

Developing English Speaking Skills by Using Voice Note Friend to Motivate Silent Students at MA Mambaul Jenggawah

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Article Info

Article history:

Received 6 November 2024

Revised 28 November 2024

Accepted 30 November 2024

Keywords:

Developing English Speaking Skill; English Language Education; Motivation; Silent Students; Voice Note

ABSTRACT (10 PT)

This thinks about points to create students' English talking aptitudes at MA Mambaul Ulum Jenggawah by utilizing the "Voice Note Friend" strategy to persuade understudies who tend to be calm. Within the setting of English learning, understudies who are not effectively talking regularly have trouble communicating and taking an interest in the course. This consider applies the voice notes technique, which could be a voice message sent by a classmate, as an apparatus to extend students' inspiration and certainty in practicing speaking English. Through this approach, understudies are anticipated to feel more comfortable and energized to talk, which in turn will make strides in their talking aptitudes. This considers employment the subjective Classroom activity research method to degree the viability of this approach, with comes about appearing a noteworthy increment within the interest and talking abilities of understudies who already tended to be calm.

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INTRODUCTION

Learning is a process in which a person acquires new knowledge, skills, understanding, and experience through various methods such as reading, listening, observing, practice, and direct experience. It is a way to increase our understanding of the world around us and to develop skills that are useful in everyday life. One of the most crucial abilities that students must have in today's globalized world is the ability to speak English. According to Brown (2007), speaking skills are vital not only for everyday conversation but also for future academic and professional chances. However, many high school students struggle to develop their speaking skills due to a lack of appropriate practice and assistance.

In the current digital era, almost everyone uses electronic devices such as cell phones, from children, and adults to the elderly. According to Alfuhaid, S. R. (2021), "One popular application that is widely used is computer-mediated communication (CMC), which challenges the use of computers as a modern means of facilitating communication between users of long distances." Cell phones can be useful if used for good things such as studying, but they will be very useless if used for inappropriate things such as watching videos that shouldn't be watched.

According to Afshar, H. S., & Asakereh, A. (2016), "For EFL/ESL students to communicate effectively in many circumstances, they need to develop four macro language skills, one of which is speaking." Speaking in the context of language learning often refers to a person's ability to speak or communicate in a particular language. To improve speaking skills, you need to have adequate vocabulary. However, quite a few of them are reluctant to speak

English because of their lack of vocabulary and lack of confidence. Knowing a lot of vocabulary is very important because it is the key to speaking, especially English. Many researchers found that between vocabulary and grammar, vocabulary is more important (Le Pham Phu Vinh, 2020). If we don't know the vocabulary, our way of speaking will be disjointed, and we might even be lazy about speaking. Speaking can be a way for us to become successful, such as becoming a motivator, a teacher, an entrepreneur, and so on.

Digital technology has shown to be a valuable tool for improving English speaking skills. One way is to use a voice messaging tool, which allows pupils to practice speaking English more freely. According to Warschauer (2004), technology such as this can provide an interactive platform that boosts students' enthusiasm and involvement in studying English. In the abundance of content and applications on the internet. Researchers chose the WhatsApp application as the basis for learning for Students in high school, because this application is easy to use, and we can start learning at any time. While several instant messaging apps are available for use on mobile devices, Cetinkaya (2017) notes that WhatsApp is one of the most widely used apps on mobile platforms. Effective speaking instruction requires a teacher to be concerned with the motivation and interest of their students (Saidna Zulfiqar A. Bin Tahir, 2015). The app offers English learners a platform to learn a language that is easy and friendlier, through which they can learn and perfect their skills within a shorter time than other methods for teaching the language (Hind A. Al Fadda and Rasha M. Alaudan, 2020).

