Students' Voice Note WhatsApp Group in Speaking Classroom

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Abstract:
This study aims to make the speaking skills of class X students of SMA Al-Ghozali be better by using voice note WhatsApp group as a learning medium. This research is a qualitative research that aims to find and prove that the use of this media can improve students' speaking skills. The research method used is case studies which is a research process in which researchers get systematic, factual and accurate over vier information about facts and phenomena that happen. Researchers and teachers also play a role in this research process to find out the teaching and learning process using this media and also the weaknesses in the speaking learning process. researchers used 3 instruments to collect data, namely observation, interview and documentation. The researcher made 2 times observation meeting because in the first observation meeting the student's speaking had not been successful for the purpose of this study. English teacher and 5 students became the object of this interview. The second observation meeting showed that the students' speaking skills improved after watching a narrative video, and after students made a voice recording related the video narrative. It was also found that watching the narrative video then recording a voice messages through WhatsApp group was more likely to help them improve their English. Students continue to improve their speaking skills in finding more and more English words by using the voice note WhatsApp group as the media. The indicators of successful implementation are: (1) students perform a voice note WhatsApp group in speaking classroom has a good influence on students and (2) students perceptions of voice note WhatsApp group in peaking classroom also has a great influence on students when they perform their speaking using voice note WhatsApp. In addition, this finding is also supported by the results of student speaking after usingvoice note WhatsApp group as media in speaking classroom.

Keywords: Speaking, Voice Note, WhatsApp

Introduction

As one of the basic skill learning English is speaking. Speaking is an activity used by someone to communicate with others. According to Cameron in (Nuraeni, 2019) stated that "Speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of productive use of language can be applied to speaking." It means that speaking is an oral expression of an interactive process of constructing meaning which involves a phonological and Grammatical. When someone speaks, they interact and use the language to express their ideas, feeling, and thought.

Media that can be implemented by the teacher in teaching speaking is WhatsApp. WhatsApp is a tool to communicate with other people through instant messaging. People use WhatsApp can send any kind of information like text messages, documents, videos, audios, and images. In WhatsApp, there are several features that can help to the teacher and student in the process of teaching and learning. They are voice note, video, and voice call. Thus, WhatsApp can be applied in the mobile phone.

Belinda (2018) argues, voice chatting is an activity of communicating in real time through computer or mobile devices. Through this activity, students can practice their target language outside classroom by having interaction in real time as what they usually do on daily basis with their friends. They can be triggered to take their time for chatting, exchanging information, or sharing their thought with their groups in an online, semi-formal setting. Furthermore, this activity can be done outside the classroom, even when the learners are in different places.

To make students interesting to learn English, the teacher have to use some interesting media. Here the teacher using voice note WhatsApp group as a media in the teaching and learning process in the class X in SMA Al-Ghozali. The use of this media is able to make students improve how to pronounce sentences in English correctly when students perform their speaking using WhatsApp voice notes. A teacher shows the narrative video to the students in second meeting observation, after that, the students are asked to record their conclusion through voice note related the video. By using this voice note WhatsApp group, it is easier for students to practice their speaking English because they think about what they will record after watching the narrative video. Based on the phenomena above, the researcher interest to make a research with the title *"Student's Voice Note WhatsApp Group in Speaking Classroom"*

In this study, the research will explain To describe the use of voice note WhatsApp group in teaching-learning speaking English and also To know the student's perceptions and how do students perform a voice note WhatsApp group in speaking classroom. In this study, To be able to carry out more focused, perfect, and in-depth, the researcher's view of the research problem needs to be limited. The scope of this research is the Tenth Grade students of SMA Al-Ghozali, East Java, Totaling 17 students.

Review of Literature

According to Crystal, in (Akkakoson, 2016) Speaking is an activity of a group of people or at least it is doing of a couple of people. the conversation should do in two-way communication in order to deliver the main of conversation. English is used for international language so English lecturer consider speaking is the most important language skill for their students. However, in fact speaking English in a Foreign Language can have some problems and difficulties for not only for the students but also for lecturers.

