THE USE OF VOICE RECORD TO INCREASE EFL STUDENT SPEAKING ABILITY

THESIS

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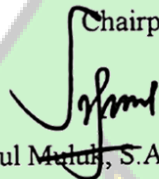requirements for the Bachelor Degree of Education in
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Wednesday,
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In Darussalam, Banda Aceh

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The Use of Voice Record to Increase EFL Student Speaking Ability

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 November 2023
Saya yang membuat surat pernyataan,

Uswatun Hasanah

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Researcher,

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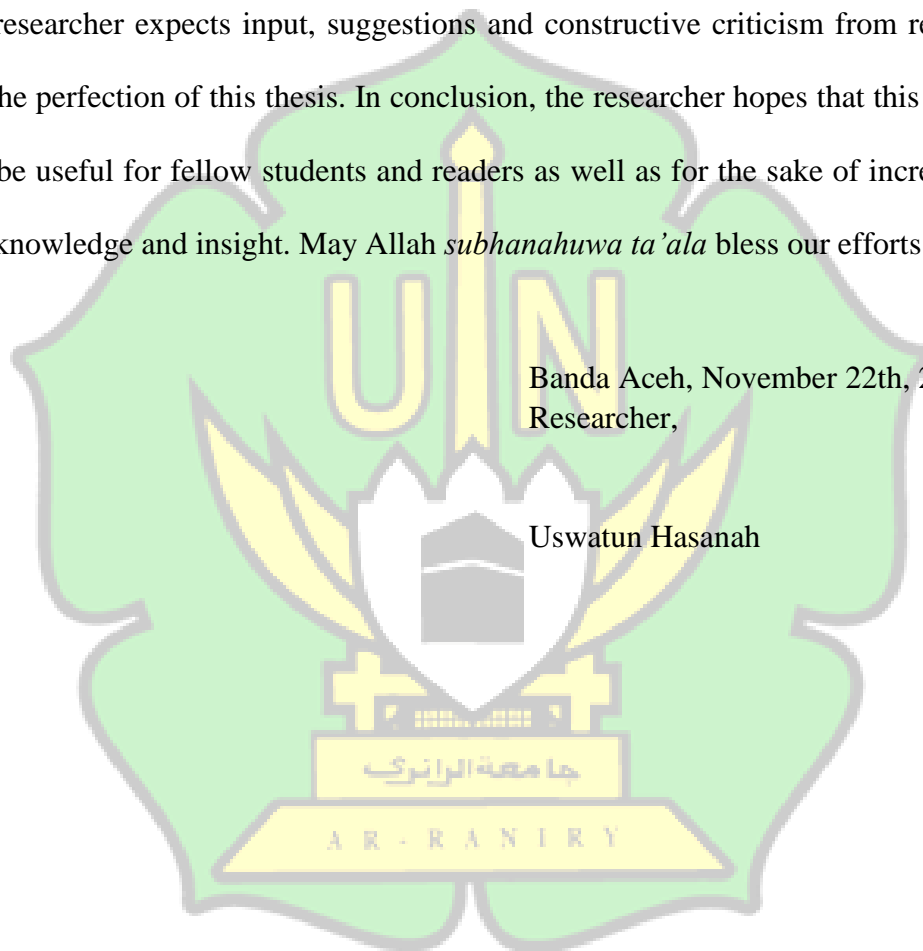
ABSTRACT

Name	: Uswatun Hasanah
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Thesis working tittle	: The Use of Voice Record to Increase EFL Student Speaking Ability
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This study aimed to investigate the effectiveness of using Voice Record in enhancing students' speaking abilities. Adopting a quantitative research design, the researcher conducted an experimental study using a pre-test and post-test. The sample comprised 23 students from the English Department, chosen through random sampling. The research involved administering pre-tests and post-tests to assess students' speaking abilities. The pre-test results revealed an average score of 54.78, indicating an initial proficiency below the maximum achievable score of 100. The relatively low standard deviation of 9.10 suggested consistent performance among students. Following the implementation of Voice Record, the post-test average score significantly increased to 84.13, reflecting a remarkable improvement of 29.35 points. Further analyses, including deviation and squared deviation analyses, provided a detailed depiction of individual-level improvements. The t-test analysis, utilizing a calculated t-score of 10.906, demonstrated a significant difference between pre-test and post-test scores. Comparison with the critical value (2.08) at a 5% significance level led to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). This conclusion supports the claim that the effective utilization of Voice Record enhances students' speaking skills, emphasizing the potential of innovative teaching methods in language instruction.
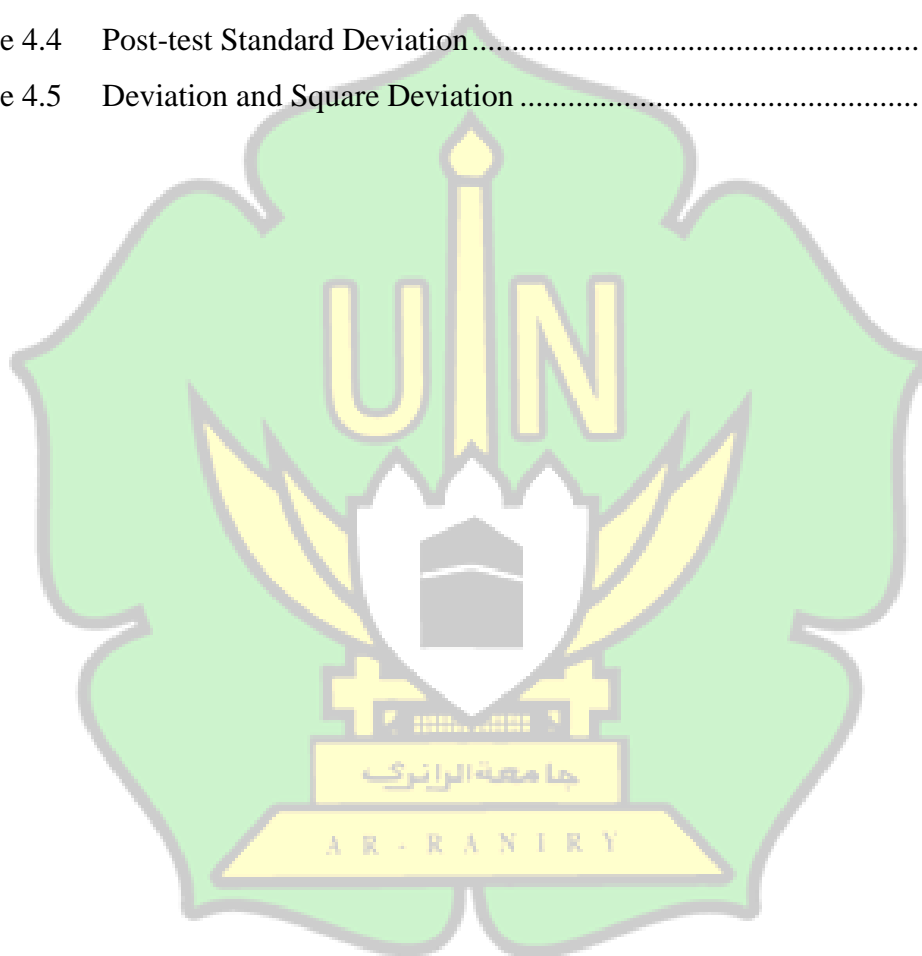
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CHAPTER I

INTRODUCTION

A. Background of Study

As we all know, English has played a key part in many circumstances. English serves as the global language, extensively spoken across the globe. Numerous individuals consider it their primary language (Harmer, 2007). It is employed for international discourse and finds application in various global endeavors, including educational conferences, sporting events, as well as in global trade, business, and everyday communication. These activities require the competency of speaking ability. As a result, most job openings need applicants to take an interview test in order to analyze and assess their ability to communicate themselves and interact with others through their speaking skills. This indicates that the future professions of students will be determined by their ability to organize and effectively communicate their thoughts.

