THE USE OF VOICE RECORDING ON TEACHING ENGLISH SPEAKING AT THE TENTH GRADE OF MA UNGGULAN DARUL ULUM JOMBANG

THESIS

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By

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ABSTRACT

Sholikhah, Putri Prastya. 2020. *The Use of Voice Recording on Teaching English Speaking at the Tenth Grade of MA Unggulan Darul Ulum Jombang.* A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Hilda Izzati Madjid, M.A and Siti Asmiyah, M.TESOL

Key Words: English speaking, voice recording, students' responses

Voice recording is a tool that facilitates the students to record their English speaking performance. The main point of using voice recording is focusing on speaking exercise. This qualitative study is aimed to describe the use of voice recording on teaching English speaking at the tenth grade of MA Unggulan Darul Ulum Jombang. This study focused on the way the teacher used voice recording on the teaching of English speaking and the students' responses toward the use of voice recording to their English speaking performance. The data collected through classroom observation and questionnaire showed that the teacher used voice recording for practice, revision and self-assessment. In the practice and revision, the teacher gave the students task to record their voice while practice reading aloud the recount text. The students also revised the mistakes they made in the final recording that they have sent to the teacher. In the self-assessment, the students redid their recording entries at least three times or more after realize that they have made error in pronunciation, grammar, speech and intonation in the first recording to gain an error-free project before submit it to the teacher. Meanwhile, the students' response toward the use of voice recording is quite positive. Most of them redid the voice recording entries when they realized there was error in the speech, intonation, word choice, grammar, and did mispronunciation in the very first recording. Besides, the students also gave positive response about listening to their friends' voice recording to improve their own recording. It showed that they mostly focus on their friends' pronunciation when listen to others' recording to improve their own pronunciation. Since the use of voice recording give positive response to the students, they want to practice more doing other speaking activities such as dialogue or monologue using voice recording. However, the result of this research may be assisted on the teaching English speaking to improve the students' speaking performance.

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ABSTRAK

Sholikhah, Putri Prastya. 2020. *The Use of Voice Recording on Teaching English Speaking at the Tenth Grade of MA Unggulan Darul Ulum Jombang.* A thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Hilda Izzati Madjid, M.A and Siti Asmiyah, M.TESOL

Kata kunci: *English speaking, voice recording, students' responses*

Rekaman suara adalah alat yang memfasilitasi siswa untuk merekam kemampuan berbahasa Inggris mereka. Poin utama dalam menggunakan rekaman suara berfokus pada latihan berbicara. Penelitian kualitatif ini bertujuan untuk menjelaskan penggunaan rekaman suara pada pengajaran berbicara bahasa Inggris di kelas sepuluh MA Unggulan Darul Ulum Jombang. Studi ini berfokus pada cara guru menggunakan rekaman suara pada pengajaran berbicara bahasa Inggris dan tanggapan siswa terhadap penggunaan rekaman suara untuk kinerja berbahasa Inggris mereka. Data yang dikumpulkan melalui observasi kelas dan kuesioner menunjukkan bahwa guru menggunakan rekaman suara untuk latihan, revisi dan penilaian diri. Dalam latihan dan revisi, guru memberi siswa tugas untuk merekam suara mereka sambil berlatih membaca dengan keras teks recount. Para siswa juga melakukan revisi untuk kesalahan yang mereka buat dalam rekaman terakhir yang mereka kirimkan kepada guru. Dalam penilaian diri, para siswa membuat ulang rekaman mereka setidaknya tiga kali atau lebih setelah menyadari bahwa mereka telah membuat kesalahan dalam pengucapan, tata bahasa, cara berbicara dan intonasi dalam rekaman pertama untuk mendapatkan tugas yang bebas dari kesalahan sebelum menyerahkannya kepada guru. Sementara itu, respon siswa terhadap penggunaan rekaman suara cukup positif. Sebagian besar dari mereka mengulang rekaman suara ketika menyadari ada kesalahan dalam cara berbicara, intonasi, pilihan kata, tata bahasa dan pengucapan pada rekaman pertama mereka. Selain itu, para siswa juga memberikan respon positif tentang mendengarkan rekaman suara teman-teman mereka untuk meningkatkan rekaman mereka sendiri. Kebanyakan dari mereka fokus pada pelafalan ketika mendengarkan rekaman teman-teman merka untuk meningkatkan pelafalan mereka sendiri. Karena penggunaan rekaman suara memberikan respon positif kepada siswa, mereka ingin berlatih lebih banyak melakukan kegiatan berbicara lain seperti dialog dan monolog menggunakan rekaman suara. Dengan demikian, hasil penelitian ini dapat membantu dalam pengajaran berbicara bahasa Inggris untuk meningkatkan kinerja berbicara siswa.

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CHAPTER I

INTRODUCTION

This chapter elaborates the background of the study, research questions, objectives of the study, significance of the study, scope and limitation and definition of key terms.

A. BACKGROUND OF THE STUDY

As the tool of communication, language has an important role to interact with the other. Mastering language can ease people to express their meaning and idea to someone else. Since the presence of English language is very important in Indonesia, it is taught widely at formal school starting from elementary school up to university, even in informal school such as courses. Among the four language skills (reading, writing, speaking, and listening), Ur states that speaking is the most important skill because people who know the language means they are the speakers of that language.[1] Therefore, teaching and learning of English speaking is very important to develop student's achievement.

In learning speaking, the students need to master several elements like pronunciation, grammar, vocabulary, fluency and comprehension. Based on Richards, students' common difficulties in speaking are miscommunication /misunderstanding, speak slowly and take time to compose utterance, limited fluency, limited vocabulary, and poor in pronunciation.[2] However, teacher

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[1] Penny Ur. *A Course in Language Teaching: Practice and Theory.* Cambridge University Press. 1996.

[2] Jack C. Richards, *Teaching Listening and Speaking*: *From Theory to Practice*. Cambridge: Cambridge University Press, 2008.

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should use some techniques to foster students in speaking. One of the technique that teacher can apply is using voice recording. According to Kashdan, voice recording is a vital strategy to provide the students with reviews of oral explanations and pronunciations of the material between lessons, especially for the beginner of English learners.[3] Thus, by using voice recording the teacher can help the students to better understand what has been they said in English.

The use of voice recording can help the students to remind of the meanings of what is being studied by their own recorded voices. This way also helps students to significantly improve their English pronunciation and verbal expression.[4] Considering the potential of voice recording on teaching speaking, this research was conducted with the object of this research is the beginner of English learner in an Indonesian Islamic school which needs more and more speaking practices.

There are a number of researches have investigated about the use of voice recording. The first is a research by Kristanto and Elysa which focused on students' improvement of speaking skill by using their spoken audio recording. The result of this research showed that the students' speaking skill was improved. It indicates by the average score of students' performance is

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[3] Sylvie Kashdan, "Using an Audio Recorder in Lessons for New English Learners Who are Blind or Have Low Vision." *Workshop document, Kaizen Program for New English Learners with Visual Limitations; Seattle*, U.S.A. 2006. Available at http:// http://www.tesol.org. [Accessed on April 15th 2015].
[4] Ibid, p. 1

increase on 75.93%.[5] Another research was done by Aditya who has investigated the use of pair taping in teaching recount text. This research found that pair taping could be used in teaching speaking recount and engage the learning activity.[6] Regarding to those studies, this research also examines how the teachers use voice recording on teaching English speaking. However, this research investigates the students' response toward the use of voice recording to their English speaking performance. Therefore, the method of conducting the research is also different with both previous studies.

This study was conducted at MA Unggulan Darul Ulum Jombang in which the students are from boarding school. In this school, the English teacher always uses several methods to improve students speaking performance in the class. One of the methods that has already used is voice recording. The teacher mentioned that the use of voice recording can be an effective way for teaching English speaking without facing the students directly. Therefore, this research was conducted with the focus on **"The Use of Voice Recording on Teaching English Speaking at the Tenth Grade of MA Unggulan Darul Ulum Jombang"**.