Speaking is the activity of delivering the message from one people to another people by using language. Florez (1999, as cited in Indra 2016) argues that speaking is not only the activity of a process of building meaning by making, getting and understanding information, analyzing the speaking but it is also has a complex steps because it is about the situation and the condition of speaking, such as the subject of speaking, the speakers' knowledge, the condition of speakers' environment, and the purpose of speaking. Speaking should be practice in daily activities, so it is one of the active skills (Nunan 2003, as cited in Mart 2012 as cited in Dyah Sih Pratiwi 2021) said that speaking should consider about building English sentence structure to get understanding the conversation. voice note WhatsApp group as media in teaching-learning speaking.

Cameron in (Nuraeni, 2019) argues that speaking is the active use of language to express meaning so that other people can make sense of them, therefore, the label of productive use of language can be applied to speaking. So, it means that speaking is an oral expression of an interactive process of constructing meaning which involves a phonological and grammatical. In specifically, speaking is an activity used by someone to communicate with others.

In advance, must first be more structured to meet different learning approaches and accommodate the needs of students with different background. Referring to Armstrong (2011, pp.223) to build an environment of effective online learning is challenging. Online education has the opportunity to become better as a means of education. Moreover, online learning system offers a great number of potentials and chances to succeed the language learning.

One of many online learning platforms is WhatsApp. Mistar (2016, pp.96) asserted that technology plays marvelous role and gives great impact to mankind's lives, including the use of WhatsApp platform in the field of education that offers positive feedback in the learning development.

This platform is not only offering new feature of sending message, but also has cool features beside sending written text message, namely photo sharing, video, audio (voice) and document (files). Susilawati and Supriyatno (2020, pp.853) argued that a survey declared 90% of learners and lecturers use WhatsApp in their everyday activities, including in teaching learning activities. They stated that WhatsApp has a large number of features which can be utilized for communication powered by internet connection. Features available in WhatsApp are gallery for posting photos, contact persons, camera for photograph, voice note, maps, sending documents and videos.

Method

The type of research used is qualitative research, using a narrative study approach. This approach can be defined as a study that focuses on narratives, stories, or descriptions of a series of events related to human experience. Which aims to obtain more complete and more in-depth data, so that research objectives can be achieved. Regarding qualitative research methods, qualitative research is research that is descriptive and tends to use analysis. Process and meaning (subject perspective) are more emphasized in qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts on the ground. Research and as a material for discussion of research results. According to Sugiyono (2017:6), the qualitative method is to obtain data from

Online voice chatting can be accessed in some social media application. In this research, WhatsApp was chosen as the mobile application used to implement

voice chatting due to the familiarity of this social medium which students use for online messaging. WhatsApp has currently become one of the most popular mobile applications which is used for providing instant messaging service in smartphones. In Indonesia, WhatsApp is the most widely used mobile application of Indonesian people especially in academic environment (schools and universities) such as students, teachers, and lecturers (Sukrillah, 2017).

In this study, the researchers chose the setting at SMA Al-Ghozali Arosbaya. The reason of the researcher chose this location was because the researcher considered it necessary to know the students perception of the use of voice notes WhatsApp group application in learning English grade X SMA Al-Ghozali Arosbaya. Because the term of the basic education for students who are still unfamiliar with students understanding of English education. This research was taken during the students even first semester.

The research involves the English teacher as the collaborator and the students at class X SMA Al-Ghozali Arosbaya as participants in the academic year of 2021/2022. There are 17 students but students are taken from 65% or can be chosen from the 10 students. Because several students that study at SMA Al-Ghozali cannot use smartphone at their boarding school of Al- Ghozali. Based on the observation and some interviews with the English teacher and the students, several students were active in teaching- learning English class even though sometimes they didn't understand what the observer talks about, but they were enthusiastic in the classroom. The X grade at SMA Al-Ghozali is recommended class because the class can control as usual and the students were very helpful to help the researcher get the information.