English proficiency comprises four essential skills: listening, reading, writing, and speaking. Articulation, a facet of human self-expression manifested through conversation, represents a skill necessitating the presence of both a speaker and a listener (Foley, 1999). Mastery of this skill becomes imperative for those aspiring to acquire proficiency in the English language. Speaking is a productive ability that plays a significant part in communication. Speaking enables students to enhance their English proficiency. Speaking is the way to communicating with others through transmitting thoughts, feelings, creating and

building knowledge. In this age of globalization, English is crucial for communication. However, learning and practicing it as a foreign language is not an easy task. They must navigate various stages and processes, among which one of the pivotal components in effective communication is the act of speaking.

Acquiring proficiency in English, particularly in speaking, can be challenging for language learners, especially when classroom activities require not just books but also tactical processes, such as operating a computer while record. While acquiring oral communication skills, learners may engage in the preparation of their speaking exercises by crafting a dialogue or a concise discussion, subsequently record it. The learning process will encourage student engagement, information exchange, and allow students to be more involved in their performance. Previous research reveals that the practice of self-record can enhance students' proficiency in academic English speaking. This method facilitates self-assessment, promotes collaborative learning, and elevates students' motivation for English-speaking activities (Kim, 2014; Kırkgöz, 2011). Several studies indicate that self-record not only contributes to improved academic English-speaking skills but also plays a crucial role in alleviating psychological barriers, such as anxiety, and fostering self-confidence in speaking English. This viewpoint is corroborated by Bajrami and Ismaili (2016), who assert that the use of video self-record enhances various aspects of language acquisition, including listening comprehension, pronunciation, vocabulary, grammar, nonverbal expression, and additionally stimulates students' autonomy, engagement, and motivation.

The researcher observed a notable occurrence in the English-speaking classroom, particularly concerning Indonesian EFL students. The challenge of oral communication poses a significant hurdle, given that not all students possess prior experience in English conversation (Hosni, 2014). A lack of confidence, heightened anxiety, shyness, reluctance, and the burden of societal expectations contribute to the inclination of these students to resort to their native language rather than engaging in English discourse (Ur, 2012). This intricate issue may stem from the inadequacy of effective instructional methods employed by teachers and a dearth of opportunities for formal English practice.

To address this challenge, it is imperative to identify the root of the problem and devise solutions to enhance students' speaking abilities, confidence, and competence. In light of these challenges, the researcher proposes that utilizing audio records as a teaching tool for speaking skills could offer a viable alternative. This method fosters a sense of security among students, allowing them to practice English confidently after familiarizing themselves with expressions from prior conversations.

There was a study that utilized a sound recorder, a feature found in the computer's entertainment software. Kluge and Taylor conducted it in Japan. It focuses on improving speaking fluency with the help of a partner. It discusses strategies to increase student fluency when practicing their English. Students are required to tape conversations outside of class every week as part of the process. According to the research, the outcomes of this "partner record" were encouraging. Students preserve a concrete record of their progress, achieve higher

fluency, receive hours of extra practice, and gain a sense of responsibility for their study by staying in English while filming. The instructor also acquires a better understanding of the student language problems (Kluge and Taylor, 1999).

The first previous study was conducted by Widyawan and Hartati (2016), titled "Improving students' speaking skill by using their spoken audio record in the middle school." The primary aim of this research was to investigate the efficacy of utilizing audio records in enhancing students' speaking abilities. The study involved eighth-grade students from SMP Bopkri Godean, employing test and observation methods for data collection. The findings of this investigation affirmed that employing student audio records proved effective in augmenting their speaking skills.

The second study, conducted by Ramadhan (2021), focused on "Improving Students' Speaking Skill by Using Audio Recorder for Self-assessment Correction." Employing a descriptive quantitative design, specifically a pre-experimental "one group pre-test and post-test design," the study involved 20 participants from the tenth-grade class of MAN 1 Bekasi in the academic year 2019/2020. Data were gathered through pre-tests and post-tests, and the results established that there was a noticeable enhancement in students' speaking skills when audio record was used. This indicated a positive progression in students' achievements after being instructed with the assistance of an audio recorder.

Another study by Bella (2022) investigated "improving students' speaking ability using podcasts." Employing both quantitative and qualitative methods, including a pre-experimental design of one group pre-test and post-test, and

qualitative analysis of the implementation and student responses, the study involved 11th-grade students from a senior high school in Indonesia. The outcome revealed a discernible increase in students' speaking ability following the incorporation of podcasts.

The researcher concerns stem from watching language learners being able to generate a language while speaking and feeling confident when speaking. That leads the researcher to believe that employing audio record has resulted in a more enjoyable teaching setting. For these reasons, the researcher was eager to investigate the use of digital audio record in the learning of speaking. It is to examine how using recorded speaking digital media enables students to have pleasure speaking in the classroom by earlier studying from models of dialogues and conversations in the phenomenon.

The aforementioned occurrence has captured the researcher's curiosity, prompting an investigation into the efficacy of employing Voice Records to enhance the speaking proficiency of English as a Foreign Language (EFL) students. Subsequently, the researcher opted to conduct this study within the Department of English Language Education at Universitas Negeri Islam Ar-Raniry in Banda Aceh. The primary objective is to scrutinize the impact of utilizing Voice Records on the improvement of EFL students' speaking abilities, with a specific focus on speaking classes. Consequently, the research is aptly titled "The Use of Voice Record to Increase EFL Student Speaking Ability."

B. Research Question

The researcher intended to conduct this research to find out the answers to the question, "does the use of Voice Record help the students in increasing their speaking ability?".

C. The Objective of Study

The following are the study's objectives, based on the research question, to find out whether using Voice Record is effective to help students in increasing their speaking ability.

D. Hypothesis

According to Danim and Dervish (2003), sometimes scientists formulate hypotheses using the symbols H1 (Ha) or Ho for a research topic. The abbreviation symbol shows the symbol H1 (Ha) for the accepted hypothesis, while Ho for the rejected hypothesis. The hypothesis in this research is formulated as follows:

Ha: There is significant difference of using Voice Record to help student in increase their speaking ability.

Ho: There is no significant difference of using Voice Record to help student in increase their speaking ability.

E. Research Significance

1. For Teacher

   Encourage and motivate teachers to be more creative and innovative in the use of media when carrying out the learning process.

2. For Students

   To improve students' skills and confidence in learning English speaking and be able to grow students' learning motivation and speaking skills.

3. For Institutions

   Can be used as a reference in developing existing learning media and can provide alternative learning media information that can be taken into consideration to improve the quality of learning in educational institutions.

F. Terminology

In terminology, to avoid misconceptions, numerous concepts must be specified in this study. The terms are as follows:

1. Voice Record

   An Voice Record serves as a technological system designed for capturing and reproducing sounds that have been previously recorded, typically through a smartphone (Logan as cited in Santika, 2021). Additionally, smartphone applications like recorders, audio files, and memo pads can prove instrumental in aiding students to enhance their speaking skills (Jarvis and Achilleos 2013). Voice Record here means Self voice record. One of the media in phone that will be used by the researcher is "Voice Recorder". According to Ismayanti (2017) research

study, addresses the use of Voice Record like one way to improve students' speaking fluency. Where Voice Record media can be used to record student' own voice, to assess speaking skills.