B. RESEARCH QUESTIONS

The questions explored in this research are the following.

1. How does teacher use voice recording on teaching English speaking at the tenth grade of MA Unggulan Darul Ulum Jombang?

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[5] Kristanto Wahyu Widyawan and Elysa Hartati. "Improving Students' Speaking Skill by Using The Spoken Audio Recording in the Middle School". *Journal of English Language and Education.* Vol. 2, No. 1, June 2016.

[6] Aditya Angga Mahendra. "The Use of Pair Taping to Teach Speaking of Recount Text to the Eight Grade Students". Undergraduated Thesis. University of Surabaya, 2012.

2. What are the students' responses toward the use of voice recording to their English speaking performance at the tenth grade of MA Unggulan Darul Ulum Jombang?

C. OBJECTIVES OF THE STUDY

This research has several objectives as follows.

1. To explore the ways teacher uses voice recording on teaching English speaking process at the tenth grade students of MA Unggulan Darul Ulum Jombang.

2. To investigate the students' response toward the use of voice recording to their English speaking performance at the tenth grade of MA Unggulan Darul Ulum Jombang.

D. SIGNIFICANCE OF THE STUDY

The significance of this study is the following.

1. Teacher

The findings of this research have information about the use of voice recording as a technique to teach speaking. Therefore, after the teacher find the advantages of voice recording, they can consider to use it as their technique to teach speaking.

2. Students

This research can help the students to know how their speaking performance. It can motivate the students to improve their English

speaking ability as they can correct their speaking production by replay the recorder that they have made. So, the students can develop their achievement.

3. Further Researcher

For the further researcher, this research can give knowledge and experience of using voice recording on teaching speaking and it can be used as reference to conduct the same interest topic.

E. SCOPE AND LIMITATION OF THE STUDY

The scope of this research is the use of voice recording on teaching English speaking. It covers the way how the teacher use voice recording in students' English speaking performance. The teacher here used voice recording to teach recount text and measured students' individual speaking performance. The students' response towards the use of voice recording to their English speaking performance are also be investigated by the researcher.

This research limits the teaching English only on speaking skill. The limitation of the subject of study is at the X-IAI-4 grade of MA Unggulan Darul Ulum Jombang. The number of students in this class is 20 and all of them will be the subject of this research. The researcher took one section of teaching and learning process because the teacher only use voice recording in one section of meeting.

F. DEFINITION OF KEY TERMS

The researcher defines some key terms about concept in this study in order to avoid misunderstanding with the readers. The key terms are defined as follows.

1. Voice Recording

Sachiko defines voice recording is a way to provide the learners with opportunities to produce oral output.[7] In this research, voice recording refers to the students' practice of producing their oral English speaking by recording their voice to enable them to listen, asses and edit their own recorded materials.

2. Speaking

Speaking is a way to express, communicate or show opinions, feelings, ideas by talking and it transfers the information of what the speaker wants.[8] In this study, speaking is the way of the students to express their ideas orally through the voice recording in the class. The students do such a speaking activity to show their English speaking performance and it is recorded.

3. Students' Response

Response is behavioral act; response comes as a result of the entry of the stimulus into the same mind with the sense of someone.[9] In this study

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[7] Sachiko Aoki, "Potential of Voice Recording Tools in Language Instruction". www.tc.columbia.edu/tesolalwebjournal p.130
[8] Gillian Brown and George Yule, *Teaching the Spoken Language* : Approach Based on the Analysis of Conversational English (Australia : Cambridge University Press, 1999) p. 14
[9] James Paulina, "Student Learning Activities". New Delhi: Sage Academic Press. 2002

students' response means students' attitude toward the use of voice recording activity that they have done in their learning to speak English.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about some related literature that support this research. It is about English speaking and voice recording on teaching English speaking. Moreover, there are also some previous studies provided in this chapter.

A. REVIEW OF RELATED LITERATURE

1. Speaking

Speaking is an ability to express the speakers' ideas, feelings, thoughts, and needs orally.[10] While, based to Chaney speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context.[11] Therefore, speaking is the ability of someone to communicate to the others.

In teaching and learning language, speaking is a crucial part that students need to master because it is one of productive skill that might use in real-life situation. However, teaching speaking is needed to deliver both in classroom and out of classroom by the teacher in order to give students opportunities to speak.

In the speaking, there are some elements that must be considered by speaker. The first consideration is pronunciation. Pronunciation is a feature of speech. In the pronunciation includes with many components of speech which are combined together to form the pronunciation of language, such

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[10] A. S. Hornby. *Oxford Advanced Learner's Dictionary (5th Ed.)*. London: Oxford Unniversity Press. 1995. p. 826

[11] Ann L. Chaney and Tamara L. Burk, *Teaching Oral Communication in Grades K-8.* Boston: Allyn & Bacon. 1998. p. 13

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as sound, syllables, word and intonation. This particular range from the individual sound made up recount, to the way which is pitch the rise and fall of the voice or sound. Another thing to consider is the grammar. Brown defines grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence.[12] In the speaking English language well in the formal situation, many people that mastered of grammar when they speak. The next thing is vocabulary. Vocabulary can be the build of word that is used by people to communication with other people. To speaking English fluently, the students must master many vocabularies. Another consideration is fluency. Hornby explains fluency as the quality of being able to speak smoothly and easily.[13] It means someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation a grammar. The other consideration is comprehension. Comprehension can make the people getting the information that they want. It is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation really like. In order to acquiring the elements of speaking above, there should be such activities that appropriate for students to practice their speaking performance in the class.

According to Brown, there are six categories of speaking performance namely imitative, intensive, responsive, transactional (dialogue),

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[12] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Second Edition. (London:Longman, 2001) p.362

[13] A. S. Hornby, *Teaching Speaking, Annual Review of Applied Linguistics.*(New York:Cambridge University Press, 1996) p.330

interpersonal (dialogue), and extensive (monologue).[14] The first is imitative. Imitative means the repetition toward a word or phrase or probably a sentence. It focuses on practicing an intonation or point out a certain vowel sound. In the teaching and learning process, drilling is used to give the students opportunity to listen and orally repeat some words. Another category is intensive. Intensive is a kind of speaking performance that designed to the students practice some phonological or grammatical aspects of language. Here, the speaking might be self-initiated or in the form of some pair work activities, such as reading aloud that include reading paragraph, reading dialogue with partner, reading information from chart, etc. The other category is responsive. Responsive means the students able to give short replies to the teacher or student-initiated questions or comments, directions and instructions. Those replies are usually authentic and meaningful. The form of responsive performance includes limited level of very short conversation, standard greeting and small talk, simple request and comments. The next category is transactional. Transactional (dialogue) is one step beyond the responsive language. It carries out with the function of delivering or exchanging specific information. A conversation may have more of negotiate nature to the learners than responsive speech does. Another thing to consider is interpersonal (dialogue). This category carries out with the function of keeping the social relationships than for the transmission of facts and

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[14] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices.*
(London:Longman, 2003) p. 141

information. The examples of interpersonal speaking performance include interview, role play, discussions, conversations, games and speech. The last is extensive (monologue). It is an oral production tasks that limit the listener to make a direct conversation. The tasks include extended monologues in the form of oral reports, short speeches, summaries, and storytelling.

Based on the theory above, it can be concluded that there are many ways in performing speaking. The teacher may use one of them or all the types of speaking performance to enhance students' ability in speaking.