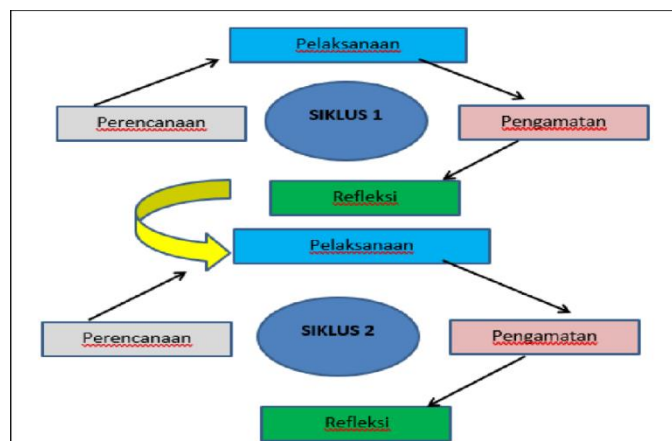
There are a lot of benefits to using Voice Note Friends, a technology-based approach that uses voice messages to practice speaking English. Students can enhance their pronunciation, intonation, and fluency by using voice notes. Students can evaluate themselves, listen to their recordings while practicing using voice notes, and get feedback from teachers or peers, all of which contribute to a more successful learning process (Skehan, 1998).

METHODS

The method employed in this research was Classroom Action Research (CAR). To enhance teaching and learning, educators might do Classroom Action Research (CAR), a reflective approach that involves teachers and other stakeholders. Classroom Action Research is recommended as the most effective method of improving the quality of education since, in addition to serving as a researcher aide, it also functions as a means of carrying out the teaching process, resulting in the achievement of desired conditions and the resolution of problems. Classroom Action Research (CAR) is research that can be conducted by teachers to improve the learning process to achieve the desired results Handayani, R., & Purbani, W. (2018). This study uses voice note technology on WhatsApp to overcome the difficulties students in high school have in speaking English. Because students in high school frequently struggle in social settings and while giving public speeches, a more relaxed and stress-free teaching approach is required. Voice notes are one example of the kind of technology that can offer a solution that makes learning English easier and more adaptable. The four key stages of the Classroom Action Research (CAR) method—planning, execution, observation, and reflection—are used in this study.

The most important reason for classroom activity inquiry (CAR) is to illuminate real problems that happen within the classroom while looking for logical answers to why they can be watched through the activities that will be taken. The particular reason for CAR is to overcome different genuine issues in arrange to move forward or enhance the quality of the learning prepared within the classroom. There are four sorts of CAR, specifically: (1) CAR diagnostik, (2) CAR partisipan, (3) CAR empiris, dan (4) CAR experimental (Chein, Memasak & Keras, 1982; 2015; Nilakusmawati, Sari & Puspawati, 2015). Researchers utilize the moment sort of CAR, to be specific Member CAR. And after, that there are a few CAR models that are regularly

utilized within the world of instruction, counting: (1) Model Kurt Lewin, (2) Model Kemmis dan McTaggart, (3) Model Yohanes Elliot, (4) Model Dave Ebbutt, dan (5) Model Debora South. Analysts utilize the Yohanes Elliot demonstration since this considers employment roughly 4 activities.



Picture 1. Theory Yohanes Elliot

The participants in this study were silent individuals learning English at MA Mambaul Ulum, selected based on silent personality criteria and their English proficiency level. Silent Students often have difficulty speaking in public or in social situations, so they may need a more comfortable and non-pressuring method to practice speaking. This research involved 3 students at one of school in Jember Who had used WhatsApp applications for Speaking skills. The participants some girls are 14-15 years old. In that instance, there is no obligation to participate or to agree to become a participant. The instruments used in this study were designed to collect relevant data on the effectiveness of using voice notes on WhatsApp in improving English speaking skills in silent individuals.

Research Stages:

1. Planning

At this stage, analysts plan and create an activity plan that will be executed to progress students' English speaking skills. This arrangement incorporates setting particular objectives, choosing the strategies to be utilized (such as utilizing voice notes), and deciding markers of victory. "Planning is the stage where analysts decide the goals, plan the mediation, and create techniques for usage and appraisal" Altrichter, H., Kemmis, S., McTaggart, R., & Zuber-Skerritt, O. (2002).

2. Implementation (Activity)

Implementation of the plan that has been made, where analysts apply the voice note strategy within the education and learning preparation. During this arrangement, analysts carry out the arranged exercises and start collecting information on the impacts of the activity. "Activity includes the usage of the planned procedures to address the recognized issues and to improve practice" (Stringer, 2008).

3. Observation

At this stage, analysts watch the method and come about of the activities that have been implemented. Data is collected through different perception strategies to assess the viability of the strategies connected. "Perception includes the collection of information on the

executed activity to decide its effect and adequacy" (Marcucci, D. (2011). Louis Cohen, Lawrence Manion, & Keith Morrison (2011).

