CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This chapter contains teaching speaking using voice notes to second semester students-2021-A of STKIP PGRI Sidoarjo. The writer wants to describe the implementation of teaching speaking by using Voice Notes for second semester students at STKIP PGRI Sidoarjo and to describe the student's perceptions in teaching speaking using Voice Notes for second semester students at STKIP PGRI Sidoarjo.

4.1.1. The Finding of the implementation of teaching speaking by using Voice Notes for second semester students at STKIP PGRI Sidoarjo.

The subject of the study was the lecturer and the objects were the students of 2nd semester of 2021A STKIP PGRI Sidoarjo. The student's total amounts were 25 students. **Implementation of teaching activities.**

The writer joined the class of Speaking on 4 July 2022 then sitting at the back of class to observe teaching learning process. He prepared Check list observation for monitor lecturer 's activities and students' activies. Then, he started to do filling the check list. He observed the teacher's teaching activities in the class.

Pre-teaching,

Firstly, the lecturer did pre-teaching for 10", she checked the absentee list of students. Then gave introduction of teaching speaking by stated that they would study

speaking using voice notes. She motivated students by explaining that the Voice Notes could allow someone to instantly communicate with contacts and groups. People could use it to deliver important and time- sensitive information. As such, all voice messages were downloaded automatically, and voice note could be used to improve speaking, pronunciation and vocabulary. The students seemed glad and liked to respond lecturer's explanation.

While- teaching 80"

Teaching speaking was one process in the teaching and learning conducted by a teacher to improve and increase the student's ability in comprehending and mastery both formal conversation in other to speak better the target language or second language Nunan (2003).

1) "In while teaching, firstly, lecturer distributed texts and Voice Note to students thru WhatsApp.

2) The text's topic was *"A Tour Guide in the Everglades National Park",* by using texts students can study speaking together along with native speaker voice from voice note as follows. The Voice Note sounds were as follows.

"A Tour Guide in the Everglades National Park"

Today we're going to be taking tram through part of the Everglades National Park. Quite probably we'll be seeing a number of crocodiles sunning themselves by the side of the water of poking their heads up through the water. Needless to say, we will not be getting off the tram at

any time until we leave the area because of the danger posed by the crocodiles.

By the way you've probably heard of the expression "crying crocodiles tears". It is common to say that someone is crying crocodile tears when he or she is pretending to be sad or full of regret. Crocodiles always appear to have tears in their eyes, but they are not crying because of sadness, or even pretended sadness. Instead a crocodile uses its tea ducts to get rid of extra salt through tears. So, if you see a crying crocodile, don't think that it's feeling sad: it is basically sweating through its eyes.

Look! Over there on the right. There are two large crocodiles on the water edge, right next to the fallen trees. You can get your cameras and take pictures from here on the tram, but no, you cannot get off the tram to get any closer.

Students received text and voice note from lecturer via WhatsApp.

After sending texts and voice note, she Explained to students about text of A Tour Guide in the Everglades National Park. Students payed attention of the lecturer's explanation. The lecturer wrote on the white board some instructions.

3) She asked the students to translate all the text on the home work book for taking comprehension of the text.

4) Then she asked the students to shadow and follow the native voice in Voice Note Many times, until comprehended and able to practice pronunciation perfectly.

5) She asked students to practice until they are really able to tell the story of the texts in front of the class.

6) At last, the lecturer asked all students to practice talking in front of the class using good pronunciation, vocabulary, fluency without looking at the paper in the next day, at 5 Juli 2022.

Post-teaching 10"

The lecturer did summarize the results, discussions and reflections

describe the conclusions to students, give home work for next session. Students should

study and prepare the next assignment to present speaking front of the class.

The next day, on 15th July 2022, the students practiced speaking.

The following were rubrics for speaking scores.