2. **Voice Recording on Teaching Speaking**

One of the teacher's challenges in language teaching and learning is helping the students able to speak in the foreign language.[15] Such problems in learning English speaking faced by the student because they are not conversant in speaking English. Therefore, the teacher should have and set some techniques, teaching media, and good preparation that will overcome the problems and create interesting atmosphere in the class. The interesting atmosphere in the class can stimulate the students to speak or do the speaking tasks.

According to Pop, Tomuletiu, and David voice recording has been used in various way of teaching language and it provides opportunities for

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[15] Gillian Brown and George Yule, *Teaching the Spoken Language* : Approach Based on the Analysis of Conversational English (Australia : Cambridge University Press, 1999) p.25

students to produce oral output.[16] In this way, the students allow to practice and increase their speaking skill outside the classroom and receive feedback to their performance. In the use of voice recording in teaching speaking, the students need to record their voice through some audio recorder/playback devices. Aoki states that the first voice recording tool that has been used in language teaching was the cassette tape and the students needed to carry the cassette recorder to record and listen to their oral production.[17] Beside the cassette tape, students can use some tools to record their voice such as Voice e-mails, podcasts, audio-blogs and other voice recorder App.

Regarding to the kinds of voice recording tools above, the researcher choose the application that used by the teacher in the classroom. In the classroom, the teacher used voice recording application that has been provided by students' smart phone. The students are able to record their voice through their smart phone as in every smart phone there are an application named *"Perekam Suara"*. The reason why the teacher used the application is because it will be more efficient than using other applications, since the usage is just to record and replay students' voice.

a. The Use of Voice Recording

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[16] Anisoara Pop, et.al., "EFL Speaking Communication with Asynchronous Voice Tools for Adult Students". *Procedia Social and Behavioral Sciences* 15 (2011), 1199
[17] Sachiko Aoki, "Potential of Voice Recording…….." p. 130

Voice recording is a way to help teacher in using audio as a medium for teaching and learning process. According to Marissa King, there are four ways of using voice recording[18].

1) Brainstorming: Audio recording can be used in the brainstorming process before the students start their project or performance. When the teacher begins the lesson by presenting the materials, students may think what their plans and ideas to say. They can practice recording in order to be more creative and fluent instead of stressing over the spelling errors.

2) Refining Voice: After choosing the topic, students allowed drafting their ideas into a written form if needed. In this time, the teacher gives the students chance to use voice recording to hear their own voices through pauses, repetition, or comparisons. This way will help students recognizing the proper tone and voice.

3) Practice and Revision: The students record their voice in the recorder. After the recording project done, they get a chance to play back and listen to their voice to find the parts that need revision.

4) Self-assessment: When students are self-assessing or reflecting on their strengths and challenges, voice recording helps them to back up, self-correct, and restate as they think. With voice recording, the

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18 Marissa King, "4 Ways Audio Recording Can Boost Classroom Learning." (Edutopia Organization, 2016)

students can practice more and foster their ability in speaking performance.

b. The Role of Voice Recording in Teaching Speaking

In teaching and learning speaking English, voice recording plays an important role for students, as described in research done by Aoki. He found that there are three major types of potential of using voice recording[19].

1) Voice Recording Projects Specific to Pronunciation.

The use of voice recording specific to pronunciation is relative new. However, the recording alone cannot help the students to improve pronunciation significantly without the combination of consistently instructions and practices in classroom. Students need to active in creating their voice recording and recognize the importance of improving their pronunciation. By recording their voice, students might have possibilities to enhance their awareness of their own performance. It can contribute to increase motivation in practicing speaking by having the students' sense of improvement in their pronunciation and receiving comments and feedback from teachers and peers. Thus, it implies that the students can improve their pronunciation by recoding and receiving feedback significantly by practicing actively.

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[19] Sachiko Aoki, "Potential of Voice Recording….." 131-136

2) Voice Recording Projects for Asynchronous Interaction and Feedback.

In recording activities, feedback from teachers and peers seems to have a positive influence on the speaking performance of the students. The asynchronous interaction and feedback can enhance oral communication skills and promote peer-to-peer interactions outside the classroom in the target language. Asynchronous voice recording activities also enable the teachers to provide individual feedback and comments. By having asynchronous audio interactions, the students can be motivated and able to participate in communication.

3) Voice Recording Projects for Self-reflection and Self-assessment.

Voice recording has been use in language learning to self-reflection and self-assessment for oral performance of reading scripted texts or monologues. However, in order to enhance the recording practice for real-world interaction, voice recording started to implement on self-assessment of recorded dialogues and conversations. The benefit of self-assessment through voice recording is the students have their noticing skill. They can recognize their weaknesses and error patterns in self-reflection process. The students will success in noticing their error with minimal help from peers and teachers.

3. Students' Response

Ahmadi states that response as one of the main functions of the soul can be interpreted as a memory image of observation, has stopped, just an impression.[20] Another definition from Harvey and Smith define response as the manner of willingness in determining a good attitude to an object or situation to be positive or negative.[21] There are several factors can affect response such as learning process, experience, individual experience, and personality.[22] The term response refers to the all types of the learners' activity caused by the stimulants. It is also can be interpreted as a result or impression gained from the observation. As the response not just a positive movement, Ahmadi mentions that response can be positive and negative:[23]

a. Positive Response

Positive response is a type of response, action or attitude that shows, receives, acknowledges, approves, and performs the norms appropriate to where the learner is located. The positive response can see from their action and attitude, whether they interested in following the activity or not, are they look happy and enthusiast. Besides, the positive response also can be seen in their response in answering the questionnaire related to their opinion and response after followed the

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[20] Abu Ahmadi. *Psikologi Sosial,* (Jakarta: PT. Rineka Cipta, 2009) p.150

[21] Harvey and Smith. *Educational Psychology, Theory and Practice*. (Oxford: Elsevier Science, 2009) p. 67

[22] Lijana, "Respon Siswa terhadap media pembelajaran komik pada materi ekologi di kelas X SMA". *(Artikel Penelitian: Pendidikan Boilogi dan Ilmu Pendidikan Universitas Tanjungpura Pontianak, 2018)* p.4

[23] Abu Ahmadi. *Psikologi Sosial…"*

teaching and learning activity. The sign that the learners give positive response are interest, enjoy, happy and wanted to do the activity again.

b. Negative Response

Negative response is a type of response, actions, or attitudes that shows rejection from the learner to the applicable norms. The negative response also can be seen from the learners' attitudes and actions in the teaching and learning process. For example when the students look more silent and did not enthusiast following the activity. In the questionnaire section the negative response signed by not interesting, no comment and do not have any idea to answer the questions.

Therefore, in this study students' response means the students' attitudes and actions toward the voice recording activities that they have done. The response can be seen from the students' expression and direct opinion about their willingness to do the task, their interesting to the media, the easier to get the message, and how to motivate students after using the voice recording.

B. PREVIOUS STUDIES

There has been research about speaking focusing on different aspects of teaching speaking technique. Among the five reviewed two researches were about media recording on speaking skill. Then, there are three researches about voice recording to improve the students' oral fluency.

Firstly, research by Nazlinur Göktürk showed that the use of digital video recordings in the speaking classes increase the improvement of the students'

overall speaking proficiency.[24] Yet, there is no a significant improvement in students' oral fluency skills. Secondly, a thesis done by Lingli Yao found that the use of the Wimba Voice Tools motivated the students to spend more time practicing their target language.[25] These two researches focused on media recording in teaching speaking skills.