2. Speaking ability

According to Ladouse (1991), speaking is characterized as the capacity to articulate oneself within a given context, the skill of narrating events or situations with precision, or the ability to engage in fluent conversation and express a series of ideas. Moreover, Tarigan (1990) posited that "Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari," translating to "Speaking is the influential means of communication that significantly shapes our daily lives."

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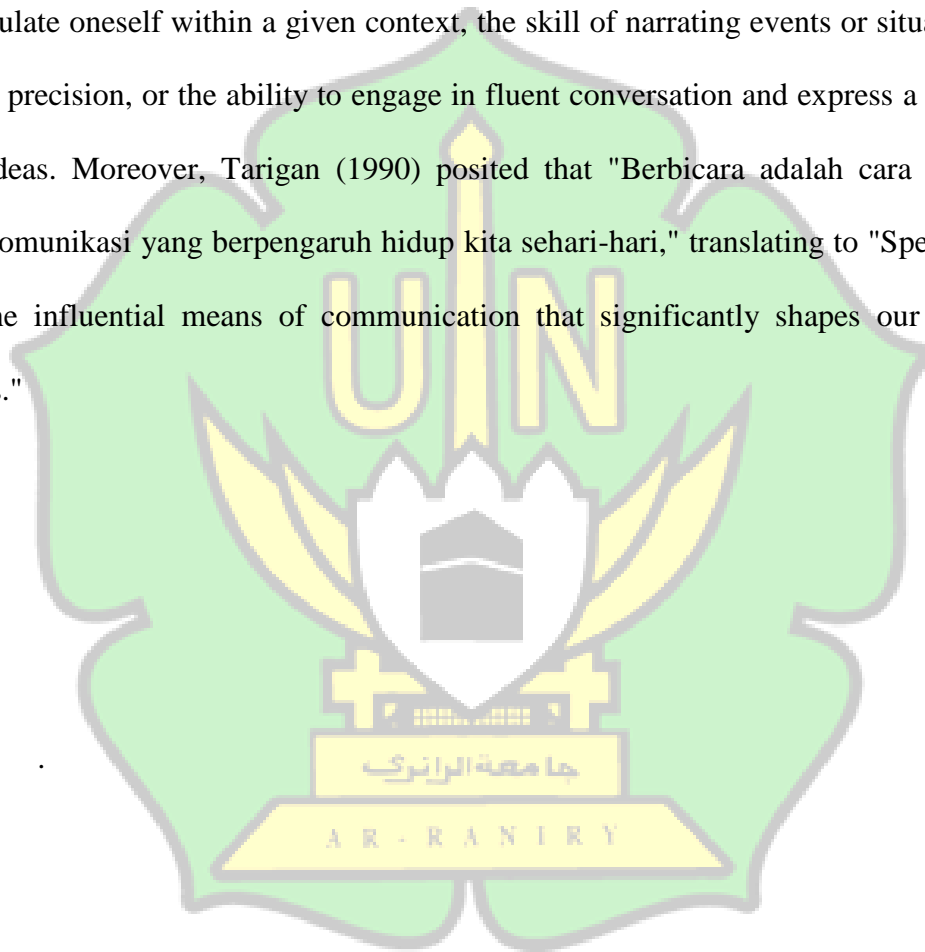
CHAPTER II

LITERATURE REVIEW

A. Voice Record

1. Definition of Voice Record

Media, such as audio, has great promise as an effective learning device to improve student skill. The good news is that kids nowadays are becoming accustomed to utilizing the media since, in this day and age, everything is dependent on technology. The students' response to the incorporation of media audio by teachers in the classroom is quite positive. Introducing a novel teaching approach in an unfamiliar setting tends to capture the students' interest, eliciting enthusiasm as they are given the opportunity to openly express their opinions. Opting for media audio over conventional teaching methods is preferred, as relying solely on teachers as the focal point of the class tends to result in monotony. The utilization of media audio not only sparks the learners' interest but also actively engages them. Furthermore, the teacher should implement innovative methods to facilitate a deeper understanding among students in the classroom, fostering an expanded learning process that enhances their overall capabilities (Samra, 2013).

In the realm of foreign language education, technology has become an integral component of classroom instruction, transitioning from audiotapes to contemporary CDs. This evolution has eliminated the need for students to carry low-quality microphones or cumbersome cassette players. Modern technological

advancements, particularly digital audio records, have revolutionized the ease with which student-generated Voice Record can be collected in educational settings. Recognized as an effective tool for foreign language instruction, digital audio record facilitates the primary objective of enabling students to practice speaking, engage with the auditory nuances of language, and thereby enhance their oral proficiency (Gomez & Lowe, 1995).

The practice of self-monitoring, considered an indispensable facet of language acquisition at all proficiency levels, is facilitated through the utilization of various free and user-friendly smartphone applications, such as Voice Record tools. These applications serve as a means for students to document their language practice sessions, where they engage in spoken interactions in their target language. By record these sessions and subsequently reviewing them, students can evaluate their grammar, fluency, accent, intonation, and other linguistic aspects before sharing the audio lessons with their instructors.

The efficacy of audio records as a pedagogical tool lies in their capacity to create a comprehensive archive showcasing students' progress over time. These records, saved in easily shareable formats like downloadable MP3 files, can be exchanged not only with instructors but also among peers. A Voice Record app, characterized by its simplicity, empowers language learners to effortlessly create basic audio records. By record their lessons with a single click, students can save these records in various formats, including downloadable MP3 files. Subsequently, these audio files can be shared with peers and language instructors

via class telegram and WhatsApp groups, fostering collaborative learning and providing a platform for constructive feedback (Huang, 2008).

According to Pop, Tomuletiu, and David (2011), Voice Record tools have been introduced and used in a variety of ways in language instruction to provide learners with opportunities to produce oral output "as they allow language students to practice and improve their speaking skills outside the classroom while receiving feedback on their performance". Learners can capture their speech for self-assessment using Voice Record apps accessible on smartphones. The rise of smartphone and tablet applications provides several opportunities for students to experiment with their own voices by record themselves speaking. Teachers can then listen to students and offer comments on their spoken performance, or they might have students evaluate or even self-review their work.

2. The Advantages of Voice Record

a. Utilizing audio record proves to be a highly effective technique in enhancing students' learning capabilities. To illustrate, it enables students to record their spoken voices and subsequently replay them as often as needed.

b. Audio record serves as a valuable aid for students in honing their listening skills, particularly in discerning nuances of sound and tone that may pose challenges. Additionally, the recorded nature of audio allows for repeated playback, affording students the opportunity to carefully distinguish and analyze the sounds they encounter. Moreover, audio record enables

students to scrutinize their own speech, including pauses and repetitions (Hudspeth, 2000).

c. Engaging with audio records takes students a step closer to cultivating the confidence and comfort necessary for language proficiency. Upon listening to their recorded sessions, students gain a novel method for refining their linguistic expressions. Furthermore, audio record functions as a valuable self-assessment tool, empowering students to enhance their speaking abilities.

This is evidenced in Santika (2021) research at a school in Surabaya which mentions several benefits of audio records to increase student' speaking abilities, including:

a. The scope of audio record contributes to the enhancement of students' proficiency in pronunciation.

b. The range of audio record plays a role in refining students' speaking skills pertaining to vocabulary.

c. The breadth of audio record aids in the improvement of students' speaking accuracy.

d. The extent of audio record supports the development of students' fluency in speaking.

3. Procedure of Applying Voice Record

The procedure for applying Voice Record in language education, following the guidelines of Rabbani (2018), marks a significant leap in improving students' speaking skills by harnessing digital tools like smartphones. This

approach has gained prominence in modern educational settings. The Voice Record process in language learning involves structured steps, each enhancing students' speaking abilities.