Table 4.1. Scoring Rubric of Speaking

Aspect	Criteria	Score (1-4)
Content	The conversation exchanges the intended information or conveys the intended meaning	
Language	The student uses appropriate expressions/words choices and grammar	
Pronunciation	The student speaks English fluently	
Fluency	The student speaks English with proper intonation	

Performance	The student makes eye contact and uses appropriate body language to convey meaning	

Note: 1= poor, 2= average, 3 = good, 4 = excellent

**Table 4.2. Students' scores in practicing speaking (sorted scores)**

No.	Students' No	Content	Language	Pronunciation	Fluency	Performance	Average	Category
1	Aditya W.G.S	4	4	4	4	4	4	excellent
2	Amala Firdaus	4	4	4	4	4	4	excellent
3	Dinjo Sri E. F.	4	4	4	4	4	4	excellent
4	Eonike E.W.	4	4	4	4	4	4	excellent
5	Elyzabeth A.	4	4	4	4	4	4	excellent
6	Gabriel Larosa	4	4	4	4	4	4	excellent
7	Habib Toha M.	4	4	4	4	4	4	excellent
8	Intan Kusuma A.	4	4	4	4	4	4	excellent
9	Bestin Y BR. S.	3	3	3	4	3	3,2	good
10	Citra Surya F.	3	3	3	4	3	3,2	good
11	Farrel J.n R.Y.	3	3	3	4	3	3,2	good
12	Findi Lifianita	3	3	3	4	3	3,2	good
13	A. Victo P.	3	3	3	3	3	3	good
14	Anastasya A.	3	3	3	3	3	3	good
15	Apriliya A.	3	3	3	3	3	3	good
16	David W. P.	3	3	3	3	3	3	good
17	Fadiyah B. N.	3	3	3	3	3	3	good
18	Geral Dien S.S.	3	3	3	3	3	3	good
19	Ika Imaroh	3	3	3	3	3	3	good

20	Achmad Inzaghi	3	3	3	3	3	3	good
21	Christiaji A	3	3	3	3	3	3	good
22	Iin Nasiroh	2	2	2	2	2	2	average
23	Immanuel Julio	1	1	1	1	1	1	poor
24	Meisya M.N	1	1	1	1	1	1	poor
25	Arinda Nur K.	1	1	1	1	1	1	poor

1= poor, 2= average, 3 = good, 4 = excellent

Table No. 4.4. The numbers of Students, scores and percentages

The Numbers of students	Scores	Percentages %
8	4 excellent	32%
13	3 good	52%
1	2 average	8%
3	1 poor	12%
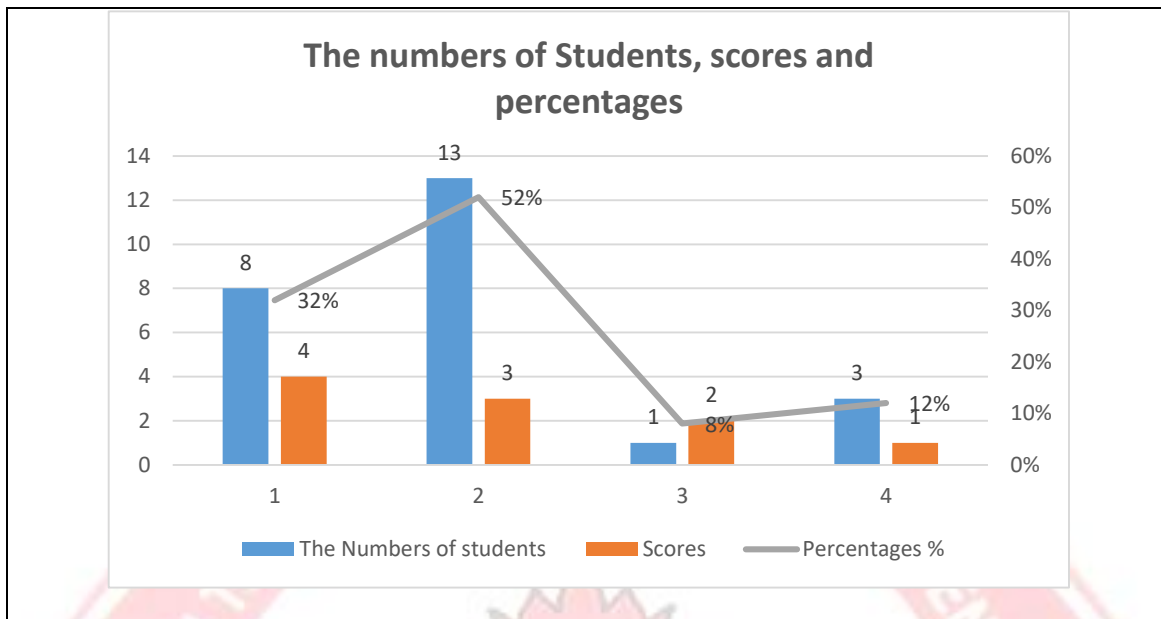
Graph No. 4.1. **The numbers of Students, scores and percentages**

From the above chart no.4.1. can be said that there are 8 students who got score 4 (excellent) equal to 32%, there are 13 students who got score 3 (good) or equal to 52%, and if they are added there are: 8 student plus 13 students plus 21 students = 87% students got score good and excellent. On the other hand there is one student who got average score 2 = 8% and 3 students (didn't active) got poor score 1 = 12 %.

