Whatsapp Voice Note in Speaking Class

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Abstract

This study deals with the use of WhatsApp voice note in speaking class. This study aimed at figuring out the teacher's way in implementing WhatsApp voice note in teaching speaking on narrative text and investigating the perspective on WhatsApp voice note to improve speaking skill on narrative text. In conducting this study, the researcher used qualitative approach. Case study was applied as a research design in this study. This study involved 35 students of the tenth grade (X MIPA 1) and one English teacher. Instruments used in this study were classroom observation, interview, and questionnaire. The data analysis of this study were coding and summarizing. The results of this study showed that nine steps were used by the teacher in the teaching and learning process through WhatsApp voice note in speaking class on narrative text. Meanwhile, most of the students gave their positive response toward the teaching and learning process. The teacher argued that WhatsApp voice note is a useful tool to provide the students opportunities to speak especially on narrative text and the students can share information easily. It also allows the students asking for help using English. Based on the findings, it can be concluded that learning to speak English using WhatsApp voice note is an attractive learning activity, positive activity, and WhatsApp voice note is easy to use. Finally, this study suggests other researchers to involve the objective data, to enrich the instrumentation, to add more sample of the study and to employ other methods and design in order to enrich the data.

Keywords; Mobile Assisted Language Learning (MALL), narrative text, speaking, teaching speaking, WhatsApp.

Introduction

According to Awada (2016), today's technology has become a part of human life. They cannot be separated by the technology because almost all aspects of life are supported by technological advances. One issue is communication. Humans can communicate easily by mobile phone. Besides the ability to access the internet, mobile phone allows people to get all the information they want. Students have the same condition as other people. They make their mobile phones an inseparable part of themselves. Almost every time they use it for various things such as access social media, play online games, upload and download photos and videos or just read flash news about everyday events around the world. However, the rapid growth of mobile phone technology sometimes distracts them from their learning activities in the class. They don't put their focus much on the lesson because of the attention to their mobile phone. These makes teacher should be creative enough to find an alternative way to anticipate this phenomenon.

Cetinkaya (2017) states that there are a lot of instant messaging applications that can operate on mobile devices, it is seen that WhatsApp application is one of the most favored mobile based applications. Refers to Ta'ameh, Hammad, and Cetinkaya that nowday technology is important and effective in language learning.

Salamat & Pourgharib (2017) state that Mobile-assisted language learning (MALL) is one of the widely discussed topics. Using mobile devices in learning languages may be effective as they are a big part of our social lives today. Regarding pronunciation, Han & Keskin (2016) found that there were positive effects of the use of mobile devices on pronunciation. The researcher conclude that MALL is effective for learning language.

According to Kukulska-Hulma & Shield (2008. p. 3), define MALL as "the use of technologies such as mobile phone, MP3/MP4 player, and palmtop computers for language learning" They also argue that mobile learning is type of learning that takes place with the help of mobile devices. It is mean that mobile learning is a tool which will help us learn by using our mobile device.

La Hanisi, Risdiany, Dwi Utami, & Sulisworo (2018) defined that WhatsApp is a smartphone- and web-based instant message application that allows users to

exchange information using a variety of media including text, image, video, and audio messages

In addition, most students of the tenth grade in senior high school still have difficulties in speaking English. It is caused by some factors. Most of students are having problem with their confidence. On the other hand, they are too shy and afraid making a mistake in their speaking when they practice it. So that, they are better silence than speak.

Most of students only speak when the teacher asks them. Meanwhile, less of teacher quality in implementing the media in teaching and learning process, the students are not enthusiastic in speaking class. Because, sometimes, they feel bored in joining the class. In this case, the facts, the concepts, and the principles of teacher in teaching more poured through lectures, question and answer, or discussion. The most often the teacher implements in teaching and learning process the most it makes the students feel bored in joining the class.

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.

This research has two research questions such as how does the teacher implement WhatsAap voice note in teaching speaking on narrative text?, and how do the students perceive on the use of WhatsAap voice note in learning speaking on narrative text? The purposes of this study are figuring out the teacher's way of implement WhatsApp voice note in teaching speaking, to investigate the students perceive on WhatsApp voice note to improve speaking skill.

Speaking is important in our life so that we have to learn it, if we want to achieve the language. Thornbury (2005, p.1) explains that "speaking is so much a part of daily life that we take it for granted" In this research, speaking means that the students can speak and express their mind about something or material that have

got from what they have discus through WhatsApp voice note. In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance.