To obtain the data, the researcher used two techniques of data collection. Since the study is a case study, therefore the researcher use in- depth interview technique as the primary technique and then it is followed by classroom observation. The data in this study are descriptive qualitative data using qualitative data of the procedures or data analysis. Data in this study will be obtained from conducting interviews with participants about how voice note WhatsApp group became a media learning anywhere and anytime easily which supported by questions to obtain the use of voice note WhatsApp group in speaking teaching-learning and documentation as a list of participant transcripts.

The researcher used the checklist method to answer the second research question of this research that is **"students perform a voice note WhatsApp group in speaking classroom"**. Researcher uses observation to collect data. In this study, researcher recorded a student activities in the teaching and learning process when using voice note WhatsApp group. Ajayi (2017) emphasizes that observation is a technique of collecting data and recordings of a phenomenon that occurs in nature related to causal relationships. Before the researcher made the observation, the researcher had conducted a preliminary study and asked the principal of SMA Al-Ghozali Arosbaya for permission to conduct this using voice note WhatsApp group. Then the researcher met with the English teacher and gave permission to conduct research in his class named grade X of SMA Al-Ghozali Arosbaya.

The researcher used interview method to answer the first research question that is "students perceptions of voice note WhatsApp group in speaking classroom" . Guideline of interview is used as a guide to interviewing to know the students speaking skill, the students problem on speaking skill, methods, media usually used by the teacher in teaching speaking and so on. the researcher also interviewing to know what are students perceptions of voice note WhatsApp group in speaking classroom and how do students perform a voice note WhatsApp group in speaking classroom. By doing an interview, the researcher supposes to get the students responses to the use of voice note WhatsApp group in teaching speaking. Data analysis technique is the data taken from complex qualitative research.

Discussion

The results of the research obtained from observations and interviews with English teachers and students. The researchers dividing the types based on chapter 1, they are investigating the students perceptions on WhatsApp voice note in making students speaking skill better and find out how the teaching-learning process in English speaking skill of SMA Al-Ghozali Arosbaya especially for X grade. In this research the first thing the researcher did was observation, then interviewed the students and took some audio record, screenshot and some pictures as documentation. The analysis and discussion in this study is "Student Voice Note WhatsApp Group in Speaking Classroom." At senior high school of SMA Al-Gozali Arosbaya. In this section also discussed about how are the students responses in implementing teaching learning used voice note WhatsApp group.

All of the activities in the procedure was done in online setting. These are the procedures of teaching speaking through voice chatting : a) students invited to join in research elements such as checklist, interview questions and information of the document. To analysis the data researcher used coding data, reducing data, presenting data, and drawing data from Ary, Jacobs, and Sorensen in Faizah (2021: 25).

a) group chat rooms in WhatsApp application. b) students started the online class by listening to a certain topic and watching a video. c) students were asked regarding their opinion about the video and whether there was any vocabulary that they were not familiar with. d) Teacher asked students to voluntarily give short description of the video from the information which was gathered from his/her friends' opinion and displayed in the video. This activity was done by voice chatting through WhatsApp. e) Teacher asked students to work pairs and practice a dialogue which is related to the topic of discussion. f) During online group discussion, teacher supervised and helped students if it was necessary. g) At the end of the discussion, teacher gave feedback to the students' speaking performance. h) Other members of the groups who joined the discussion were also allowed to do so.

The result of this study about students voice note WhatsApp group in speaking classroom is divided into three types of responses. First, there were about ten students who feel more comfortable doing English speaking lessons using WhatsApp voice notes. Second, there were about ten students who feel the positive benefits in learning English speaking using WhatsApp voice notes. Third, there were about ten students who feel the difference in a more exciting and tense learning atmosphere in the teaching and learning process through WhatsApp voice notes. Their responses were also accompanied by the reason that the videos shown by their second teacher were very much liked by them, so they also said that they could more easily capture and understand English in the class group English lesson. This is because besides the videos are interesting, they can also find out the new vocabulary they hear. so that they get a lot of vocabulary after watching the video.