Initially, the assessment phase is crucial for establishing a baseline of students' speaking skills, focusing on pronunciation, vocabulary, fluency, and grammatical accuracy. This phase begins with a pre-test in the classroom. Here, students have individual smartphones or record devices. The researcher explained the record process, focusing on aspects such as microphone placement, ambient noise reduction, and handling the device. Students then perform a speaking task, they are narrating about their selves, while the researcher oversees the record. This phase ensures that students are comfortable with the technology and that the records are clear and consistent.

Following the assessment, the instructional phase begins. Here, students are introduced to language concepts crucial for their speaking tasks. During this phase, the practical use of Voice Record is integrated. Students learn to operate the record function on their devices, practicing starting, pausing, and stopping records as needed. The instructor demonstrates optimal record techniques, such as speaking clearly at a consistent pace and volume. The students then record themselves, applying these techniques while focusing on the language concepts taught. This practice of self-record and listening fosters critical reflection on their language use, deepening their engagement with the material.

The procedure progresses to practice sessions where students build upon the skills acquired in the instructional phase. These sessions involve diverse speaking activities, with students consistently using Voice Record to monitor their progress. Here, the role of the researcher shifts to guiding and providing feedback. Students are encouraged to independently handle the record process, fostering autonomy and technical proficiency. The records become a medium for students to critique and improve their speech clarity, grammatical accuracy, and overall fluency. They also serve as a valuable tool for researcher to provide targeted feedback.

The concluding phase involves a comprehensive evaluation through a post-test. This phase assesses the effectiveness of the Voice Record method and the progress made by the students. Like the pre-test, the post-test allows for a comparative analysis of the students' speaking abilities before and after the intervention. The recorded presentations, now a collection of the students' progress, serve as tangible evidence of their improvement.

In summary, the detailed procedure for applying Voice Record in language education, as adopted from Rabbani (2018), offers a systematic, interactive, and effective approach to enhancing speaking skills. It leverages digital technology advancements and fosters a reflective, personalized learning environment. From the initial assessment to the final evaluation, this method highlights the significant role of modern digital tools in language proficiency and pedagogy.

4. The Role of Voice Record

The role of Voice Record in language education has garnered considerable attention in recent years, particularly in enhancing speaking skills among learners. This literature review explores the various facets of Voice Record as a pedagogical tool, drawing insights from academic research and practical implementations.

1. Enhancing Self-Reflection and Autonomy

A central role of Voice Record in language learning is its capacity to foster self-reflection and learner autonomy. By record and subsequently listening to their own voices, students can critically assess their pronunciation, fluency, and use of language structures (Rabbani, 2018). This process encourages learners to identify their strengths and areas for improvement independently. As learners become more aware of their linguistic capabilities, they develop greater confidence and autonomy in their language learning journey.

2. Providing Immediate and Personalized Feedback

Voice Record also plays a crucial role in facilitating immediate and personalized feedback. In traditional classroom settings, instructors may not always have the capacity to provide immediate, individualized feedback to each student. However, with Voice Records, learners can receive specific feedback on their performance, either from the instructor or through self-assessment. This immediacy and personalization of feedback have been shown to significantly enhance language acquisition and speaking skills.

3. Encouraging Repeated Practice and Consistency

The use of Voice Record promotes repeated practice, which is essential for language mastery. As learners record and re-record their speech, they engage in consistent practice, which is crucial for developing speaking proficiency (Johnson, 2019). This repeated exposure to spoken language, both in listening and speaking, aids in the internalization of language patterns and improves overall fluency.

4. Facilitating Peer Learning and Collaboration

Voice Record can also be a tool for peer learning and collaboration. When learners share their records with peers, it creates opportunities for collaborative learning. Peers can provide constructive feedback, share insights, and engage in meaningful discussions about language use. This collaborative approach not only enriches the learning experience but also builds a supportive language learning community.

5. Assisting in Language Assessment and Research

In the context of language assessment and research, Voice Records provide a valuable tool for capturing and analyzing spoken language data. Researchers and educators can use these records to assess language proficiency, study linguistic phenomena, and evaluate the effectiveness of language teaching methodologies.

In conclusion, the role of Voice Record in language education is multifaceted, contributing significantly to enhancing speaking skills. Its ability to foster self-reflection, provide personalized feedback, encourage consistent practice, facilitate peer learning, and assist in assessment and research makes it an

invaluable tool in modern language pedagogy. As technology continues to advance, the integration of Voice Record in language learning is likely to become even more prevalent and impactful.

B. Speaking Ability

1. Definition of Speaking

In recent years, the emerging and ever increasing importance of speaking skill in English both in educational and corporate areas has drawn our attention to the development of this skill (Mridha and Muniruzzaman, 2020). Speaking is one of the productive skill that many individuals utilize to develop and share knowledge with one another. Speaking ability differs from other English language skills in that it is one of the capacities to carry out discussions. As a result, speaking is the most important ability for communication. According to Bashir et al. (2011), speaking is a productive skill in the oral form that is used to communicate and express ideas or viewpoints. It suggests that the student may have spoken about their ideas or opinions. Furthermore, Luoma (2004) defines speaking as a participatory process of meaning construction that involves creating, receiving, and processing information. It indicates that speaking is an interactive process in which everyone learns to exchange information and thoughts. Speaking, according to those criteria, is one of the English skill that aims to engage, communicate, and exchange information.

According to Kareken and Wallace (1978), the significance of oral practice, specifically speaking, is realized by students when they actively attend to the content of their speech. This engagement fosters a more effective learning

experience, enabling students to acquire the proficiency to articulate their thoughts fluently with precise vocabulary and acceptable pronunciation. The assessment of speaking ability, representing a student's skill in expressing ideas orally, is quantified through speaking scores. Freeman (as cited in Risnadedi, 2001) contends that speaking ability is more intricate and challenging than commonly perceived. He emphasizes that studying speaking, akin to the examination of other linguistic components, involves naturalizing various aspects for language educators.

Furthermore, Cameron (2001) "speaking is the active use of language to communicate meanings so that others might understand them "It indicates that speaking consists of making structured verbal statements to transmit meaning to others. Speaking is a crucial element of students' language development, according to Linse and Nunan (2005). It indicates that students should be proficient in areas like as grammar, vocabulary, pronunciation, and fluency. According to Bailey (2000), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information.

From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

2. Function of Speaking

Richards (2008) refers to the work of Brown and Yule, who identified two essential functions of speaking: interaction functions, designed to establish and uphold social relationships, and transactional functions, which center on the

exchange of information. Richards (2008) further extends this conceptualization by introducing a three-part framework for speaking functions: talk as interaction, talk as transaction, and talk as performance. Each of these speech activities is distinguishable in terms of form and function. The elucidation of speaking functions is as follows:

a. Talk as interaction

Being able to interact in a language is essential. This is what we normally mean by conversation. The primary goal of a conversation as an interaction is to maintain social relationships.

b. Talk as transaction

This refers to situations in which the emphasis is on what is said or done. The massage is the main focus here, as is making oneself understood clearly and accurately, rather than the participants and how they interact socially with one another. In this type of spoken language, students and teachers usually concentrate on meaning or talking their way to understanding.

c. Talking as performance

This refers to public talk or public speaking, which is talk that conveys information in front of an audience, such as morning speeches, public announcements, and speeches. Talk as a performance is more likely to take the form of a monologue than a dialog. Conversational language often follows a recognizable format and is closer to written language.