The third to fifth research focused on the use of voice recording to improve fluency. A research by Suo YanJu, Suo Yan Mei and Yuslina Mohamed which has purpose to analyze the effectiveness of voice recording activities in improving students' oral fluency in Mandarin as foreign language. The result of this study showed that voice recording activities are effective to help foreign language learners to improve oral fluency.[26]The fourth is a previous study by Sachiko Aoki with the purpose to investigate the potential of voice recording tools through a review of the literature and make suggestions of possible ways of using voice recording tools for language instruction. This research found that the use of voice recording can improve the students' attitude and pronunciation, promote peer-to-peer interaction and self-assessment.[27] The fifth is a study by Amalia Ismayati with the aim to describe voice recording as one of media to improve students' speaking

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[24] Nazlinur Gokturk, "Examining the Effectiveness of Digital Video Recordings on Oral Performance of EFL Learners". *Teaching English with Technology*. 16 (2) 71-96
[25] Lingli Yao, "The effectiveness of using Wimba Voice Tools in foreign language instruction" (2007). *Retrospective Theses and Dissertations*. 15094
[26] Suo YanJu, et.al., "Implementation of Voice Recording Activities in Improving Mandarin Oral Fluency". *European Journal of Interdisciplinary Studies*. Vol. 9 No. 1, 2017
[27] Sachiko Aoki, "Potential of Voice Recording Tools in Language Instruction". www.tc.columbia.edu/tesolalwebjournal

fluency. It found that through voice recording, students can improve their speaking fluency.[28]

The similarity with those researches and this research is analyzing the use of technology in teaching learning speaking. Yet, the differences are those researches use of media recording to improve students' speaking fluency while this research focuses on the use of voice recording on teaching speaking at MA Unggulan Darul Ulum Jombang. It analyzes on how the teacher use voice recording in the teaching process and the students' response towards it to their speaking performance.

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[28] Amalia Ismayanti, Undergraduated Thesis: *"Improving Students' Fluency through Voice Recording Media in EDI MANCORO Islamic Boarding School"* (Salatiga: IAIN Salatiga, 2017)

CHAPTER III

RESEARCH METHOD

This chapter explains the procedural process of conducting the research. It focuses on research design, researcher presence, research setting, data and source of data, data collection technique, research instruments, data analysis technique and checking validity of finding.

A. RESEARCH DESIGN

This research is descriptive qualitative. Qualitative research is a research that conducted in the natural setting. It carries out with the purpose to interpret a particular phenomenon and done using various method[29]. This research aims to describe, interpret, and explain about the use of voice recording on teaching English speaking as a phenomenon in the natural situation at the tenth grade of MA Unggulan Darul Ulum Jombang.

This research focuses on exploring the ways teacher use voice recording on teaching English speaking and investigating the students' response towards the use of voice recording to their English speaking performance.

B. RESEARCHER PRESENCE

In this research, the role of the researcher was as the observer. The researcher collected the data by themselves by observing the English teaching process and analyzing the students' response toward the use of voice recording

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[29] Donald Ary, et.al., Introduction to research in education(Canada: wadsworth,2010),p.22

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on their speaking performance. The teacher introduced the researcher as an observer before the class begins, so the presence of the researcher was clear.

C. RESEARCH SETTING

This research conducted at MA Unggulan Darul Ulum Rejoso Peterongan Jombang and took the tenth grade English teacher and students of X-IAI-4 as the subject of the research. Since the command from the Indonesian government about physical distancing during the Covid-19 pandemic, the teacher held the teaching and learning process through online class via Zoom application. There were 20 students in the online class because all of them have already back to home. According to the teacher, this class was selected because it eased to teach them without facing directly.

D. DATA AND SOURCE OF DATA

Data and source of data is the key to answer the research problem of this research. Based on John W. Creswell, the source of data is collecting information by asking people questions or observing their behaviors and the place or thing in which is the researcher can observe.[30]

1. Data

In this study, the first data is the ways of the teacher use voice recording on the teaching English speaking. The data for the second research

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[30] John W. Creswell, *Education Research: Planning, Conducting, and Evaluating Qualitative Research Fourth Edition,* (Lincoln: University of Nebraska, 2012) p.10

question is the students' response toward the use of voice recording to their English speaking performance.

2. Source of Data

The data about the use of voice recording on teaching English speaking are gained from the teacher and students of the X-IAI-4. Meanwhile, the data about students' response toward the use of voice recording to their English speaking performance are gained from the X-IAI-4 students. The teacher and students are from MA Unggulan Darul Ulum Jombang.

E. DATA COLLECTION TECHNIQUE

To collect the data, the techniques used were observation and questionnaire.

1. Observation

The observation conducted by joining the online class using checklist which is made by adapting from "four ways voice recording can boost classroom learning". The researcher observed when the teacher use voice recording and the students recorded their English oral performance. The researcher conducted the observation once.

2. Questionnaire

In the questionnaire technique, the researcher made questionnaire to the X-IAI-4 students. The questionnaire is about their attitude toward voice recording activity. The researcher made e-questionnaire through *Google docs* because there was a problem to make appointment with the subject to

meet directly. Then, the researcher distributed the link of e-questionnaire to X-IAI-4 students by *Whatsapp Messenge*r to the students to fill the form. The researcher gave one week to the students resubmit the form.

F. RESEARCH INSTRUMENTS

In collecting the data, the instruments used to obtain the data are observation checklist and questionnaire.

1. Observation Checklist

According to Cartwright in Herdiansyah Haris, observation refers to a process of view, observe and record the behavior systematically for a certain purpose.[31] In this research, the researcher used observation checklist to answer the first research question. It is adapted from "four ways voice recording can boost classroom learning" by Marissa King from Edutopia Organization.[32] The observation checklist consist of the ways of teacher use voice recording whether she used it on brainstorming, refining voice, practice and revision or self-assessment (see appendix 1). The ways above are also in line with the steps of teaching process which start from pre-activity until post-activity. Therefore, the observation focused on several aspects below.

- Brainstroming   : when teacher presents the material

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[31] Herdiansyah Haris, *Metodologi Penelitian Kualitatif untuk Ilmu-Ilmu Sosial.*(Jakarta: Salemba Humanika, 2010), p.131.
[32] Marissa King, "4 Ways Audio Recording Can Boost Classroom Learning." (Edutopia Organization, 2016)

- Refining Voice   : when students drafting ideas to the materials

- Practice and Revision : when teacher gives students a project

- Self-assessment   : when students notice their errors after the teacher gives feedback to students about their project.

2. Questionnaire

According to Arikunto, there are two kinds of questionnaire, they are open questionnaire and close questionnaire.[33] This research used closed and open-ended questionnaire because this research did not only categorize the data but also gain individual opinion. The questionnaire used to answer the second question about students' response toward the use of voice recording to their English speaking performance. It consisted of 10 questions regarding to the students' attitude during the voice recording activities and students' interest on the teaching process by using voice recording (see appendix 2). It was adapted from a journal by Suo YanJu, Suo Yan Mei and Yuslina Mohamed from Islamic Science University of Malaysia.[34]

The observation checklist and questionnaire has already validated by the expert, a lecturer of English Education Department of UIN Sunan Ampel Surabaya having the degree of master of language education.

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[33] Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1998), p. 128

[34] MaryAnn Cunningham Florez, "Improving Adult English Language Learners' Speaking Skills." *National Clearinghouse for ESL Literacy Education Washington DC*. (ERIC Digest, 1999), p. 2-5.

G. DATA ANALYSIS TECHNIQUE

Data analysis is an activity to gather, model and transform data with the useful information, suggesting conclusions and supporting decisions making.[35] In this research, the data analyzed using qualitative methods. There are two sections of analyzing the data. First, the researcher analyzed observation checklist during the use of voice recording in teaching English speaking. The data analyzed through Marissa King theory about ways of using voice recording in classroom learning.[36] Second, the data from questionnaire of the students' attitude toward the use of voice recording to their English speaking performance were analyzed through Suo YanJu theory about students' attitude on the voice recording activity.[37] After that, the researcher interpreted and drew a conclusion based on the result of interpretation.