4. Reflection

The analyst analyzes and reflects on the information that has been collected to assess the comes about of the activity. This reflection makes a difference in deciding the victory of the executed strategy and making choices almost the next steps. "Reflection is the method of analyzing the information collected to understand the effect of the activity and to create educated choices for future activities" (Visser, W. (2010).

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1. Classroom Action Research Approach

English Speaking Ability, According to Burns. A (2009), classroom activity inquire about focuses on efforts to move forward education and learning practices within the classroom setting, with the point of improving student learning results. Burns expressed that "Classroom activity research gives an efficient approach to moving forward instructing and learning by locks in instructors in intelligent practice" (Burns. A., 2009,).

2. Utilize of Digital Media (Voice Note)

Utilize of Technology: Even though innovation such as voice notes has not been broadly discussed in early inquiries, a few considers have shown the potential of innovation in dialect learning. Riazi and Candlin (2014) expressed that advanced innovation can bolster language learning by giving better approaches to hone and get input, as well as moving forward students' talking abilities (Riazi & Candlin, 2014, p. 15).

The instruments used in this study were designed to collect relevant data on the effectiveness of using voice notes on WhatsApp in improving English speaking skills in silent individuals. Here are the details of the instruments used:

1. Classroom Observation

"Classroom observation allows analysts to record understudy interactions and learning elements specifically, giving in-depth subjective information about the educating and learning prepare and understudy participation." Cohen, L., Manion, L., & Morrison, K. (2013).

2. Student Reflection Journal

"Student reflection journals give understanding into students' perceptions and learning experiences, and help in evaluating how educating strategies influence their improvement." - Visser, W. (2010).

3. Audio Recording

"Audio recordings of students' speaking practice can be analyzed to survey their progress in articulation, intonation, and fluency, and to provide helpful feedback." Nunan, D. (1991).

4. Field Notes

"Field notes by the educator or analyst give point-by-point documentation of classroom intelligence and understudy improvement during the think about, which is basic in classroom activity studies." Creswell, J. W. (2012).

Data Analysis Method

1. Classroom Action Research (CAR)

CAR is an approach used to improve educational practice through systematic reflection and intervention based on empirical findings. "Classroom action research is an approach that allows educators to analyze and improve their practice through a continuous cycle of reflection and action." (Kemmis & McTaggart, 2014).

2. Use of Voice Notes in Language Learning

Voice notes as a language learning tool can facilitate speaking practice in a way that allows introverted learners to practice independently and in a more comfortable setting. "Voice notes can help students overcome speaking anxiety and provide opportunities for more flexible and personalized speaking practice." (Cohen, Manion, & Morrison, 2018).

3. Speaking Skills Evaluation

Speaking skills evaluation includes assessment of fluency, pronunciation, vocabulary, and grammar. A clear assessment rubric helps in measuring progress objectively. "The assessment rubric provides clear standards for assessing speaking skills and facilitates consistent and objective assessment." (Cohen, Manion, & Morrison, 2018).

4. Speech Quality Observation

Direct observation or voice note recordings are used to assess changes in speaking skills during the intervention. "Systematic observation is an important tool for evaluating actual changes in speaking skills that can be attributed to the intervention." (Stringer, 2014).

5. In-depth Interviews

Interviews allow researchers to gain in-depth insight into participants' experiences and perceptions regarding the use of voice notes. "In-depth interviews provide in-depth qualitative data about participants' experiences and views regarding the intervention method." (Cohen, Manion, & Morrison, 2018).

Participants in this study consisted of 3 students selected through interviews with the principal and also the class teacher. To ensure that the selected participants were truly inactive in English lessons. The criteria selected were actively using WhatsApp Voice Note, wanting to improve English speaking skills and they were willing to take part in this training. According to information provided by the principal and also the class teacher, out of 15 students 4 people had very minimal knowledge of English, but 1 student often did not attend lessons (did not go to school) finally the suggestions from the teachers of the 3 students who could be examined by asking for the approval of their students. And after 3 students were asked for their approval, they finally happily agreed.