3. Purpose of Speaking

Learners should be able to express themselves clearly, making the most of their current level of proficiency. They should strive to avoid message ambiguity caused by poor pronunciation, grammar, or vocabulary, as well as to follow the social and cultural rules that apply in each communication situation. There are four significant purposes of speaking, as outlined by Tarigan (2008):

a. To Inform:

This involves the speaker intending to share ideas, information, feelings, or opinions with the listener, along with imparting knowledge within a specific context. Informative speaking serves the purpose of providing information, establishing relationships between things, guiding processes, and explaining writing styles and techniques.

b. To Entertain:

This signifies the speaker's desire to bring joy to the audience through content chosen primarily for its entertainment value. For instance, when a teacher narrates a story to students or parents share amusing anecdotes with their children, the intent is to make speaking more engaging for the listeners. In such cases, employing effective methods enhances the speaker's ability to capture the audience's attention.

c. To Persuade:

When a speaker aims to convince the audience to undertake specific actions, speaking is employed as a persuasive tool. This involves enticing the audience to engage in activities aligned with the speaker's desires.

d. To Discuss:

The speaker engages in discussing a topic with the intention of making decisions and planning. Deliberative speaking is focused on facilitating decision-making processes. From the foregoing, it can be inferred that through speaking, individuals can receive information, make informed decisions, and be prompted to participate in activities based on the information conveyed by the speaker.

4. Components of Speaking

Because the ability or competence in speaking plays an important role in the success of the activities in teaching and learning speaking, the teacher should give an assessment to measure students' ability in speaking. According to Nunan (1999), there are six aspects to measuring speaking competence:

a. Vocabulary

Vocabulary is a collection of words used to construct sentences in order to convey an idea or message to the listener. Furthermore, Hatch and Brown (1995) define vocabulary as a list or set of words for a specific language or a list or set of words that individual speakers of a language may use.

b. Grammar

According to Brown (2001), grammar is the set of rules that govern the traditional arrangement and relationship of words in a sentence. When students master grammar, they can easily produce sentences, which allows them to speak fluently. Test takers are graded on their ability to control its usage within sentences, construct, use it appropriately and accurately, and avoid grammatical errors while speaking.

c. Fluency

Fluency denotes the capacity to express oneself in a language seamlessly and effortlessly. It signifies the ability to deliver speech in a conversation with proficiency, conveying confidence and responsiveness to specific topics without hesitation in word choice.

d. Comprehension:

Comprehension is the skill of understanding or grasping what another speaker communicates. According to Sudjiono (2009), to comprehend something, an individual must be able to articulate it in their own words. Mastery of comprehension involves not only understanding the context of a conversation but also responding appropriately to inquiries.

e. Pronunciation:

Pronunciation encompasses the articulation of sounds employed to convey meaning. Harmer (2007) emphasizes that, in English pronunciation, there are four interrelated areas crucial to conveying meaning: sounds, stress, pitch, and intonation.

5. The Factors That Improve Students' English-Speaking Skills

Khamkhien (2011) conducted a research endeavor to explore the factors influencing the development of oral proficiency in Thai learners. The findings revealed that participants exhibited positive attitudes toward the English language, their teachers, and English instruction. Consequently, these favorable variables played a significant role in enhancing their English-speaking abilities, encompassing the following factors:

a. Learning Styles

Learning style, as defined by Oxford (2003), pertains to the preference for acquiring a language. It aligns with the comfort level of a student's learning perception. Visual learners, for instance, favor learning through visual stimuli, while auditory learners find ease in learning through audio stimulation. Additionally, kinesthetic or tactile learners thrive when incorporating touch or movement into their learning processes.

b. Age

Shumin (1997) asserted that young learners are more prone than adults to attain proficiency in speaking a second language due to their reduced concern about making mistakes. Conversely, adults may achieve grammatical competence at a faster and more proficient rate than younger learners (Lightbown & Spada, 2013).

c. Attitudes

Learners' attitudes toward the cultures and people associated with a language are integral (Rubin & Thompson, 1994). These attitudes can significantly impact speaking skills, as learners with positive attitudes tend to invest greater effort in their learning endeavors, ultimately leading to successful outcomes.

d. Family Support

Emphasizing the essential role of family support in second language learning, Mahripah (2013) highlighted that children with parents having a lower

educational background were more prone to struggle in oral performance compared to those with highly educated parents (Latha & Ramesh, 2012).

e. Personality

Various personality traits can influence learners' communication abilities. According to Lightbown and Spada (2019), proficient language learners typically exhibit strong self-esteem, a reduced fear of making mistakes, and a willingness to take risks.

f. Exposure to the Language

Exposure to the language, both in formal and informal settings, is widely regarded by academics and researchers as a crucial factor in enhancing speaking skills by refining aspects such as tone, stress, and intonation (Nillo, 2014).

g. Teacher

The teacher, serving as a pivotal element in determining learners' speaking abilities, plays a multifaceted role. According to Latha and Ramesh (2012), the English teacher's responsibility extends beyond imparting knowledge to fostering rapport and a positive relationship with students, thereby creating a comfortable environment that encourages learning.

C. Previous Studies

There are some previous studies related to this research, the first research was written by Widyawan and Hartati (2016), this study which revealed that the implementation of spoken audio record as a teaching tool led to significant progress in students' speaking skills. Initially, the average score of the students

was 60.93, which increased to 75.93 in the subsequent cycle, indicating the effectiveness of the treatment and the positive feedback received from students.

The second research was conducted by Ismayati (2017), the aimed to explore the impact of Voice Record on students' speaking fluency using classroom action research methods. Data were collected through tests, observations, documentation, and questionnaires. The findings suggested that Voice Record substantially improved students' speaking fluency.

The third study was conducted by Santika (2021), the focus was on understanding how audio record strategies can assist students in enhancing their speaking skills. The research showed that audio record allowed students to analyze their speaking skills and practice fluency, particularly in describing historical buildings and tourist spots using pause and repetition techniques.

Next study was conducted by Carolina (2016) investigated the effect of feedback through Voice Record on the speaking abilities of eighth-grade students. The study's results indicated a significance level of 0.019, which is below the 0.05 threshold, leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis. This finding implies a significant effect of feedback Voice Record on students' speaking ability at Muhammadiyah Junior High School Wuluhan during the 2015/2016 academic year.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In order to answer all the research questions in this study, the researcher adopted quantitative research methods. Sugiyono (2016) stated that quantitative research was a research method based on positivism, characterized by concrete, numerical data analyzed statistically to draw conclusions related to the studied problem. Further emphasizing the structured nature of this approach, Zulfikar (2015) explained that quantitative research is developed through deductive reasoning, relying on hypotheses, and typically utilizes close-ended, measurable research questions. This structured approach aligns well with the experimental methods employed in this research.

According to Rakhmat (1985), the experimental method aims to examine causal relationships by manipulating one or more variables in experimental groups and comparing the results with control groups that do not experience manipulation. In this context, experimental research is a method involving at least two variables – the experimental and control variables – aimed at determining the cause-and-effect relationship between these variables. The integration of these methods and approaches underscores the rigorous, systematic nature of quantitative research in exploring and validating the research hypotheses.

In this study, the researcher employed a pre-experimental design, specifically utilizing a pre-test, post-test control group design. The examination

involved a thorough comparison of the results obtained from the pre-test and post-test to discern any significant differences.

B. Research Participants

According to Suharsimi Arikunto (2013), the identification of the research subject and object were a deliberate attempt to specify the origins of data, indicating the source from which research data can be derived. The participants in this study comprised students from the Department of English Language Education at Universitas Islam Negeri Banda Aceh. To gather information, a pre-experimental method was employed, with the research subject being one unit selected from several units in batch 2023, specifically those enrolled in a basic speaking or basic language skill class.