H. CHECKING VALIDITY OF FINDINGS

This study applied member checking to validate the findings. According to Creswell, member checking is an activity to validate the findings by asking back to the participants in the study so they can confirm the credibility of the information.[38] However, in member checking process the researcher made

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[35] Lexy J Maeleong, *Metodologi Penelitian Kualitatif.* (Bandung: PT. Remaja Rosdakarya, 2001). p. 82.

[36] Marissa King, "4 Ways Audio Recording Can Boost Classroom Learning." (Edutopia Organization, 2016)

[37] Suo YanJu, et.al., "Implementation of Voice Recording Activities in Improving Mandarin Oral Fluency". *European Journal of Interdisciplinary Studies*. Vol. 9 No. 1, 2017

[38] John W. Creswell & Dana L. Miller. "Determining Validity in Qualitative Inquiry". Theory Into Practice, Volume 39, Number 3, Summer 2000. p. 127

open ended questions and asked the subject of research to validate the findings
(see Appendix 2).

I. RESEARCH STAGES

There are several stages to conduct the research, it described below.

1. Taking preliminary research

   The preliminary research conducts through interview the tenth grade
   English teacher who use voice recording as a teaching technique.

2. Deciding the research design

   After formulating the research questions, the design of research is decided.
   It adjusts to the phenomenon in the background of research.

3. Conducting the research

   The researcher conducted several steps to collect and analyze the data. The
   first is by collecting the data. The data are collected by observing the
   teaching process, giving the students questionnaire to know their response
   toward the use of voice recording and taking documentation to support the
   data. The second is by analyzing the data. After collecting the data, the
   researcher analyzes them using two theoretical frameworks. The theory
   from Marissa King uses to analyze the implementation of voice recording
   on teaching English speaking[39] and the theory from Suo YanJu, Suo Yan

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[39] Marissa King, "4 Ways Audio Recording….."

Mei and Yuslina Mohamed uses to analyze the students' response to the use of voice recording to their English speaking performance.[40]

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[40] Suo YanJu, et.al., "Implementation of Voice Recording Activities……"

CHAPTER IV

RESEARCH FINDING

This chapter presents the results of the ways teacher use of voice recording on teaching English speaking and students' attitude toward the use of voice recording at MA Unggulan Darul Ulum Jombang. The findings are explained and analyzed in the discussion section.

A. RESEARCH FINDINGS

There are two main findings in this research, the first is about the ways of the teacher used voice recording on teaching English speaking and the second finding is about the students' response toward the use of voice recording to their speaking performance. The result was described as follow.

1. **The Use of Voice Recording on Teaching English speaking**

In this section, the researcher would like to describe about the use of voice recording on teaching English speaking. To answer the first research question, the observation was conducted once at March, 26th 2020 and took the X-IAI-4 class as the subject. The observation focused on the way the teacher used voice recording on teaching English speaking. The researcher followed the learning process and filled the observation checklist during the activities in the class. The observation checklist adopted from theory "four ways voice recording can boost classroom learning". Based on the theory, the teacher is able to use voice recording on the brainstorming, refining voice, practice and revision, and self-assessment. After did the observation, the researcher found that the teacher

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only use voice recording on the point of practice and revision and self-assessment. The following table showed the detail and the findings are explained below.

Table 4.1
The ways of the teacher use voice recording on the teaching English speaking

	The Use of Voice Recording		√ / X*	Notes
Pre - Activity	Brainstorming	Teacher presenting the materials using voice recording.	X	• The teacher shows the example of recount text to the students and asked them to read aloud the text without recording. • The teacher compared the similarity and difference between recount text and previous text that has been discussed last meeting.

	Refining Voice	Students drafting their ideas through voice recording or written form.	X	• The students drafted their ideas about recount text through written form.
		Teacher gives student chance to record their voice through pauses, repetition, or comparison.	X	• The teacher presented the material about recount text by explaining what are recount text and the characteristic about it.
While – activity	Practice and Revision	Students record their voice for a project.	√	• Teacher asked students to make a recount text and read the text using voice recording.
		Teacher gives students chance to playback and listen to their voice to find the	√	• Students recorded their voice about reading the recount text that they have made and the teacher

		parts that need revision.		gave them enough time to playback and listen to their voice to find the parts that need revision.
Post - Activity	Self-assessment	Teacher gives student feedback about their speaking performance on the recording.	√	• Teacher gave individual feedback to the students' voice recording about how their pronunciation, grammar, vocabulary, fluency and comprehension. She also gives the correct form of the students' error pronunciation.
		Students are self-assessing or reflecting on their speaking performance.	√	• Students have played back and listened to their recording before submit the project to the

				teacher.
		Teacher gives student chance to record again their project.	√	• Students record again their voice but in the part of which they made mistakes. For example they make mistakes on pronouncing some words, so they have to send the voice recording about the correct form of pronouncing the words.

*X: The teacher did not use voice recording

√: The teacher use voice recording

a. Practice and Revision

The result of observation checklist showed that the teacher used voice recording in the while activity on the point of practice. At the time, the teacher gave an assignment to students to find or make a recount text and read the text using voice recorder. This is apparent from the teacher's expression when she said *"Record your voice while*

reading the recount text". In the task, the students might have the same content of recount text because the teacher would like to focus on their English speaking on the recording. This is reflected from her expression *"It's okay if you have the same text. I will only focus on your speaking on the recording"*. The students recorded their voice through voice recorder tool that provided on their smart phone. After recording section, they must send the recorded voice to the teacher through *Whatsapp* chat. The teacher gave at least 12 hours for students to submit their voice recording. The conversation between the teacher and students below might be the evidence for the researcher to identify that the teacher's use voice recording on the practice.

> Teacher : *"Now, for those who join in this class I will give you a task."*
> Students : *"Quiz? What is the task miss? Hoooo…"*
> Teacher : *"The task will be not difficult yet not easy. It is easy. Please look for or make a recount text minimum 5 paragraphs. After that, record your voice while reading the text. Send your voice recording to me in the Whatsapp chat."*
> Students : *"Can you repeat the instruction miss?"*
> Teacher : *" Ok, I will type the instruction in the room chat.* (while typing) *Have you read it?"*
> Students : *"Yes miss. How about the due dates of submission miss?"*
> Teacher : *"The due date is tonight before 00 a.m. or before this midnight. Please rename the file before you send the recording to me by following this format."*
> Students : *"Ok miss. Oiya miss should we send the text to you?"*
> Teacher : *"No, you should not. Just send me your voice recording only."*
> Students : *"Ok miss"*

Based on the conversation above, it showed that the teacher used voice recording for students to practice English speaking about recount text. The expression "*Please look for or make a recount text minimum 5 paragraphs. After that, record your voice while reading the text*" shows the teacher use of voice recording for students' practice. The students record their voice about reading the recount text that they have made and the teacher gave them enough time to playback and listen to their voice to find the parts that need revision.
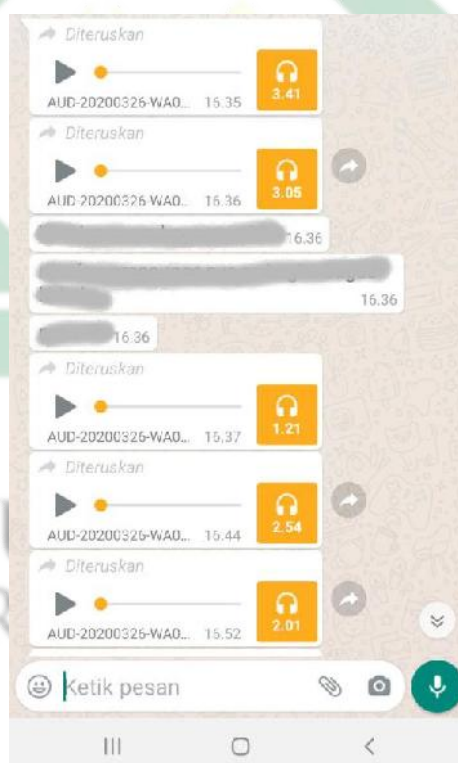
Picture 4.1.1.Students voice recording through Whatsapp Messenger

However, the teacher also use voice recording on the point of revision. After the students sent their recording, the teacher gave

individual feedback for their project. The teacher gave information about student's error in speaking by sending a message to student as follow.

