Savitri, 2022). Teachers need to filter and determine properly what learning applications are suitable to be brought into English learning classes based on the characteristics of students. In choosing the technology to be brought into the classroom, we do not necessarily choose and pick it into the class, it is necessary to analyze the needs, benefits, functions and advantages of the application as material for the teacher's consideration in bringing it into the classroom. Determining which technology to use in the classroom is something that needs to be considered carefully because using technology that is not in accordance with the needs and characteristics of students will make students experience worse difficulties and will definitely not improve their speaking skills. An English teacher must also have TPACK (technological pedagogical content knowledge) skills, namely a competence that is mutually integrated between mastery of technology, pedagogy and understanding of the material delivered to students. This ability will bring about a better learning process because the teacher has a good understanding of how he or she plans technology-integrated learning carefully. Thus, teachers can improve students' communication skills through the selection and use of appropriate and fun technology based on the characteristics of students so that the problem of fear of speaking in English can be minimized.

In everyday life almost now students have technology in their life. This technology can be a smartphone, laptop or tablet. This technology is a tool that is often used by students as a means of communication and entertainment. In relation to education, teachers can actually utilize student technology as an interesting learning medium. Teachers can ask students or ask permission from parents of students to use the student's technology in learning English. the utilization of this technology is one of the learning innovations in order to form a more innovative and creative atmosphere and learning process. The use of this technology is a part that must continue to be accustomed to so that students and teachers are used to carrying out learning to continue for a long time. Wijayani (2016) states that it is important to understand the use of technology to improve students' language skills. Previously, the teacher needed to find out in advance what application or learning platform should be implemented in the classroom so that when the application is installed by students it can run and be easily operated by students. Here, to improve students' speaking skills English teachers can take advantage of the technology and features available in many social media applications, for example in this study researchers raised and used the Whatsapp platform for students in learning English. In order to improve students' speaking skills, teachers can use it as a learning medium. Whatsapp can also be used as a medium for sharing files, images, videos or even sound. This sharing feature can be used by teachers as a way to encourage students to improve their speaking skills. One of the features used in this research study is to use the voice note or voice recording feature. Voice recording is a collection of messages conveyed via audio or sound through the technological devices used. In practice, the teacher asks students to express opinions, practice speaking and provide their responses and ideas using English through sound recordings. These voice messages can be used by students as a means of training them

to dare to express opinions in English. Therefore, this study examines the perceptions and problems faced by students in practicing speaking English as a means of reflection and evaluation in improving English learning.

## METHODOLOGY

The curret research was carried out using qualitative method. Qualitative research can be in the form of opinions or perspectives regarding the description of an object being discussed. Qualitative research can also be in the form of information about a situation experienced and passed by research subjects which can be used as data in research. In this research qualitative is used to find out the perceptions and problems faced by students when learning and practicing speaking skills using voice notes. According to Cresswell (2013) in qualitative research the focus is on how the research subjects provide opinions or perspectives about what is being studied so that from the results of these opinions an outline can be taken as data in research. Arora & Stoner (2009) explaines that qualitative methods can be used to obtain more detailed information about what is being studied so that the results obtained are more comprehensive. A descriptive approach is used to explain in detail and describe how these obstacles become a problem in making English learning videos. Opinions and situations experienced by students in learning to use voice notes are collected to get an outline of the problems they face. Furthermore, a descriptive approach is used because in conveying the results of the research it will be described in a straightforward manner without any engineering and manipulative data based on the facts that existed during the lesson. According to Sugiyono (2014) Descriptive approach is a study to determine facts by providing in-depth interpretation by describing phenomena accurately according to what happened. Arikunto (2010) explains that descriptive research can be used to explain or find out an overview of the conditions or situations studied. The sample in this study consisted of 36 students who studied English at school by using random sampling. Students learn and practice speaking skills by using the voice note feature of the WhatsApp application. The learning was carried out in five meetings by applying voice note media as a means of practicing students' speaking English. Data was obtained through observation to get a direct picture of the learning activities carried out, then questionnaires were given to all students and to get more in-depth information, interviews were conducted with ten students. After the data was collected, the data was analyzed based on three steps proposed by Miles, Huberman, & Saldana (2013), they are data reduction, data display and conclusion.