1. Population

Population was a generalization area consisting of subjects or objects that have certain quantities and characteristics that have been determined by researchers to study and then draw conclusions (Sugiyono, 2016). The population in this research was the Department of English Language Education students at Universitas Islam Negeri Banda Aceh, specifically from the 2023 batch. This group is organized into five distinct units, encompassing a total of 202 students.

2. Sample

The sample was the number of people whose number was less than the total population (Hadi, 2004). There were several units in the English Department. One unit was the sample for this study, which consisted of 23 students. The

sample selection in this study was based on a random sampling method, wherein Unit 1, comprising a total of 23 students, was chosen as participants. This selection signifies that the sample or the unit, was chosen randomly. The rationale behind the use of random sampling is that every member, which includes all students from the 2023 batch, has an equal probability of being selected. This is pertinent considering all students in this batch are enrolled in basic speaking or basic language skills classes. The specific reason for selecting students from the 2023 batch for this research is that they have studied material related to personal information and various tenses used in discussing personal information.

C. Method of Data Collection

To collect the data, the researcher used test. There are two kind of test, pre-test and post-test. The pre-test conducted before the treatment, while the post-test conducted after the treatment. The researcher also conducted the teaching experiment for 3 times.

1. In the first meeting, the researcher conducted a pre-test to assess the students' initial abilities in speaking about personal information. This pre-test aimed to evaluate the students' existing knowledge and understanding of the subject matter that would be the focus of the upcoming treatment. The pre-test, being the first action in this research, served as a baseline assessment. It was a spoken test, where students were individually asked to speak about their personal information, providing a direct measure of their current speaking skills. Following the pre-test, the researcher began the first treatment session.

The purpose of this treatment was to enhance the students' speaking abilities through Voice Record exercises. This initial treatment, which was to be repeated in subsequent meetings, involved presenting educational material on personal information. The researcher provided a detailed explanation of what personal information encompasses, including its purpose, function, and structure. Moreover, the session included an introduction to the language features relevant to personal information, with a particular focus on commonly used tenses in such narratives. This comprehensive approach was designed to prepare students for more effective and informed participation in the upcoming speaking and record activities.

2. In the second meeting, the focus shifted to teaching tenses commonly used in personal information narratives: the simple present tense, simple future tense, and past tense. To facilitate an interactive learning environment, the researcher divided the students into groups. Each group was tasked with exploring and explaining the rules and applications of these tenses. This collaborative approach allowed students to engage deeply with the grammatical structures. After the group activities, each student was required to create an audio record of their personal information, applying the tenses they had just studied. This exercise was a key part of the learning process, integrating the newly acquired grammatical knowledge into practical use. The researcher also demonstrated this activity by playing an example of an audio record, which helped students understand the expected outcome. The session included a critical listening and self-evaluation component. Students listened

to their records and were encouraged to identify and analyze various aspects of their spoken English, such as the structure of the information provided, the grammar and vocabulary used, their pronunciation, and overall fluency. This reflective practice was aimed at helping students recognize areas for improvement in their spoken English. Additionally, the researcher emphasized the importance of revisiting and critically listening to these records. Students were advised to note any mistakes they identified and consider how they might improve in future records. This process of self-assessment and correction was designed to enhance their speaking skills progressively.

3. In the third and final meeting, the focus was on evaluating the students' progress and mastery of the material through a post-test. This post-test served as the concluding evaluation to determine how well the students had assimilated the content deemed important in the study, particularly their ability to use the tenses and language structures taught in the context of personal information. During this meeting, after completing any final study preparations, the researcher administered the post-test. This test required each student to individually record a spoken presentation in front of the class. The topic for the presentation was 'About me, and myself in the future', allowing students to demonstrate their grasp of the material in a personal and forward-looking narrative. Upon completion of the post-test, the researcher collected all the Voice Records from the students. These records were intended to provide tangible evidence of each student's speaking abilities and to assess

the effectiveness of the teaching methods employed throughout the study.
The comparison of these post-test records with the initial pre-test records
would enable the researcher to gauge the students' improvements and the
overall impact of the treatment.

D. Methods of Data Analysis

In this study, the researcher employed a speaking assessment model
utilizing Voice Record to evaluate the students' proficiency levels. The success of
the study was gauged using a speaking assessment rubric, drawing from scoring
categories proposed by Brown (2001). The specified rubric outlined aspects
crucial for achievement in the speaking skill test, encompassing pronunciation,
grammar, vocabulary, and fluency. The analytical score comprised four items,
with each item scoring five points. Consequently, the maximum score totaled 20,
but when multiplied by 5, the final maximum score reached 100.

Table 3.1 The Speaking Scoring Rubric

Aspects	Score	Description
Pronunciation	5	The student can pronounce well
	4	The student make mispronunciation in a few words
	3	The student make mispronunciation in some words
	2	The student's pronunciation is hard to understand
	1	The student's pronunciation is possible to understand
Vocabulary	5	The student uses various vocabulary
	4	The student uses the wrong word
	3	The students mix vocabulary with English and Bahasa
	2	The student rarely uses Bahasa
	1	The student use Bahasa or no vocabulary use
Fluency	5	The student speak fluently with no hesitation
	4	The student speak Fluently with occasional hesitation
	3	The student speak Fluently enough with several

		unnatural hesitation
	2	The student speak Fluently not good enough, many unnatural hesitation
	1	The student cannot speak fluently and use complete utterances
Grammar	5	The student makes few or (if any) grammatical error or word order.
	4	The student makes few grammatical errors but it does not change the meaning.
	3	The student makes frequent grammatical errors.
	2	The students' grammar and word order errors make comprehension difficult.
	1	The students' grammar and word order errors make the speech unintelligible.

(Oral Proficiency Scoring Categories (Brown 2001, pp 406-407))

To classify students score, the researcher used criteria by Arikunto (2013):

Table 3.2 *The Criteria of Students Score*

No	Classification	Score
1	Excellent	81-100
2	Good	61-80
3	Fair	41-60
4	Less	21-40
5	Poor	0-20

1. **Data Analysis of Test**

The data analysis involved the systematic examination of research data, incorporating pertinent statistical tools utilized in the study (Juliansyah, 2011). In this particular research, the researcher employed testing as the method for data collection, assessing students' speaking abilities through Voice Record. Subsequently, the researcher calculated the mean scores of students in each test.

$$Md = \frac{\sum x}{N}$$

Furthermore, the researcher computed the mean deviation between the pre-test and post-test, utilizing the formula recommended by Arikunto (2006):

Notes :

Md : Mean score

$\sum d$: The total score of deviation

N : Number of students.

2. **Standard Deviation Test**

The value of standard deviation serves as a metric to assess the distribution of data within a sample and ascertain its proximity to the mean value (Sekaran & Bougie, 2016). It indicates the extent to which the data deviates from the average value. A higher standard deviation value implies greater heterogeneity in the data. When the standard deviation significantly exceeds the mean value, the mean becomes an inadequate representation of the entire dataset. Conversely, if the standard deviation is considerably smaller compared to the mean value, the mean becomes a reliable representation that can effectively summarize the entire

$$SD = \frac{\sqrt{\sum X_1^2 - \frac{(\sum X)^2}{N}}}{N - 1}$$

dataset, as asserted by Sugiyono (2016). The formula employed for calculating the standard deviation was:

Note :

SD : Standard deviation

$\sum x_1$: The sum of the squared scoring students

$\sum x$: Total scoring students

N : Total of students.