> Teacher: *"Ok, Good morning Della. There are some words that Miss Nai needs to correct how to pronounce it. First, <u>surprised</u>, next <u>invited</u>. Hayoo bagaimana kalau mau ngomong jam 5 sore? <u>At 5 p.m</u>. kan. Next, tiga belas hours, bagaimana cara bacanya? <u>Thirteen hours</u>. Next, the word <u>bus</u>. Next, jam delapan a.m. berarti bahasa inggrisnya <u>eight a.m.</u> Then, the word <u>arriving</u>. The last is the word <u>although</u>. Ok, now please repeat what I have corrected in the recording. Thank you"*.
>
> Della : *"Ok miss, thank you. Please give me time to practice"* (Della resubmitted the voice recording about her correction)

Here, the student need to resubmit the voice recording about the correction based on the teacher's feedback. The teacher stated '…*now please repeat what I have corrected in the recording*'. This indicates that the teacher used voice recording to give the students chance revising their project.

Picture 4.1.2.The conversation between teacher and student through *Whatsapp* Messenger

b. Self-assessment

The result of observation checklist showed that the teacher use voice recording to stimulate the students doing self-assessment. The researcher found that the students have played back and listened to their recording before submit the project to the teacher. In the recording section, the students are given chance by the teacher to redo the voice recording for many times. By this opportunity, the students might reflect their speaking performance from the very first recording to the last recording. The data of self-assessment also found in the questionnaire did by the researcher. The students mostly redid their voice recording at least three times or more. The error of speech, pronunciation, intonation, grammatical and word choice became the

reason why they redo the voice recording for many times. However, the teacher also helped the students knowing their mistakes by giving feedback, so the students can do self-assessment about their speaking performance. The expression of "*Please give me time to practice*" shows that students notice which part of their speaking performance should be improve. However, the teacher also gave positive feedback when the student has already done revision. The expression of *"So excellent"* and *"Sudah benar. Keren keren"* can be interpreted by the students that they have done the final recording well. It helps the students notice about their strength and weaknesses. However, the finding showed that the teacher use voice recording to increase student's self-assessment.

2. **Students' Response toward the Use of Voice Recording to Their Speaking Performance**

This section presents the result of students' response toward the use of voice recording to their speaking performance. To answer the second research question, the link of e-questionnaire was distributed to the students of X A-4 through *Whatsapp* chat at March, 27th 2020 and they had one week to fill and resubmit the form. There were 20 students and all of them already filled the questionnaire. The types of questionnaire were closed and opened-ended questionnaire. It focused on students' response toward the use voice recording to their speaking performance. There were

12 questions about how their attitudes during the voice recording activity, 4 questions about how they improve their recording through listen to the friends' voice recording and 4questions about self-assessment after using voice recording. The finding would describe as follow.

Based on the result of questionnaire, the students mostly redid the voice recording entries when the speech does not flow well at least 3 times or more. It is because they felt they were making mistakes while speech, felt nervous when speak English and did not really know the meaning of the sentence they read. This is proved by the following responses from the students.

> *"I feel there is something not proper when reading the sentences" (Student 1)*
> *"I am ashamed to speak English, so the speech does not flow well" (Student 2)*
> *"I do not know the meaning of some sentences that I read" (Student 3)*

Table 4.2.1

The result of the students' response on the voice recording activities

Questions	Always	Sometimes	Never
I redo the voice recording entries when the speech does not flow well.	16 students	4 students	-
What makes you think that your	11 students felt they were making mistakes in the speech. 6 students felt nervous when		

speech does not flow well?	speak English. 2 students did not really know the meaning of the sentence. One student did not respond the question. Appendix3/page 1

The response of what makes the students think that the speech does not flow well highlight that the students made spelling error when they speak to the recording. Sometimes, they also felt strange when hear their voice in the recording. They were not accustomed to speak English. So, they felt nervous in speaking English. Another student said they did not understand the meaning of the sentence because they did not make the text by themselves. Therefore, the students need to redo the voice recording entries for many times.

Based on the result of questionnaire, the researcher found that the students mostly redo the voice recording entries when the intonation does not sound right at least 3 times or more. It is because they did not really know the right intonation of the words, they also felt there must be something wrong with the intonation in the recording, and they did not speak clearly in the recording.

> *"I am not sure with the intonation whether it is right or not" (Student 1)*
> *"There is tone that I think it does not sound good" (Student 2)*
> *"Not clear enough in speaking" (Student 3)*

Table 4.2.2
The result of the students' response on the voice recording activities

Questions	Always	Sometimes	Never
I redo the voice recording entries when the intonation does not sound right.	11 students	9 students	-
What makes you think that your intonation does not sound right?	9 students did not really know the right intonation of the words. 6 students felt there must be something wrong with the intonation in the recording. 3 students did not speak clearly in the recording. 2 students did not respond the question. Appendix 3/page 1		

The response of what makes the students think that the intonation does not sound right highlight that the students did not really know the intonation in their recording was right or not. They felt doubt with the sound of the words. They also missed the punctuation in the text they wrote. So, they felt there must be something strange when they heard the first recording. Another reason was because the students did not speak loudly, so the intonation could not hear clearly. Regarding to those reasons, the students need to redo the voice recording entries for several times.

Based on the result of questionnaire, 10 students always redid the voice recording entries when there were grammatical errors on it, while 8 students answer sometimes and 2 students answer never. It is because they realize that there were grammatical errors in the first recording after doing double check to the recount text and doing consultation with the teacher. Some of them did not know whether they used the right grammar or not. They also made error in the process of writing the recount text. For the students who never redo the voice recording, it is because they are confident with the grammar they used.

> *"I always read again and again what I have wrote whether the grammar is right or not" (Student 1)*
> *"Because I do not really know the grammar that I used is right or not" (Student 2)*
> *"There is wrong auxiliary when I wrote the text" (Student 3)*
> *"I feel the grammatical is appropriate with I have wrote" (Student 4)*
> *"Asked to Miss Naila how the grammatical should be" (Student 5)*

Table 4.2.3
The result of the students' response on the voice recording activities

Questions	Always	Sometimes	Never
I redo the voice recording entries when there are grammatical errors on it.	10 students	8 students	2 students

What makes you think that there are grammatical errors on the voice recording?	7 students did double check to the grammar they used. 4 students did not know the right grammar that they used in the text. 4 students made error in the process of writing the text. 3 students were confident with the grammar used. 2 students did consultation with the teacher. Appendix 3/page 1

The responses of what makes the students think that there are grammatical errors on it highlight that the students redo the voice recording after doing double check to the grammar they used. They want to have the right grammar by checking to Google translate and dictionary. Even some of them asked to the teacher about the right grammar. Other students felt doubt with the grammar because they think grammar is difficult. Sometimes, the students made error in structuring the sentence of the text such as error in adding auxiliary and verb. Therefore, they should redo the voice recording for many times. Meanwhile, there are also students who confident the grammar that they read in the text because they browse the text from the internet. So, they did not need to redo the voice recording.

Based on the result of questionnaire, the students mostly redo the voice recording entries not more than three times when the word choice is

not quite right. It is because they felt there must be something wrong when reading the words in the first recording, confuse about the word choice, and they were sure about the word choice.