Speaking is a productive skill in which people produce words and send messages orally. This skill is closely bound up with receptive skills at work. As Harmer (2001, p. 251) states, in many situations productive skills are combined with the practice of receptive skills.

Many language learners regard speaking ability as the measure of knowing a language. Talley and Hui-ling (2014, p.7) observe that curriculum for teaching speaking skill should to expose learners to authentic, practical settings for speaking English and encourage active learner involvement in the lesson.

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and on how they relate. In addition, it explains us that Narrative Text is a Text which focuses to explain the character on the story and entertain the reader.

Rebecca (2003), said that the generic structure of narrative text are the first is orientation. Orientation is the first paragraph presents information about the participant of the story. In literary turn, the participant is called character. Orientation commonly introduces information about whom, where, and when.

The second is complication. Complication is paragraph two explores the niche of the story. That is conflict among the characters of the story. This conflict will involve physical and psychological conflict. The conflict is actually the heart of any narrative text. It will drive the participant to make effort in solving the crisis. The third is resolution. Resolution is the last paragraph closes the story by solving the crisis.

Research Methodology

In this study, the researcher adopted a qualitative approach in this case, this study is designed as a case study. The study carried out senior high school in TASIKMALAYA West Java. The population of this study are all of English teachers and

all of the students at the tenth grade. In selecting the sample, the researcher used purposive sampling because this research based on the teachers consideration in the school. Thus, it is not interfered with a lesson schedule in the school. The researcher observed one English teacher and the students of X MIPA 1 The researcher used three instruments such as classroom observation, interview, and questionnaire. The researchers used a qualitative data analysis. The data analysis of this study was coding and summarizing.

Findings and Discussion

This part, explained about the results of the study after the data from classroom observation, interview, and questionnaire were obtained. The classroom observation was conducted three times. In this case, the researcher acted as a non-participant observer and semi structured interview was also chosen as the research instrument in this research. The data from classroom observations were expected to answer the research question number one. The question number one is "How does the teacher implements WhatsApp voice note in teaching speaking on narrative text?". The data from interview were expected to answer the research question number one to get more detail information. The data from questionnaire was expected to answer the research question number two. The question is "How do the students perceive on the use of WhatsApp voice note in learning speaking on narrative text?"

The data was analysed by following the steps such as explained the data for the research question, interpreted, and concluded the data.

The observation was done to answer the research question number one about "How does the teacher implements WhatsApp voice note in teaching speaking on narrative text?" The observation was conducted three times. The researcher conducted the observation on 6th, 13th, and 27th of March 2019. At the tenth grade one of senior high schools in Tasikmalaya. Based on the data collected from classroom observation, the data describe based on the teacher did in teaching and learning process. To describe and interpret the data, the researcher has the data

resulted with some relevant theories. Finally, the researcher concluded and verified the data.

This activity was intended to find out the implementation of WhatsApp voice note in teaching speaking on narrative text. At one class of tenth grade of senior high school in Tasikmalaya has been using WhatsApp voice note in teaching speaking on narrative text. In doing observation, the researcher employed video recorder, field note, and observation sheet to get the valid data.

Based on the result of classroom observation, in teaching and learning process the teacher has been conducted the teaching activities through three steps such as pre-activities, main-activities, and post-activities. In pre-activities, the teacher began the lesson by greeting, praying, checking the student's attendance, motivated the students to know the benefit of learning narrative text, telling the learning objectives, and the last the teacher gave concentration game to the students.

In main-activities, the teacher asked the students the example of narrative text that have been known. After that, the teacher discussed with the students about narrative text such as definition, purpose, generic structure, language features, and example of narrative text in thirty minutes

Furthermore, after thirty minutes, the teacher asked the students about WhatsApp application and WhatsApp is popular to them. Then, the teacher asked the student about one of features in WhatsApp especially voice note. Voice note also is familiar to them. They know how to use WhatsApp application include to use a voice note such as play, send, receive, listen the voice before send, and made a longer voice note. After that, the teacher asked the students took origami papers based on their favourite colour. The teacher asked the students together with friends in the same colour. Then, the teacher asked them to create a WhatsApp group. So, enter the teacher's WhatsApp number and the members WhatsApp numbers of each group.

Afterward, the teacher asked the students introduced their self by using voice note and sent it to the WhatsApp group. The teacher gave them time in ten minutes. Then, every students introduced themselves related to their style by using voice note and sent it to the WhatsApp group. The teacher and the members of the group

listened and gave a feedback each other to their speaking performance. From the assignment the teacher known all the students voice.