It can be concluded that Teaching speaking using Voice Note can be applied to activate and to develop students' pronunciation, fluency and performance.

4.1.2. Students' perception on the use of Voice Note

This part contained findings of Students' perception on the use of Voice note. Each question in the Questionnaire was categorized into positive perception (Yes) or negative (No) perception.

Firstly, after teaching processing, the writer distributed the questionnaires to the students in order to ask them to fill in the questionnaires about their perceptions on the teaching speaking using voice note. After students felt the questionnaires, the writer collected results, calculated, parcened and made graphic.

The researcher chose A YES-NO (closed-ended) questionnaire to reduce ambiguity, which is common in surveys with scales. As a result, the questionnaire provided more simplified options. Later, a percentage is averaged to depict the questionnaire results, which can be done using the following formula:

$$\% = \frac{n}{N} \ x \ 100\%$$

(Harinaldi, 2005)

'N' in above equation signifies the total number of all respondents, whereas 'n' represents the number of an answer selected in the questionnaire.

The questionnaires form results as follows:

Table no. 4.1. Questionnaire for students

No.	The questions	Choices		Percentage %	
		Yes	No	Yes	No

No.	Question	Yes	No	Yes %	No %
1.	Do you like using voice for communication?	20	5	80%	20%
2.	Do you like using voice note for studying English?	20	5	80%	20
3.	Do you enjoy hearing native speaker conversations from voice notes	15	10	60%	40%
4.	Do you understand how to use voice note?	23	2	92%	8%
5.	Can you easily follow and shadow a native speaker's voice through Voice Notes?	20	5	80%	20%
6.	Can you focus on a native speaker's voice using voice notes?	18	7	72%	28%
7	Do you feel more able to speak, after using voice notes?	21	4	84%	16%
8.	Do you feel English voice notes can help your pronunciation in speaking?	22	3	88%	12%
9.	Do you feel that voice notes can activate and develop your language skills	15	10	60%	40%
10.	Are you more interested in learning to speak using voice notes?	23	2	92%	8%
				78,8%	**21,2%**

	Total	197	53		

Description of the student's perception based on the student's questionnaires answers.

1. **Do you like using voice for communication?**

   The student's answers of the question no.1 about Do you like using voice for communication? the number of students who like voice notes as much as 80% means that they often and enjoy using voice notes. while the students who don't like using voice note 20%.

2. **Do you like using voice note for studying English?**

   The student's answers the question no.2 about Do you like using voice note for studying English? The students who like using voice note for studying English as much as 80%, while the students who don't like using voice note for studying English as much as 20%.

3. **Do you enjoy hearing native speaker conversations from voice notes**

   The student's answers the question no.3 about Do you enjoy hearing native speaker conversations from voice notes? The students who enjoy hearing native speaker

conversations from voice notes as much as 60%, while the students who don't enjoy hearing native speaker conversations from voice notes as much as 40%.

4.   Do you understand how to use voice note?

The student's answers the question no.4 about Do you understand how to use voice note? The students who understand how to use voice note as much as 92%, while the students who don't understand how to use voice note as much as 8%.

5.   Can you easily follow and shadow a native speaker's voice through Voice Notes?

The student's answers the question no.5 about Can you easily follow and shadow a native speaker's voice through Voice Notes? The students who Can easily follow and shadow a native speaker's voice through Voice Notes as much as 80%, while the students who Cannot easily follow and shadow a native speaker's voice through Voice Notes as much as 20%.

6.   Can you focus on a native speaker's voice using voice notes?

The student's answers the question no.6 about Can you focus on a native speaker's voice using voice notes? The students who Can focus on a native speaker's voice using voice notes as much as 72%, while the students who Cannot focus on a native speaker's voice using voice notes as much as 28%.

7   **Do you feel more able to speak, after using voice notes?**

The student's answers the question no.7 about Do you feel more able to speak, after using voice notes? The students who feel more able to speak, after using voice notes as much as 84%, while the students who feel more able to speak, after using voice notes as much as 16%.