> *"When there is a word that is less readable" (Student 1)*
> *"Confused in determining the right words" (Student 2)*
> *"I feel the word choice is already appropriate" (Student 3)*

Table 4.2.4
The result of the students' response on the voice recording activities

Questions	Always	Sometimes	Never
I redo the voice recording entries when the word choice is not quite right.	6 students	14 students	-
What makes you think that your word choice is not quite right?	10 students felt there must be something wrong when reading the text. 4 students were sure about the word choice. 3 students felt confuse about the word choice. 3 students did not respond the question. Appendix 3/page 1		

The responses of what makes the students think that the word choice is not quite right highlight that the students felt there is a mistake when reading the words and there is no coherence between one word to another. Some of them confuse about the word choice because in English

one word can refers to another meaning. Others students were sure about the word choice because they have already asked to the teacher about the word used. Therefore, to redo voice recording because of the word choice only need a few times.

Based on the result of questionnaire, the researcher found that the students mostly redo the voice recording entries when the pronunciation does not sound right at least 3 times or more. It is because they found their mispronunciation after checking to Google translates or electronic dictionary, felt difficult pronouncing the word, less practice speak English and want to have better pronunciation.

> *"Convince myself to check into Google Translate. Miss Naila also often reminds to check into the electronic or manual dictionary" (Student 1)*
> *"Hard to pronounce some of the difficult words" (Student 2)*
> *"Because I do not quite to practice pronouncing some English words" (Student 3)*
> *"I want to get the correct pronunciation" (Student 4)*

Table 4.2.5
The result of the students' response on the voice recording activities

Questions	Always	Sometimes	Never
I redo the voice recording entries when the pronunciation does not sound right.	15 students	5 students	-
What makes you	10 students found their mispronunciation		

think that your pronunciation does not sound right?	after checking to Google translates or electric dictionary. 4 students want to have better pronunciation. 3 students felt difficult pronouncing the words. 2 students were less practice speaking English. One student did not respond the question. Appendix 3/page 2

The responses of what makes the students think that the pronunciation does not sound right highlight that the students realize their mispronunciation after checking how to pronounce the words in the Google translates or electric dictionary. They redo the voice recording for several times because they want to have better pronunciation. Some of them felt difficult in pronouncing the words especially for the new word. Another student said that when they tried to speak fluently, sometimes they would have mispronunciation. Others students realize that they were less practice speaking English. Therefore, to redo the voice recording entries because the pronunciation does not sound right need many times.

Based on the result of questionnaire, 2 students answer always, 10 students answer sometimes and 8 students answer never when they were asked about how many times they redid the voice recording entries when the organization of the ideas is not right. Those who answer always and sometimes, the reasons are they did not know the organization of ideas in

text is right or not, and they felt the organization of ideas in the text is not

coherence. For those who answer never, they think the organization of

ideas have already right.

> *"Do not know that is right or not"* (Student 1)
> *"It seems there is something that is not coherence"* (Student 2)
> *"I have already written the organization of idea before recording"*
> *(Student 3)*

Table 4.2.6

The result of the students' response on the voice recording activities

Questions	Always	Sometimes	Never
I redo the voice recording entries when the organization of ideas is not right.	2 students	10 students	8 students
What makes you think that your organization of ideas is not right?	10 students thought the organization of ideas have already right. 4 students did not know the organization of ideas is right or not. 4 students felt the organization of ideas in the text is not coherence. 2 students did not respond the question. Appendix 3/page 2		

The responses of what makes the students think that the organization of ideas is not right highlight that the students thought they have already arrange the organization of ideas well. It is because they find the recount text from the internet, so they are sure for it. They also arranged the ideas by doing consultation to the teacher. Therefore, they did not need to redo the voice recording. Meanwhile, only few of the students think they should redo the voice recording because they are doubt with the organization of the ideas in the text is right or not.

Based on the result of questionnaire, the students often listen to their friends' recording at least 3 times or more. It is because they want to know how their friends' pronunciation and fluency in the recording. While, some of them listen to others recording because of the curiosity.

> *"When just curious hehe although what we record is*
> *different but I just want to know" (Student 1)*
> *"The pronunciation" (Student 2)*
> *"To listen their fluency in speaking" (Student 3)*

Table 4.2.7
The result of the students' response on the voice recording activities

Questions	Always	Sometimes	Never
I listen to my friend's recording	9 students	11 students	-
What do you notice when listen to your	13 students wanted to know their friends' pronunciation. 3 students wanted to know		

friend's recording?	their friends' fluency. 3 students just curious about their friends' recording. 1 student did not respond the question.
	Appendix 3/page 2

The responses of what the students notice when listen to their friends' recording highlight that they are mostly notice on their friends' pronunciation and fluency. Only some of them felt curios about their friends' recording. By listening to their friend's recording, they can learn by comparing their recording to others, so they will know the strength and weaknesses in speaking English.

Based on the result of questionnaire, the students often listen to their friends' recording to improve their own recording. It is because they wanted to improve their speaking aspects such as pronunciation, intonation, fluency, grammar and others.

> *"In the speaking, I want to focus on pronunciation and intonation. But In the writing, I want to focus on grammar" (Student 1)*
> *"Pronunciation, intonation and grammar" (Student 2)*
> *"Fluency in speaking" (Student 3)*

Table 4.2.8
The result of the students' response on the voice recording activities

Questions	Always	Sometimes	Never
I listen to others' recording to	11 students	9 students	-

improve my own recording.			
Which aspects of your recording do you want to improve after listening to your friends recording?	9 students wanted to improve their pronunciation. 4 students wanted to improve pronunciation and intonation. 3 students are pronunciation and fluency. 2 students are fluency. One student is grammar. One student is all of the speaking aspects. Appendix 3/page 2		

The responses of which aspects of the student' recording they want to improve highlight that they wanted to improve almost all of the speaking aspects after listen to their friends' recording. The answer about pronunciation becomes the first aspect of speaking English that the students want to improve more. The following number is about intonation and fluency. The next is grammar. They did not really focus on the grammar because they think grammar is related to writing, not speaking.

Based on the result of the questionnaire, the teacher gave feedback to the students' voice recording. The feedback usually focused on students' mispronunciation, grammatical error, fluency, word choice and error sentences.

"Miss Naila correct some words that are not proper in the pronunciation" (Student 1)

"Words that need to be fixed" (Student 2)
"Grammar and pronunciation" (Student 3)

Table 4.2.9
The result of the students' response on the voice recording activities

Questions	Yes	No
My teacher gives feedback to my voice recording.	20 students	-
What feedback that usually does the teacher give to you?	13 students answer pronunciation. 4 students answer pronunciation and grammar. 2 students answer pronunciation and fluency. One student answer sentences. Appendix 3/page 3	

The responses of what feedback that usually the teacher give to the students highlight that the teacher give feedback on students' mispronunciation, grammatical error, fluency, word choice and error sentences. The example of students' mispronunciation is in the word "*bus*". Grammatical error is it should be "*arrived*" not *"arrive"*. Word choice is the students should say "*5 a.m.*" in English but they say in Indonesian. The teacher also corrects the sentence that need to add auxiliary on it.

Based on the result of the questionnaire, the students practice their English voice recording outside the classroom rarely. It is because they did

not always have opportunity to used voice recorder in the boarding school. The teacher is also rare in using voice recording when she taught English speaking. At the time, she used voice recording to teach speaking in the activity of reading aloud. While, the student need to get another speaking activity such as monologue, conversation and etc.

"Conversation and monologue" (Student 1)
"Conversation" (Student 2)
"All of the speaking aspects if I can hehe" (Student 3)

Table 4.2.10
The result of the students' response on the voice recording activities

Questions	Always	Sometimes	Never
I practice my English voice recording outside the classroom.	4 students	16 students	-
Which speaking activities do you want to practice more using voice recording?	8 students answer monologue and conversation. 5 students answer conversation. 4 students answer all of the speaking activities. 3 students answer monologue. Appendix 3/page 3		

The responses of which speaking activities the students want to practice more using voice recording highlight that the students mostly

wanted to improve on the monologue and dialogue. Some of them answered that they need to practice more using voice recording in all of the speaking activities such as drilling, conversation, storytelling, speech and other activities.