Then, in post-activities, the teacher gave feedback toward the learning process, the teacher concluded the materials. This activity was aimed to make the students more understand about the materials, the teacher gave the assignment to the students to get more example of narrative text, the teacher told the next material to the students for their preparation in the next meeting. At the end, the teacher closed the lesson by saying Wassalamu'alaikum, Wr. Wb.

The second observation was conducted on March 13th, 2019. Based on the results from classroom observation, teaching and learning process consisted of three steps, there are pre-activities, whilst-activities, and post-activities. In pre-activities, the teacher began the lesson by greeting, praying, checking the student's attendance, telling the learning objectives, reviewing the last materials, and the teacher gave tongue twister game to the students.

Then, in while-activities, the teacher began the lesson by asking the students task in the last meeting. The task is the students got more example of narrative text. Then, the teacher and the students discussed it together. The teacher asked the students to gather according to the WhatsApp group they have made before. Afterward, the teacher sent the audio to each group. All the students listened the audio. The audio is about Sangkuriang stories. After listening the audio the teacher asked the students to retell the story by their own words using voice note and sent it to WhatsApp group. Before sending the voice note, each group discussed how the way they retell the story because in this task, the teacher just needed one student as the representative from each group to retell the story. For this task, the teacher gave time for about fifty minutes

Afterward, the teacher and the students listened to the student's voice note by using speaker. Then gave a feedback for their performance. By using speaker, not only the teacher who can be listened the students voice note from each group but also all the students in the classroom.

Then, in post-activities, the teacher gave feedback toward the learning process, the teacher concluded the materials. This activities was aimed to make the

students more understand about the materials, the teacher gave the assignment to the students to change the end of Sangkuriang stories related to their imagination, the teacher told the next material to the students for their preparation in the next meeting. At the end, the teacher closed the lesson by saying Wassalamu'alaikum, Wr. Wb.

The last of classroom observation was conducted on March 27th, 2019. The teacher divided teaching and learning process in three activities, there are pre-activities, whilst-activities, and post-activities. In pre-activities, the teacher began the lesson by greeting, the teacher guided the students to pray, checking the student's attendance, telling the learning objectives, the teacher gave concentration game to the students, and the last is reviewing the previous lesson.

Then, in whilst-activities, the teacher explained about the last material. That is about the task that given in the last meeting. The teacher told the end of Sangkuriang stories that belongs to one of the students based on the student's imagination. Then, the students gave comment on it. The teacher asked the students to gather based on to the WhatsApp group they have made before. The teacher gave a picture in the form of file then sent it to each WhatsApp group. The teacher asked the students discussed with group members compiled the story related to the sequence of images that have been sent. After that, the teacher asked the students to tell the results of the discussion each group by using voice note with notes that all group members can share to tell the result and sent it to the WhatsApp group.

In this meeting, the last step is evaluation which consisted of presented findings in individual by using voice note and assessed the student's activity. Then, in post-activities, the teacher gave feedback toward the learning process, the teacher concluded the materials. This activity was aimed to make the students more understand about the materials, the teacher told the next material to the students for their preparation in the next meeting. At the end, the teacher closed the lesson by saying Wassalamu'alaikum, Wr. Wb.

Relating to the activity above, this study showed that the teacher implemented nine steps of WhatsApp voice note in teaching speaking on narrative text. First, the teacher divided the student into five groups related to origami papers.

Second, the teacher asked one of the students from each group to create a WhatsApp group then enter the teacher WhatsApp number. Third, the teacher asked the students introduce themselves by using voice note and sent it to the WhatsApp group. Fourth, the teacher sent the audio of Sangkuriang stories. Fifth, the representative from each group retell the Sangkuriang stories by their own words. Sixth, the teacher sent the pictures of the golden cucumber stories in the form of file. The seventh, the students told the composition of the story based on the sequence of images using their own words individually by using voice note and sent it to the WhatsApp group. Eighth, the teacher and the students gave a feedback after the teaching and learning process done. The last, the teacher analysed the students work from voice note that have been sent to the WhatsApp group.

The researcher concludes that there are several steps that can be used by the teacher to implements WhatsApp voice note in teaching speaking on narrative text. In the classroom observation showed that the teacher implements WhatsApp voice note well so that the students gave a good response. The use of WhatsApp voice notes in teaching speaking motivating the students to use WhatsApp in their matter. It can be seen from how the students enjoy and enthusiastic to use WhatsApp voice note in the learning process. It is relevant with Susanti and Tarmuji (2016, p. 26-31) that "WhatsApp helps the students to learn language better and enhance their English proficiency, the use of WhatsApp should be encouraged to improve the collaboration between high and low achievers" The elaboration of interview questions is elaborated below.