Conclusion

This research was conducted at Al- Ghozali Arosbaya High School in the second semester of the 2021/2022 academic year. Based on the background, this

research was conducted to see how the process of implementing WhatsApp group voice notes in teaching and learning activities, especially in students' speaking skills and also to find out how students' perceptions of learning speaking English using WhatsApp group voice notes were in this research. During the learning process in the speaking class group, there are 8 steps that are applied, namely, a) Students invited to join in a group chat rooms in WhatsApp application. b) a voice recording about the conclusion of the video that the teacher has sent to the students.

Based on the students responses above, which are divided into three types responses learning using voice notes WhatsApp group has a very positive effect on students, this is evidenced by three reasons : first, students felt more comfortable doing English speaking lessons using WhatsApp voice notes. Second, students felt the positive benefits in learning English speaking using WhatsApp voice notes. Third, students also felt the difference in a more exciting and tense learning atmosphere in the teaching and learning process through WhatsApp voice notes. It can be shown from students perception that said : *"After learning English through voice note WhatsApp, It's easier for me to catch and understand English in speaking class.", "More Interesting", "Yes It's more fun. It's easier to understand."*

The teacher gave a material related speaking class and gave an opening, greeting, gave instruction of the lesson. c) The teacher guide how to make a voice record through voice note. d) Students started the online class by listening to a certain topic and watching a video music. e) Students were asked regarding their opinion about the video and whether there was any vocabulary that they were not familiar with. f) During online group discussion, the teacher supervised and helped students if it was necessary. g) At the end of the discussion, the teacher gave feedback to the students' speaking performance. h) Other members of the groups who joined the discussion were also allowed to do so.

Then, this study used three instruments to obtain the data. There are the first instrument is observation used checklist and action in the field, second instrument is interview by questions and the third documentation with pictures and screenshots. To find out the results of this study, the researcher will explain by two answers. First is students perform a voice note WhatsApp group in speaking classroom has a good influence on students, this influence is seen when the teacher carries out the teaching and learning process enthusiastically by discussing related the material.

Student also show that they are also very active in participating in class groups. With great curiosity to learn and improve how to pronounce sentences in English correctly and correctly when students perform their speaking using WhatsApp voice notes. Second students perceptions of voice note WhatsApp group in peaking classroom also has a great influence on students when they perform their speaking using voice note WhatsApp. Students perceptions of voice note WhatsApp group in speaking classroom also has a great influence on students when they were asked their opinion about the implementation of voice note WhatsApp group in speaking classroom. They showed that they answered the researcher's questions with satisfactory answers . Most of the answers from students said that they felt happy with the rather stressful learning atmosphere with the online learning atmosphere. And lastly, students and teachers feel happy to do learning through WhatsApp voice notes because they can learn anytime and anywhere to improve students' English speaking.

After analyzing the data and making conclusions, the researcher has three suggestions there are for teachers, students also the next other researcher that will be explain as follow :

    1.   For the teachers

Teachers are highly recommended to train students mentality as often as possible if the teacher wants students speaking to be better. Teachers can train it through WhatsApp voice notes or other educational applications. So that students can get used to practicing their English speaking with corrections and evaluations from the teacher for better pronunciation in speaking English. And also highly recommended for English teacher to make an interesting atmosphere that is not monotonous. Explore the motivation to learn English to the students so that students have an idea of how important English language knowledge is in the world, also the students doesn't get bored in learning this foreign language.

    2.   For the students

To have a good and correct English pronunciation, you need trained pronunciation starting from the school age of students. Especially when taching and learning English activities. Students are expected to make the best use of their time in learning pronunciation, vocabularies and also grammar. Not onlu in the learning process when students was school. Students are expected to practice their English

speaking through English lesson, dialogue with their friends, using English audio or songs, or listening to English news and films

3. For the next other researcher

The thing that highly recommended by the researcher in this chapter for further researchers is to make a more deeply research about how the results of pronunciation of students using English are good and correct through the online voice notes in this WhatsApp group application

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