3. T-Test and Hypothesis

The researcher employed the formula below to assess the significance of the difference between the pre-test and post-test. The hypotheses are denoted as Ho (null hypothesis) and Ha (alternative hypothesis). Ho posits that there is no relationship between the independent variables and the dependent variable, while Ha asserts the presence of a relationship between the independent variables and

$$ t = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{N(N-10)}}} $$

the dependent variable, contrasting the statement made by Ho. The formula utilized in this context follows the recommendation of Sugiyono (2016):

Note:

t : T-test for the different of pre-test and post-test

Md : Mean deviation of the students' score

$\sum x^2 d$: The sum of the squared deviations

N : Number of students.

To find out if the hypothesis is accepted or rejected, a comparison of the t-score with the t-table value is carried out as shown below:

a. If the value of t-score > t-table, then Ho is rejected, and Ha is accepted, meaning that there is significant difference of using Voice Record to help student in increase their speaking ability.

b. If the value of t-score < t-table, then Ho is accepted, and Ha is rejected, meaning that There is no significant difference of using Voice Record to help student in increase their speaking ability.

CHAPTER IV

THE FINDING AND DISCUSSION

In this chapter, the findings of the research described including the data analysis pre-test and post-test, and the discussion of the research.

A. Findings

In this section, data was collected from research samples, utilizing both pre-test and post-test results to assess the efficacy of employing Voice Record in enhancing students' speaking abilities. The data collection process involved administering pre-tests and post-tests within the classroom setting, aimed at systematically evaluating the impact of Voice Record on students' speaking skills.

The research began on November 2nd with the first meeting, where a pre-test was conducted to assess the students' initial speaking abilities regarding personal information. This initial assessment served to establish a baseline for the students' capabilities. Following the pre-test, the researcher introduced instructional material, focusing on the structure, function, and language features of personal information, to prepare the students for the upcoming Voice Record activities.

The second meeting on November 9th delved into the application of tenses in personal information narratives. Students engaged in group activities to study and apply these tenses, culminating in the creation of audio records. These records

allowed students to practice and self-evaluate their speaking skills, facilitating a deeper understanding and correction of linguistic elements.

In the final meeting on November 16th, a post-test was conducted. This involved students making individual spoken presentations, recorded for analysis, on the topic 'About me, and myself in the future.' This post-test was crucial in determining the students' progress and the effectiveness of the Voice Record intervention.

The data from the pre-tests and post-tests provided a comprehensive examination of students' performance before and after the intervention. The findings from this study showed a marked improvement in the students' speaking abilities, underscoring the effectiveness of utilizing Voice Record as a tool in the classroom. The systematic gathering of data through pre-test and post-test, combined with the practical application of Voice Record in the classroom, demonstrated a significant positive impact on the students' speaking skills..

1. **Data Analysis of Pre-test and Post-test**

    a. The Analysis of Pre-test

    For the initial phase of the study, a group of 23 students actively participated in the pre-test, contributing valuable data that forms the basis for the subsequent analysis. The ensuing table illustrates the specific details and scores obtained by each student during the pre-test, offering a comprehensive overview of their initial performance.

    The pre-test data is presented in the table below:

Table 4.1 Students Score of Pre-test

No	Students' Initial	Pronunciation	Grammar	Vocabulary	Fluency	Total
1	AZA	15	15	10	10	50
2	AR	10	10	10	10	40
3	CNA	10	10	15	15	50
4	DU	10	10	10	10	40
5	DP	10	15	15	15	55
6	DCD	15	10	10	10	45
7	HS	15	10	15	10	50
8	K	15	10	15	15	55
9	MR	10	15	15	15	55
10	MS	20	15	20	20	75
11	MF	15	10	10	15	50
12	MA	15	15	20	20	70
13	MK	15	15	15	20	65
14	NSL	15	10	15	10	50
15	NPR	10	15	15	15	55
16	QA	15	10	15	10	50
17	RNN	10	15	10	20	55
18	SH	10	15	15	15	55
19	SSS	15	15	15	15	60
20	SHA	15	15	20	20	70
21	SRA	15	15	15	15	60
22	SPN	10	10	10	15	45
23	TR	15	15	15	15	60
	Total					1.260

The results from the pre-test score table of the students reveal significant variations in their language abilities. student MS achieved the highest score of 75, making her the top performer in the pre-test. However, it's important to acknowledge that even a score of 75, while the highest in this specific pre-test, may still be considered relatively moderate. This suggests that there is still room for improvement for even the highest-scoring student. Furthermore, when we consider students like MA and SHA, who scored 70, it becomes evident that these

scores, although relatively high, do not necessarily signify complete mastery. On other hand, the lowest scores were recorded by students AR and DU, each scoring only 40. These scores signify a substantial need for improvement, particularly in the evaluated areas.

Utilizing the data exhibited in the table, the average score for the pre-test is determined through a computation that involves summing the individual scores and dividing by the total number of participants. This statistical measure, known as the mean score, provides a central point of reference for understanding the overall performance of the students in the initial assessment, we could count the mean score of the pre-test as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1260}{23}$$

$$M = 54{,}78$$

The mean score, computed as the sum of individual scores divided by the total number of students, serves as a representative measure of the central tendency in the distribution of pre-test scores. In this context, the mean pre-test score is 54.78 suggests that, on average, students demonstrated a proficiency level below the perfect score of 100. This information provides insights into the overall performance trend, highlighting the room for improvement and the distance from the maximum attainable score.

Table 4.2 Pre-test Standard Deviation

No	Students' Initial	Pre-test (x)	x^2
1	AZA	50	2500
2	AR	40	1600

3	CNA	50	2500
4	DU	40	1600
5	DP	55	3025
6	DCD	45	2025
7	HS	50	2500
8	K	55	3025
9	MR	55	3025
10	MS	75	5625
11	MF	50	2500
12	MA	70	4900
13	MK	65	4225
14	NSL	50	2500
15	NPR	55	3025
16	QA	50	2500
17	RNN	55	3025
18	SH	55	3025
19	SSS	60	3600
20	SHA	70	4900
21	SRA	60	3600
22	SPN	45	2025
23	TR	60	3600

$$\sum x = 1260 \quad \sum x^2 = 70.850$$

The researcher continued to count standard deviations. The result was:

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}{N - 1}$$

$$SD = \frac{\sqrt{70.850 - \frac{(1.260)^2}{23}}}{23 - 1}$$

$$SD = \frac{\sqrt{1.823,9}}{22}$$

$$SD = \sqrt{82,90}$$

$$SD = 9,10$$

In comparison with the mean value of the pre-test, the standard deviation for the pre-test reveals a noteworthy distinction, as the pre-test standard deviation (9.10) is less than the pre-test means (54.78). The smaller standard deviation

indicates less variability, enhancing the credibility of the mean as a representative measure.

    b. The Analysis of Post-test

      There were also 23 students participating in the post-test. The ensuing table illustrates the specific details and scores obtained by each student during the pre-test, offering a comprehensive overview of their initial performance. The post-test data is presented in the table below.

Table 4.3 Students Score of Post-test

No	Students' Initial	Pronunciation	Grammar	Vocabulary	Fluency	Total
1	AZA	15	15	20	20	70
2	AR	15	20	20	15	70
3	CNA	15	25	25	25	90
4	DU	20	20	20	15	75
5	DP	25	25	20	25	95
6	DCD	10	20	15	20	65
7	HS	25	20	25	25	95
8	K	15	15	20	25	75
9	MR	25	20	25	25	95
10	MS	20	20	20	25	85
11	MF	20	20	25	25	90
12	MA	25	15	25	25	90
13	MK	20	15	20	25	80
14	NSL	15	20	20	15	70
15	NPR	20	15	20	25	80
16	QA	25	20	25	25	95
17	RNN	20	20	25	25	90
18	SH	15	20	20	25	80
19	SSS	25	20	25	25	95
20	SHA	25	20	25	25	95
21	SRA	25	20	25	25	95
22	SPN	15	20	20	15	70
23	TR	20	20	25	25	90
	Total					1.935

Based on the data presented in the table above, we could count the mean score of the post-test as follows:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1935}{23}$$

$$M = 84{,}13$$

The average post-test score of 84,13 reflects a significant improvement compared to the pre-test mean score of 54.78. This enhancement of 29.35 points indicates substantial progress in students' achievement. The calculated shift underscores the effectiveness of employing the Voice Record method, demonstrating a noteworthy positive impact on students' speaking abilities. The considerable increase in scores from the pre-test to the post-test provides compelling evidence of the method's efficacy in fostering skill development and highlights the positive outcomes of incorporating Voice Record in the instructional process.