Question number one is "What is your reason in teaching speaking on narrative text using WhatsApp voice note?" The teacher answered as follow,
"The reason I taught speaking on narrative text by using WhatsApp voice note are I hope it will make an attractive activities so that the students can enjoy the learning process, by using technology, with WhatsApp voice note I hope it will help the students to get high motivations it can be shared with a group of their friends especially by using the tools the one students love to use".

Question number two is "Is the use of WhatsApp voice note important in teaching speaking on narrative text?" The teacher answered as follow,

"In my opinion, it is important because by using WhatsApp voice note, it help me as the teacher in classroom management, can reduce student's speaking anxiety, the students can re-record speaking task as many time as they want until they feel satisfied that their recording is the best they can produce.

Question number three is "In your opinion, what's the benefit of WhatsApp voice note in teaching speaking on narrative text?" The teacher answered as follow, "I personally viewed that the use of WhatsApp voice note has the benefits for the teacher and the students. WhatsApp voice note can share information easy and faster. By using WhatsApp voice note allows the students to academically engage with peers and the teacher at any time and any place.

Question number four is "How do you apply WhatsApp voice note in teaching speaking on narrative text?" The teacher answered as follow,

> "First, I divided the student into five groups related to origami paper. Then, asked one of the student from each group to create a WhatsApp group then enter the teacher WhatsApp number, I asked the students introduce themselves by using voice note and sent it to the WhatsApp group, I sent the audio of Sangkuriang stories, the representative from each group retell the Sangkuriang stories by their own words, I sent the pictures of the golden cucumber stories in the form of file, the students told the composition of the story based on the sequence of images using their own words individually by using voice note and sent it to the WhatsApp group, i and my students gave a feedback after the teaching and learning process done, and the last, i analysed the students work from voice note that have been sent to the WhatsApp group"

Question number five is "Do you find some difficulties in using WhatsApp voice note in teaching speaking on narrative text?" The teacher answered as follow, "I found some difficulty in evaluated the students speaking performance in WhatsApp voice note. Because of the group members are more than five students. So, i have to scroll up to the previous voice note to match each student's voice to make sure that they don't use other voice.

The data from close-ended question would be explained to answer the second research question about how do the students perceive on the use of WhatsApp voice note in learning speaking on narrative text? The researcher administered the questionnaire at the end of teaching and learning process. The question consists of eleven questions. The first statement is *"belajar berbicara Bahasa Inggris melalui pesan suara WhatsApp adalah kegiatan belajar yang menarik".* In

responding the question, all of the students (100%) answer yes with the first statement and said that learning to speak English through WhatsApp voice note is attractive learning activity.

The second statement is *"belajar berbicara bahasa inggris melalui catatan suara WhatsApp adalah kegiatan positif"*. In responding the question, all of the students (100%) answer yes with the firs statement and said that learning to speak English through WhatsApp voice note is a positive activity.

The third statement is *"Catatan suara WhatsApp mudah digunakan"*. In responding the question, all of the students (100%) answer yes with the firs statement and said that WhatsApp voice note was easy to be used.

The fourth statement is "*Catatan suara WhatsApp dapat berbagi pengetahuan lebih cepat*". In responding the statement, there were twenty six students (74, 29%) who answer yes with the first statement, nine students (25, 71%) who answer no with the second statement.

The fifth statement is "*Menggunakan catatan suara WhatsApp, itu membantu saya untuk menyampaikan informasi apa pun dengan mudah*". In responding the statement, there were thirty three students (94, 29%) who answer yes with the first statement, two students (5, 71%) who answer no with the second statement.

The sixth statement is "*Interaksi saya dalam catatan suara WhatsApp jelas*". In responding the statement, there were thirty three students (94, 29%) who answer yes with the first statement, two students (5, 71%) who answer no with the second statement.

The seventh statement is "*Interaksi saya dalam catatan suara WhatsApp dapat dipahami*". In responding the statement, there were thirty three students (94, 29%) who answer yes with the first statement, two students (5, 71%) who answer no with the second statement.

The eighth statement is "*Mudah bagi saya untuk menjadi terampil dalam menemukan informasi melalui catatan suara WhatsApp*". In responding the statement, there were thirty students (85, 71%) who answer yes with the first statement, five students (14, 29%) who answer no with the second statement.

The ninth statement is "*Belajar bahasa Inggris menggunakan catatan suara WhatsApp mudah bagi saya*". In responding the statement, there were thirty two students (91, 42%) who answer yes with the first statement, three students (8, 58%) who answer no with the second statement.