8.   **Do you feel English voice notes can help your pronunciation in speaking?**

The student's answers the question no.8 about Do you feel English voice notes can help your pronunciation in speaking? The students who feel English voice notes can help their pronunciation in speaking as much as 88%, while the students who don't feel English voice notes can help their pronunciation in speaking as much as 12%.

9.   **Do you feel that voice notes can activate and develop your language skills?**

The student's answers the question no.9 about Do you feel that voice notes can activate and develop your language skills? The students who feel that voice notes can activate and develop their language skills as much as 60%, while the students who don't feel that voice notes can activate and develop their language skills as much as 40%.

10.   **Are you more interested in learning to speak using voice notes?**

The student's answers the question no.9 about Are you more interested in learning to speak using voice notes? The students who are more interested in learning to speak using voice notes as much as 92%, while the students who are not more interested in learning to speak using voice notes as much as 40%.

The above questions have been answered based on the student's perceptions which has been explained each point, from point no. 1 to no. 10. Then the total number of students' perceptions are calculated as the following table and graph.

Table no. 4.2. **Total percentage of Students' perceptions**

No.	Students' perceptions	YES	NO
	Total numbers of student perceptions	78,8%	21,2%

Percentages: of YES and NO
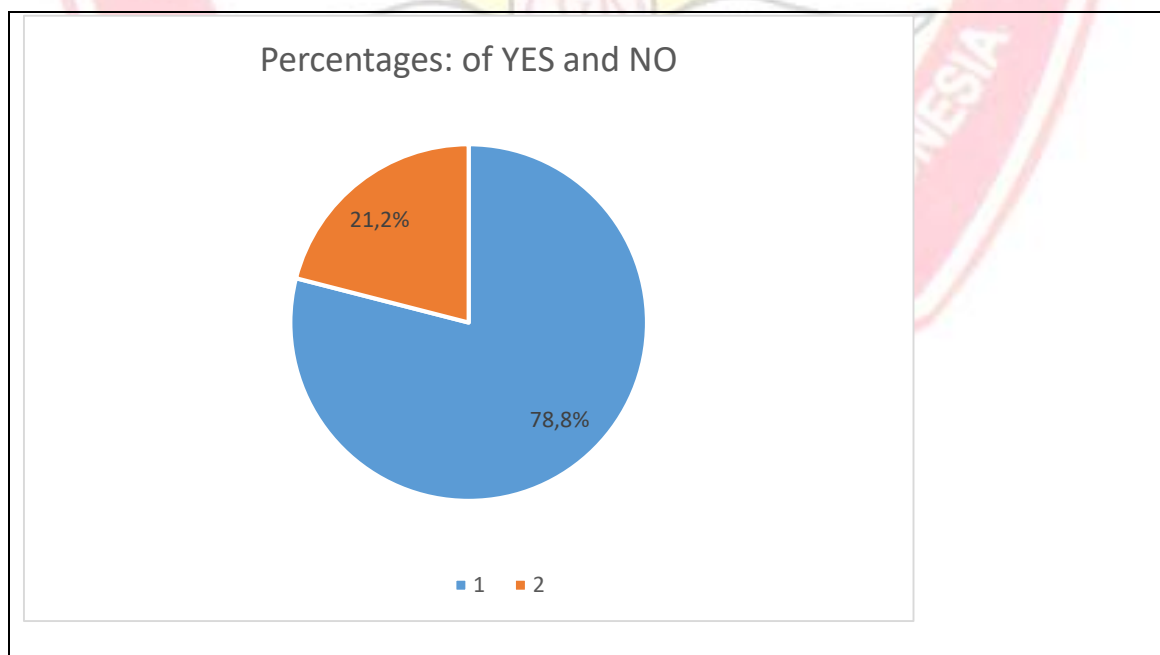
Graph no. 4.2. Percentages: of YES and NO

From the numbers above can be seen that students in the second semester of class 2021-A have positive perceptions as much as 78,8%, while students who have negative perceptions as much as 21,2%. In other words, it can be said that the students' perceptions are YES they like, understand and they are interested with implementation teaching speaking using Voice Note.

4.2 Discussion

In implementing teaching, the lecturer does Pre-teaching, While teaching and Post teaching.