DISCUSSIONS

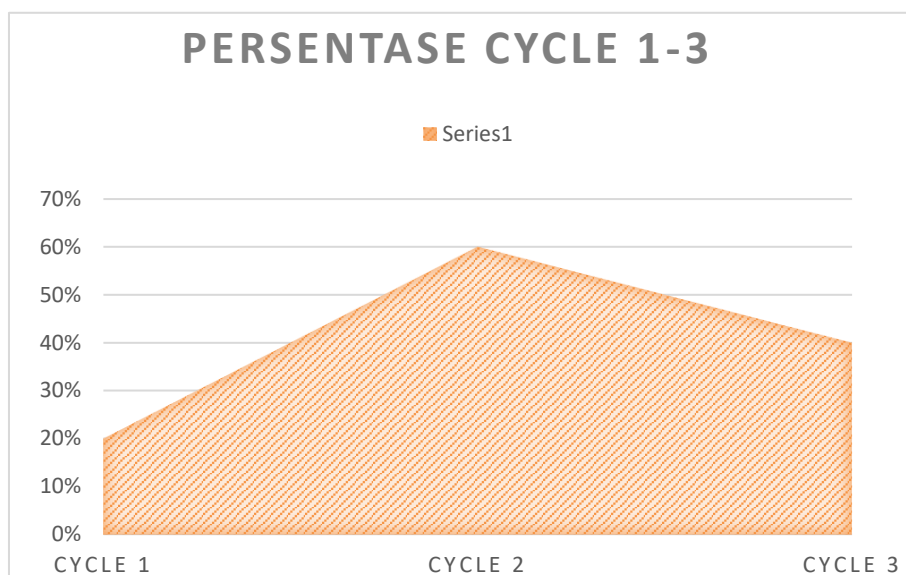
From the start of the teaching and learning process to its conclusion, the research findings were acquired. Three cycles of this research were carried out at SMA Mambaul Ulum Jember during the academic year 2024. One cycle comprised of two 45-minute meetings. The cycle's implementation was done to gauge how much pupils' speaking abilities had improved.

For the first cycle, in the first hour, students are still considered very low in communicating English and very unconfident, over time they begin to succeed with the voice note. And in the second hour, students began to enjoy using the voice note, they began to try little by little even though at first they had to be forced. The results of the first cycle relate to research conducted by researchers, Gudu (2015), Dörnyei (2005), Byram, S. J. (1997).

For the second cycle, in the first hour, students began to be confident, daring to ask the teacher about the material to be studied. Students feel like English lessons but are still hampered by minimal vocabulary and are embarrassed to speak. In the second hour, students begin to

practice using Voice Note, the material given by their teacher is quite mastered. The results of the second cycle relate to research conducted by researcher, Richard Schmidt (1990).

For the third cycle, the material given by the teacher has increased but their level of confidence has begun to decrease again because they say it is too difficult to pronounce. The results of the third cycle relate to research conducted by a researcher Handayani, R., & Purbani, W. (2018)



Picture 2. Grafik cycle 1-3

We can see the grafik, for cycle 1 the percentage is 10% this data shows if the English language and silence are lower. For cycle 2 percentage is 60%, this data shows if the material and the method are successful but in cycle 3 the data decreases again to 40% because there's an increase in material. So, From cycles 1-3 the improvement of speaking skills using Voice Note friends can be said to be successful if the material given is easy but if the material is increased then the success will decrease.

CONCLUSIONS

Using voice notes to improve English speaking skills at the MA level. Mambaul Ulum represents a viable way to engage silent kids. By incorporating voice notes into typical classroom activities, students have a comfortable platform to practice and improve their speaking abilities. This strategy creates a more active and supportive learning environment, which helps improve confidence and encourage engagement among hesitant learners. Voice notes, when used with constant feedback and encouragement, can effectively join the gap for silent students, resulting in enhanced communication skills and increased overall engagement in English language study.

Suggestions

1. Implement Interactive Voice Note Activities

Hold regular activities in which students record their responses to prompts or questions using voice notes. This can help children practice speaking in a low-pressure setting.

2. Provide Constructive Feedback

Make sure students receive timely and specific feedback on their voice notes. This will allow them to better recognize their strengths and opportunities for progress.

3. Encourage Peer Review

Set up a method in which students can listen to and remark on each other's voice notes. Peer comments can be motivational and provide different insights.

4. Include Engaging and Relevant Content

To keep students interested and motivated, use voice notes to record short stories, share personal experiences, or discuss current events.

5. Evaluate Progress and Celebrate Achievements

Evaluate student's progress regularly and celebrate milestones to keep them motivated and highlight their achievements

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