B. DISCUSSION

In this study, there are two main discussions toward the findings. The first is about the use of voice recording on teaching English speaking and the second is about the students' response toward the use of voice recording to their speaking performance. The discussion is reflected on some related theories and previous study in order to make the same interpretation between the reader and the researcher. The discussion presented in the following paragraphs.

1. **The Use of Voice Recording on Teaching English speaking**

    The researcher discussed about the teaching and learning process by using voice recording that was found during the observation. Based on the result of the observation, the teacher only used voice recording on the ways of practice and revision, and self-assessment.

    In the practice and revision, the teacher asked the students to do such monologue activity. She gave an assignment about reading the recount text using voice recorder which in the assignment the students need to practice and revise their speaking by using voice recording. It is supported by Ismayati's research; she also used voice recording to give

students assignment of descriptive text. In her action research, she asked students to make descriptive text and record it using voice recorder application named Smart Voice Recorder.[41] However, there is a little differentiation with the research by YanJu that investigated the use of voice recording activity in peers. It means the speaking activity involved two students which in the assignment students need to do a conversation. By involving peers assignment, it might help the students be more aware to the sound of their classmate while they speak and the students will get more feedback beside the teacher's feedback.[42] Those findings about the use of voice recording on the teaching English speaking has significant role for students to practice and revision in the speaking performance. The findings from this research and previous studies by Ismayati also show that while there are several possible uses of voice recording in English teaching and learning, the teachers to have not explored other uses. They only use it for practice and revision. The function of voice recording for brainstorming which commonly is conducted in pre-teaching has not been practiced. In this research, the teacher explored the example of recount text in the brainstorming activity to introduce students toward recount text. As in the case of refining voice, the teacher preferred to do writing activity rather than voice recording activity.

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[41] Amalia Ismayanti, Undergraduated Thesis: *"Improving Students' Fluency through Voice Recording Media in EDI MANCORO Islamic Boarding School"* (Salatiga: IAIN Salatiga, 2017) p. 50

[42] Suo YanJu, et.al., "Implementation of Voice Recording Activities in Improving Mandarin Oral Fluency". *European Journal of Interdisciplinary Studies*. Vol. 9 No. 1, 2017. p.59

The findings also showed that actually the teacher used voice recording to stimulate students to do self-assessment. That was appropriate with Aoki's statement, that voice recording has long been used to self-reflect and self-assess oral performance of reading scripted texts or monologues in language instructions.[43] Although data from the observation checklist and screenshot of the *Whatsapp Messanger* did not show such use of voice recording for self-assessment, data from questionnaire and student's interview shows this element of student's self-assessment. Student's expression of "*I always read again and again what I have wrote whether the grammar is right or not*" and *"asked to Miss Naila how the grammatical should be"* showed that they are aware of what they have been spoken on the first recording, so they tried to make it better. This indicates that the function of voice recording on self-assessment is practiced. The use of voice recording on self-assessment helps students become aware of their oral output and pronunciation. Since they keep the archive of recording, they can compare between the very first recordings to the recent recording. So, they can improve their speaking performance.

Such limited use of voice recording may be because the teacher has to persist presented the materials and gave instruction in the written form although she has used voice recording. It is to keep the students understand the material by having the copy of the materials rather than just listened to the teacher's voice recording. It supported by Yao's finding that before

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[43] Sachiko Aoki, "Potential of Voice Recording Tools in Language Instruction". www.tc.columbia.edu/tesolalwebjournal p.135

Wimba Voice tools used, the teacher always gave assignments in written form, because if the assignments were given only orally in class, those who failed to understand never did what they were asked to do.[44] Therefore, voice recording commonly used to students' given assignment instead of teacher's language instruction.

2. **Students' Response toward the Use of Voice Recording to Their Speaking Performance**

Based on the findings, the students' response toward the use of voice recording to their speaking is quiet positive. Positive here means the students are enthusiast to do the voice recording activity. It can be seen from the answer of questionnaire that the students have practiced for many times to get error-free recording before they send their final project to the teacher. After their first recording, the students would listen again to their work first, and then they realized there are some errors and they would redo the voice recording. Mostly, they redo the recording entries when the pronunciation and intonation did not sound right, the speech did not flow well and there were grammatical errors. It lines with the research found by Yanju that students will repeat the recording because of the speech, pronunciation, intonation and grammatical errors.[45] Those findings indicate that voice recording help the students to improve their speaking performance and strengthening their sense of assessing their work.

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[44] Lingli Yao, "The effectiveness of using Wimba Voice Tools in foreign language instruction" (2007). *Retrospective Theses and Dissertations*. 15094. p.29

[45] Suo YanJu, et.al., "Implementation of Voice Recording Activities in Improving Mandarin Oral Fluency". *European Journal of Interdisciplinary Studies*. Vol. 9 No. 1, 2017

Most of them are also listen to their friends' voice recording because they want to know their friends' pronunciation. This indicates that voice recording not only improve students' speaking skill but also listening skill. It is supported by YanJu statement that voice recording activities help the students' listening skill.[46] By listening to the others' recording, they can find some ideas for improving their own work.

The finding showed that the teacher gave individual feedback for students. The feedback is mostly about the students' error in pronunciation (see appendix 2). It lines with Aoki statement that asynchronous voice recording activities also enable teachers to provide individualized feedback and comments.[47] This indicates that the students will be motivated in English speaking because the teacher gave them feedback about their strength and weaknesses.

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[46] Ibid. p. 59
[47] Sachiko Aoki, "Potential of Voice Recording Tools in Language Instruction". www.tc.columbia.edu/tesolalwebjournal p.133

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this study in short and the suggestion from the researcher for the teacher and the further researcher as it is described below.

A. CONCLUSION

Based on the research finding, the researcher presents the conclusion about the use of voice recording on teaching English speaking and the students' response toward the use of voice recording to their speaking performance.

1. **The use of voice recording on the teaching English speaking.**

   The use of voice recording here found in the part of practice and revision and self-assessment. In practice and revision, the teacher gave an assignment to the students to practice using voice recording while reading the recount text. After they have submitted the assignment, the teacher gave feedback about students' mistakes in their spoken English. Then, the students have to revise their work by resubmitting the assignment. In the self-assessment, the function of voice recording helps the students to be aware of their mistakes by redoing the recording for many times to get better recording on the final project. Thus, in this way, the teacher use voice recording to the students' assignment.

2. **The students' response toward the use of voice recording to their speaking performance.**

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Based on the result of questionnaire, the students' response is quite positive. Positive here means the students are actively recorded their voice for the assignment. They mostly redid the voice recording entries at least three times or more to get better English speaking performance. After receiving the teacher's feedback and listening to the other's recording, it can improve their own recording. Therefore, voice recording can be an alternative ways of teaching English speaking.

B. SUGGESTION

There are some suggestions recommended by the researcher regarding to the result of this study as stated below.

1. Teachers

Based on the finding of this study, the teacher used voice recording on the type of speaking performance at individual monologue. However, there are several speaking activities that the teacher can explore more using voice recording such as at the dialogue, group working and etc. The researcher suggests the teacher to use voice recording by giving assignment for two or more people in the recording activity. It will be more effective for the students as the function of speaking is to communicate with others.

2. Further Researchers

This research is talking about the use of voice recording on the teaching English speaking and the students' response toward the use of voice recording activity. Therefore, the researcher suggests the further researcher

to conduct research about the use of voice recording in the different English language skill like listening. The researcher conducted this study at the tenth grade of senior high school. However, the researcher recommends for the further researcher to conduct the research on different subject of study.

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