## FINDINGS AND DISCUSSION

Learning English has been implemented in all schools in Indonesia and even in the world. English as an international language has a very important role in connecting individuals with the international communities, not only as a language of communication but also as knowledge to understand meaning and purpose in a sense that is often found in everyday life or English terms. Therefore, it is very important to constantly improve English speaking skills. Teachers need to encourage and improve students' English skills so that they are able to understand and compete globally. In this study, two English teachers utilized voice recording technology features to help students improve their speaking skills. One of the skills in language that can be assessed most

directly is speaking skill, so it is very important for teachers to train and improve students' speaking skills in order to produce students who can communicate in English well. Ersan et al. (2022) says that speaking ability is one of the most striking English skills to measure. During learning English the teacher has implemented learning using sound recording to train students to dare to express their ideas and opinions on something using English. Implementation activities are carried out many times to get good results in students' communication skills. Students are asked to practice expressing their opinions, statements, objections, and ideas in English or can also explain a motion that is discussed during class learning. Learning English through voice recording requires students to have gadgets that can record students' voices. For example using a tape recorder or smartphone. Students are asked to speak as much and as well as possible and as much as possible to get a good recording. Before starting learning using a voice record the teacher gives directions regarding the course of learning using a voice record. Students are given very clear instructions so that when carrying out learning they do not experience major obstacles. It is very important to provide clarity regarding the implementation of learning so that students can follow the learning properly.

The data obtained to determine the perceptions and problems experienced by students while learning English through voice recordings can be explained from the results of the questionnaire that has been given as follows:

*Table 1.* Result of questionnaire

| Question | Answer | |
|---|---|---|
| | Yes | No |
| 1.  Do you have a technology device that supports voice recording learning? | 36 (100%) | 0 (0%) |
| 2.  Do voice recordings burden you in learning English? | 2 (5%) | 34 (94%) |
| 3.  Do you have difficulty using voice recording technology in learning to speak English? | 0 (0%) | 36 (100%) |
| 4.  Can voice recording help and improve your speaking skills? | 36 (100%) | 0 (0%) |
| 5.  Does sound recording make it easier for you to express opinions, ideas and explain things? | 36 (100%) | 0 (0%) |
| 6.  Do you face problems when practicing speaking using sound recording technology? | 5 (13%) | 31 (86%) |
| 7.  Voice recording technology easy to use? | 36 (100%) | 0 (0%) |
| 8.  Voice recording technology increases the courage to speak? | 36 (100%) | 0 (0%) |
| 9.  Voice recording technology helps me be more confident when expressing something? | 36 (100%) | 0 (0%) |
| 10.  Do you feel bored when learning to speak English using voice recording technology? | 0 (0%) | 36 (100%) |

In question one, all students said if they had technology or gadgets that supported learning English through voice recording. This is because at this time technology in the form of smartphones and laptops is something that has become part of everyday life that is almost owned by most humans, therefore in the implementation of learning English, especially in improving speaking skills by utilizing voice recordings, it can be done by smooth and good. Currently, smartphone users not only come from adults, but young people have them for various types of needs (Menggo et al., 2019). As we know that in the era of globalization where the development of information and communication technology provides easy access for everyone to carry out daily activities and activities, including in the field of education, it can be used to support the

progress of understanding language skills. In the practice of learning in the classroom, teachers can take advantage of the technology owned by these students to provide teaching through good learning innovations. For example, the large use of smartphones among teenagers can actually be used by English teachers to support students to improve their English language skills so that the technology they hold is not just material for seeking entertainment, but can be used as a cool and interesting learning medium. Furthermore, question two is known that as many as two students said that they felt burdened by the application of voice recording learning. The reasons they gave were related to access to delivery which used a quota so that sometimes there were some students who did not have a quota or internet access to use the voice recording feature. However, as many as 34 students said that they had no burden in using the voice recording feature in learning English. The use of the voice recording feature provides convenience that is very easy for anyone to use so they don't have any problems using and experiencing this feature. Aryanata et al. (2022) stated that technology has features that can help in the field of education easily. The use of voice recording can be done through social media applications, or voice recording applications so that it is felt that there are no problems in carrying out tasks given by the teacher, students only convey messages or utterances that they will do so that when viewed from the point of view of the usefulness of the voice recorder feature there will be no problems which is so meaningful in running and using the application.