The tenth statement is "*Catatan suara WhatsApp dapat meningkatkan berbicara bahasa inggris saya*". In responding the statement, there were thirty three students (94, 29%) who answer yes with the first statement, two students (5, 71%) who answer no with the second statement.

The eleventh statement is "*Catatan suara WhatsApp memungkinkan saya untuk terlibat secara akademis dengan teman sebaya dan guru kapan saja dan di mana saja*". In responding the statement, there were thirty two students (91, 42%) who answer yes with the first statement, three students (8, 58%) who answer no with the second statement.

From the research finding, the implementation of WhatsApp voice note in speaking class is able to be use in the classroom activities. WhatsApp voice note is effective to be applied in teaching and learning process in the classroom. As mentioned by Ta'amneh, M. A. A. (2017), English lessons can be learned more effectively through integrating technological applications such as WhatsApp messenger in learning English than the traditional methods.

The results of this research have difference with the previous studies. Some previous studies had analysed about WhatsApp application as a tool in teaching and learning process. However, the researcher tried to analyse with the different purposes in identifying the data with the previous studies.

The first previous study was conducted by Han, T., & Keskin, F. (2016. The similarity between this previous study and this research are the topic that is WhatsApp and focus on speaking skill. The difference between this research and this previous study is the participant that in this previous study observed to the Undergraduate level EFL students while the research participant is Senior High School students. Besides that the previous study used sound recording while this research is used one feature in WhatsApp that is voice note.

The second previous study conducted by Mistar and Embi (2016). The similarity between the previous study and this research are the topic that is WhatsApp and used qualitative data. The difference between the previous study and this research are the previous study used survey and this study used case study. Other than that, the previous study observed to the University students while the research participant is Senior High School students.

The third previous study was conducted by Ta'amneh, Mohammad AbdAlhafeez Ali (2017). The similarity between the previous study and this research is the topic that is WhatsApp. The difference between the previous study and this research are the previous study used quantitative data and this research used qualitative data. Furthermore, the previous study observed to the first year of University students while the research participant is Senior High School students.

The last previous study was conducted by La Hanisi, Ajid, Risdiany, Reni, DwiUtami, Yunita, and Sulisworo, Dwi (2018). The similarity between the previous study and this research is the topic that is WhatsApp and used qualitative data. The difference between the previous study and this research are the previous study used descriptive qualitative and this study used case study. Other than that, the previous study discussed to the four skills in English that are listening, speaking, reading, and writing while this research just focused on speaking skill.

According to research mentioned above, the researcher can draw a conclusion that WhatsApp is effective to be use in teaching and learning process. However, in this present study the researcher analyzed and explored more about implementing WhatsApp voice note to the senior high school students on narrative text and the students perceive on the use of WhatsApp voice note in learning speaking on narrative text.

According to the results from the interview, it can be concluded that WhatsApp voice note is a useful tool for providing the students opportunities to speaking practice especially on narrative text. By using WhatsApp voice note, it can be shared information easy and allow the students for asking help in their quest to learn English at any time and any place.

The finding support by Hulme and Shield (2005) theory that Mobile Assisted Language Learning (MALL) such as WhatsApp has been widely used by individuals or group due to it is accountability and use in communication purpose in teaching learning. Furthermore, the teacher found some difficulty in assessing the students speaking performance in WhatsApp voice note. Because of the group members are more than five students. So, the teacher must scroll up to the previous students voice note to match each student's voice to make sure that they don't use other voice.

Most of the students felt that learning to speak English language using WhatsApp voice note is an attractive learning activity, positive activities, and WhatsApp voice note is easy used. The finding support by La Hanisi, Ajid, Risdiany, Reni, DwiUtami, Yunita, and Sulisworo, Dwi (2018) that the integration of WhatsApp into their education will be easy, fun, and useful. Students get positive feelings and intentions regarding the possible use of WhatsApp in their formal learning.

Conclusion And Suggestion

From all the findings, it can be concluded that learning to speak English language used WhatsApp voice note is an attractive learning activity, positive activities, and WhatsApp voice note was easy to be used. Beside it, WhatsApp voice note is a useful tool for providing the students opportunities to speaking practice especially on narrative text. By using WhatsApp voice note, it can be shared information easy and allow the students for asking help in their quest to learn English at any time and any place. Finally, this study suggests other researchers to use the results of the study to give more objective data, from many instruments to enrich their research, extend the sample of the study and employ other method and design in order to enrich the data.

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