In Pre-teaching discussion,

firstly, the lecturer did pre-teaching by checking the absentee list of students to see the students who are not in the class as she explains the technic of teaching using Voice Note. Then she gave introduction of using voice notes. She motivated students by explaining about the Voice Notes can allow someone to instantly communicate with contacts and groups. students can use it to deliver voice messages and voice note can be used to improve speaking, pronunciation and vocabulary. The students seemed glad and like to hear lecturer's explanation. Voice Note in the application WhatsApp is exceptionally valuable for under studies since it can be gotten to anyplace and anytime, accessible for get to exterior and interior the classroom, and bolsters collaborative learning (Fattah, 2015). students feel certain, excited, learn freely, and appear a positive demeanor all through the discussion by sending certain questions through the WhatsApp

application as a medium or stage in online learning, agreeing to Jasrial (2017)(Rachel, 2021).

This study focuses on the implementation of teaching speaking by using Voice Notes for second semester students at STKIP PGRI Sidoarjo and the student's perceptions in teaching speaking using Voice Notes for second semester students at STKIP PGRI Sidoarjo. According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper.

While teaching discussion: The steps of teaching done by the lecturer as follows,

In while teaching discussion,

Lecturer distributed texts and Voice Note to students thru WhatsApp. The texts were taken from Longman Preparation course for the TOEFL TEST by Deborah Phillips. Longman. NY. and the voice Note of the texts were taken from the CD File of this book. The native speaker's voice from the original CD is transferred to Voice Notes, and then shared to students via Voice Notes in the Group WhatsApp application.

The text's topic was "A Tour Guide in the Everglades National Park", as follows. Students received text and voice note from lecturer via WhatsApp. After sending texts and voice note, she Explains to students about text of A Tour Guide in the Everglades National Park. Students pay attention of the lecturer's explanation. The lecturer wrote on the white board some instructions. She asked the students to translate all the text on the home work book. Then she asked the students to shadow and follow the native voice in

Voice Note Many times, until comprehended. Students did shadow and follow voice of native speaker from Voice Note in WhatsApp in order to improve their pronunciation and vocabulary. She asked students to practice until they are understood really able to tell the story of the texts in front of the class. The next day, the lecturer asked all students to practice talking in front of the class using good pronunciation, vocabulary, fluency without looking at the paper in the next day, at 5 July 2022.

In Post-teaching discussion,

the lecturer did summarize the results, discussions and reflections. Then describe the conclusions to students, give home work for next session for giving opportunity to have time in comprehending the texts and practicing their speaking at home.

Discussion of Second finding, it is about students' perception on the teaching speaking using Voice Note.

Perception is the identification and interpretation of sensory information to represent and understand the information or environment presented (Schacter, 2011). All perception involves signals that pass through the nervous system, resulting from physical of the sensory system.

Students' perception in this study as they like using voice note, this is in line with Minhas (2016) explanation that the students frequently used this tool as WhatsApp is the foremost well-known social media utilized to communicate and associated with the web organize (Minhas, 2016). Students like using voice note for studying English this is in line with study of Audrey Ayu Hapsari et al, from Bra Wijaya University, Malang,

Indonesia. In her thesis' finding said that the *Use of Voice Note can Reduce Their Speaking Anxiety.* While students feel enjoy hearing native speaker's voice from voice note because they can have opportunity to know and shadow pronunciation of the way they are speaking. On the other hand, for students who don't feel enjoy because they cannot pronounce similar with the voice in the VN. For example, to pronounce /*have*/ became /*hap*/.

In this case the students understand, easily follow and shadow native speaker's voice through Voice Notes because they can operate it at anywhere, any place, so they can easily use this media for training their ability in speaking. This explanation like explained by Fattah that WhatsApp is exceptionally valuable for under studies since it can be gotten to anyplace and anytime, accessible for get to exterior and interior the classroom, and bolsters collaborative learning (Fattah, 2015).

The ability to focus on a native speaker's voice using voice notes can make students like to repeat in studying Speaking because using voice note can be operated to repeat the sound then students feel more able to speak better specially, they can use English pronunciation well, this explanation is supported by Azim Uluwi Achmad, Nur. (2019). UNNES in her study entitled *The Use of Conversational Videos and WhatsApp Voice Note Messages in Improving Students' Pronunciation*.

It can be said that voice notes are really can activate and develop students' language skills that make students more interested in learning to speak using voice notes.