On question three, none of the students gave a yes answer regarding the difficulties they faced when using sound recording technology in learning English. Students can easily use the voice record feature to provide a statement, idea or explanation regarding the topics discussed while studying English. In addition, the existing voice recording features are very easy to use, for example, the voice recording feature via the Whatsapp application where all users of this application can easily run and use it to improve their English speaking skills. Even when carrying out learning, students can actually easily use it without experiencing problems operating the voice feature. The technology owned by students is very important in carrying out learning using sound recording. Siregar (2021) added that one of the benefits of voice recording is that it can improve students' pronunciation skills. Technology supports the implementation of voice recording learning so it is very necessary to choose the right learning tool or platform to do sound recording properly and easily so that when the implementation is carried out it can provide convenience and flexibility for students to apply good speaking practices. Teachers must be able to guide students in giving teaching instructions by using the voice recording feature. Prayudha (2021) said that the role of the teacher in giving the right directions will provide the right steps for students to carry out the learning that should be done, so it is very necessary not to choose a sound recording platform that is not familiar with student activities. Furthermore, in question four as many as 36 students said that using the voice recording feature could help and improve their speaking skills in English. The majority of students agree that learning through the voice recording feature can encourage and improve their English speaking skills. Through teaching methods that are often used in everyday life will have a habituation effect for students to get used to using them in helping to improve English language skills. If students routinely apply this learning, it will provide a good habit in practicing English pronunciation and learning. Aoki (2014) added that it is very necessary for an educator to determine a voice recording feature that is easy to use so that it does not provide obstacles and obstacles for users of this technology in practicing

English learning. When students are accustomed to carrying out learning through this technology, it will have a good impact on their achievement and learning abilities. This is because good and positive learning will also have a good impact on the cognitive development of students.

Furthermore, question five relates to the use of sound recording which can make it easier to express opinions, ideas in explaining something, where as many as 36 students said they agreed on this matter and made it a habit for them to continue practicing in conveying and expressing their ideas and opinions using English. This is because the sound recording technology feature is easy to use with other features that can assist students in sharing their explanations in English so that they can form fun learning for students in conveying an idea or opinion in English. In addition, the voice recording feature also provides an opportunity for users to use and through this convenience provides a good step for teachers to implement learning through sound recording. The use of voice recordings can make it easy for teachers to assess students' speaking skills both in the classroom and in the classroom (Le, 2018). The teacher can provide opportunities for students to explore the concept of understanding and student knowledge by forming a voice that can be understood both for the teacher and with other fellow students so that when the results of the voice recording have been spoken by students the teacher can listen while comparing the recording with the results of the students other. By utilizing this, it provides regular practice so that students can encourage themselves to say a statement or sentence in English so that through this it will provide good practice in improving their English skills.

In question six related to the obstacles faced by students while using the voice recording feature explained that there were five students or 13% experiencing obstacles in practicing English pronunciation through voice recording. In the implementation of learning through sound recording, students sometimes encounter various technical and internal obstacles. These problems are related to the availability of internet quota, and the repetition of sound recordings that keeps happening. This problem occurs because students do not have the readiness to do learning well so that it hampers the implementation of learning English. However, even though there were some students who had obstacles in the implementation of learning there were some students who did not experience problems or problems when using voice recordings in speaking English. There were 31 students who stated that they were fine or without facing any problems when learning through sound recording. They think that the use of media is easy and they often use it in their daily lives so it doesn't burden them when learning. In addition, sound recording is something that is very familiar in carrying out a communication so that most students are used to it and do not experience interference when learning through voice recording media.

Furthermore, question seven relates to voice recording technology that is easy to use, as many as 36 students or 100% stated that voice recording media was very easy to do. It only takes one click, the voice recording can be done. The thing that must be considered is to choose a sound recording platform that is easily accessible and done so that when students carry out a lesson they do not face a problem. In the implementation of learning that has been carried out voice recordings are carried out through the Whatsapp feature and the default sound recording feature from the smartphone each student has. Wijayani (2016) mentioned that through digital audio exercises students will easily carry out speaking practice activities so that they can effectively practice their speaking skills. Both of these media can be used very easily without having to do a

lot of instructions in their application so that users here can easily carry out an English speaking training activity. Then, for question eight related to sound recording media can increase the feeling of courage to speak in English, it shows that all students agree on that. Students consciously train themselves to express statements in English so that they will get used to speaking in English. Through the habit of speaking using audio recording media, it will train students' ability to provide an idea, view and explanation of the learning concepts they are learning. This good practice will lead students to be bolder and able to express their creative ideas in expressing something using English.

Then, question nine related to audio recording media can encourage more confidence when expressing something in English. All students strongly agree with this question. Students are able to become better, especially more confident when expressing a sentence or statement in English through audio recording media. Students can show positive results when speaking and expressing their ideas when using sound recording media. Students are also able to show better knowledge and communication skills when using sound recording media. Even though sometimes there are obstacles and obstacles in the implementation the teacher should be able to overcome these problems properly to support students' speaking skills (Raman & Yamat, 2014). So, it can be concluded that through sound recording media that is implemented properly and correctly it can make students more confident when communicating in English. Furthermore, question ten related to boredom when learning to use audio recording media showed that all students said that they did not feel bored when learning English through audio recording media. According to students, using sound recording media provides an opportunity to improve speaking skills by practicing good habitual practice. So, through learning audio recording media it makes students feel more comfortable, kind, brave and confident so they can reduce fear when expressing a statement using English.

To obtain more comprehensive information, interviews were conducted with selected students regarding their perceptions and problems they experienced when learning English using audio recordings. The results of the interview are as follows:

**How do you carry out learning English using the voice recording feature?**
>*"When carrying out learning English through voice recording to improve my speaking English I always try to practice before recording the message I want to convey. Recording activities are not difficult to do, but preparing English utterances requires practice and trials so that it is not just expressing opinions but conveying intentions and objectives clearly."*

**In your opinion, is voice recording effective in helping to improve your speaking skills?**
>*"Implementation of learning by using voice recordings can help me be more courageous in conveying messages in English because basically when conveying messages I learn or practice first, both from how to pronounce them to how to explain a statement, it is different when faced with a direct situation that will made me think deeper. Learning to use voice recordings can also train me where while recording I can listen back and correct what is wrong in pronunciation so that it can give me the opportunity to revise and repeat in making good and correct statements in English."*

**The use of voice recording can provide convenience and confidence in helping to improve speaking skills?**

*"From the learning that I have done, I feel more confident when conveying a statement via audio recording. I can practice as best I can, correct, review and improve my speech when I record it so that when the message I make feels good and right then I will send it to the teacher. Through this learning I feel that it is very necessary to do repeated trials related to how to speak, pronounce and deliver a message."*

Based on the results of interviews that were conducted with ten students regarding perceptions when learning English using the voice recording feature, it showed that most students did not have significant obstacles when carrying out learning, the voice recording feature was easy to use and did not have complicated instructions so that students could easily carry out learning using the voice record feature. In addition, students have a positive attitude when given learning through the voice recording feature even though sometimes the results they give are not the authentic results of the first answer they say, but during learning English there is an increase in progress in speaking English such as self-confidence, clarity, fluency. etc. Therefore, the use of the voice recording feature can provide an exercise for students in practicing speaking in English so that they can improve their understanding and mastery of English in communicating.

**CONCLUSION**

It is necessary to improve the ability to communicate and speak in English in order to be able to create an utterance that can be understood and form a good international interaction. However, sometimes when the learning provided has not resulted in optimal speaking skills, it is necessary to give special treatment to students by applying learning media that can improve their speaking and communication skills. Providing this special treatment can be done by utilizing existing resources around students, one of which is by utilizing the use of communication and information technology. The use of technology is an innovative way to support a fun and creative learning atmosphere for students so that when the application of technology that is in accordance with the characteristics is applied it can produce students who are able to improve their speaking ability. In this study, English teachers applied English learning to improve speaking skills through the use of voice notes or voice recording features. The voice recording that students do is a form of practice in improving speaking skills. In its implementation, there are several opinions regarding the learning process and the problems faced by students when learning English through sound recordings. The problems faced by students are a form of obstacle that the teacher should be able to overcome so that when learning is done well students can improve their English speaking skills, but even though there are problems faced by learning with sound recordings it gives positive results for improvement English especially on speaking skills. Thus, learning through audio recordings provides a positive atmosphere to support students to improve their English proficiency.

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