Table 4.4 Post-test Standard Deviation

No	Students' Initial	Post-test (y)	y^2
1	AZA	70	4900
2	AR	70	4900
3	CNA	90	8100
4	DU	75	5625
5	DP	95	9025
6	DCD	65	4225
7	HS	95	9025
8	K	75	5625
9	MR	95	9025
10	MS	85	7225
11	MF	90	8100
12	MA	90	8100

13	MK	80	6400
14	NSL	70	4900
15	NPR	80	6400
16	QA	95	9025
17	RNN	90	8100
18	SH	80	6400
19	SSS	95	9025
20	SHA	95	9025
21	SRA	95	9025
22	SPN	70	4900
23	TR	90	8100

$$\sum y = 1935 \qquad \sum y^2 = 165.175$$

The researcher continued to count standard deviations. The result was:

$$SD = \frac{\sqrt{\sum y^2 - \frac{(\sum y)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{165.175 - \frac{(1.935)^2}{23}}}{23-1}$$

$$SD = \frac{\sqrt{2.382,6}}{22}$$

$$SD = \sqrt{108,3}$$

$$SD = 10,4$$

Similar to the standard deviation of the pre-test, the standard deviation of the post-test was less than the mean of the post-test (10.4 < 84.13). This indicates that the mean quality was deemed satisfactory, and the sampled data can be utilized as a representative of the population for the research.

Table 4.5 Deviation and Square Deviation

No	Students' Initial	Pre-test (x)	Post-test (y)	Deviation (y-x)	Square Deviation (D^2)
1	AZA	50	70	20	400

2	AR	40	70	30	900
3	CNA	50	90	40	1600
4	DU	40	75	35	1225
5	DP	55	95	40	1600
6	DCD	45	65	20	400
7	HS	50	95	45	2025
8	K	55	75	20	400
9	MR	55	95	40	1600
10	MS	75	85	10	100
11	MF	50	90	40	1600
12	MA	70	90	20	400
13	MK	65	80	15	225
14	NSL	50	70	20	400
15	NPR	55	80	25	625
16	QA	50	95	45	2025
17	RNN	55	90	35	1225
18	SH	55	80	25	625
19	SSS	60	95	35	1225
20	SHA	70	95	25	625
21	SRA	60	95	35	1225
22	SPN	45	70	25	625
23	TR	60	90	30	900
	SUM	1.260	1.935	675	21.975
	MEAN	54.78	84.13	29.35	955.4

The researcher calculated the sum of the squared deviations as shown below:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$\sum x^2 d = 21.975 - \frac{(675)^2}{23}$$

$$\sum x^2 d = 2.165,2$$

2. T-Test and Hypothesis

The researcher computed the sum of squared deviations to determine the noteworthy difference between the pre-test and post-test, employing the t-score formula presented below:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N - 10)}}}$$

$$t = \frac{29{,}35}{\sqrt{\frac{2.165{,}2}{23(23 - 10)}}}$$

$$t = \frac{29{,}35}{2{,}690}$$

$$t = 10{,}906$$

The last step was calculating T-table using level 5% with *df:*

$$df = N - 2$$

$$df = 23 - 2$$

$$df = 21$$

In the significance level set at 5%, the critical value from the t-table for a degree of freedom (df) of 21 was 2.08. Upon calculating the t-score, it yielded a value of 10.906. As per the established criteria, if the t-score surpasses the critical value from the t-table, denoted as t-table, then the null hypothesis (Ho) is rejected in favor of accepting the alternative hypothesis (Ha), indicating the acceptance of the hypothesis. Conversely, if the t-score falls below the t-table value, Ho is accepted, and Ha is rejected, rendering the hypothesis inconclusive. In the current context, the calculated t-score (10.906) exceeds the t-table value (2.08), leading to the acceptance of the alternative hypothesis (Ha) and the rejection of the null

hypothesis (Ho). This implies a discernible enhancement in students' speaking abilities through the utilization of Voice Record.

B. Discussion

This part compares and contrasts the findings from the previous section with this research findings. The discussion focuses on the research questions listed in chapter one.

The research question is "does the use of Voice Record help the students in increasing their speaking ability?" In this study, the primary focus was to evaluate the effectiveness of using Voice Record in enhancing students' speaking abilities. The analysis was conducted by comparing pre-test and post-test scores obtained from the participation of 23 students. The analysis results indicated that the average pre-test score was 54.78, suggesting that students' speaking abilities initially fell below the maximum achievable score of 100. The standard deviation of 9.10 in the pre-test indicated a relatively good level of consistency among the students. Following the implementation of Voice Record, the post-test average score significantly increased to 84.13, indicating a remarkable improvement of 29.35 points. Deviation and squared deviation analyses provided a detailed depiction of this improvement at the individual student level.

In the t-test analysis, the study employed the t-score formula to assess the significant difference between pre-test and post-test scores. With a calculated t-score of 10.906, a comparison was made with the critical value in the t-distribution table at a 5% significance level. The results indicated that, with

degrees of freedom (df) equal to 21, the critical value at a 5% significance level was approximately 2.08.

At this stage, decision-making rules based on the comparison of the t-score with the t-table are applied. If the t-score is greater than the value in the t-distribution table, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Conversely, if the t-score is smaller than the value in the t-distribution table, Ho is accepted, and Ha is rejected.

In the context of this research, the t-score of 10.906 clearly exceeds the critical value in the t-distribution table (2.08) at a 5% significance level. Therefore, it can be concluded that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This conclusion indicates a significant improvement in students' speaking abilities through the use of Voice Record. In other words, the research findings support the claim that the effective utilization of Voice Record enhances students' speaking skills.

Similar findings to this present study were also found in the previous research from Elysa (2016), the result of her study confirmed that student audio Record was effective to improve students speaking skill ability. Fajar (2020) also corroborate these research findings with similar results. Clara (2022) used podcast in increasing student speaking skill, and the result showed an increase in students' speaking ability after the use of podcasts.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion of the research is discussed. The conclusion contains the importan points of the research, along with the suggestions of the research.

A. Conclusions

Based on the research that has been conducted and the analysis of the data in previous chapter, the researcher concluded that the research aimed to assess the efficacy of utilizing Voice Record to enhance students' speaking abilities. The analysis, based on pre-test and post-test scores of 23 participants, revealed an average pre-test score of 54.78, indicating an initial proficiency below the maximum achievable score of 100. The relatively low standard deviation of 9.10 in the pre-test suggested a consistent performance level among students. Following the implementation of Voice Record, the post-test average score significantly rose to 84.13, reflecting a remarkable improvement of 29.35 points. The subsequent t-test analysis, utilizing a calculated t-score of 10.906, demonstrated a clear surpassing of the critical value (2.08) at a 5% significance level, leading to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha). This outcome strongly supports the claim that the effective use of Voice Record enhances students' speaking skills.

B. Suggestion

The researcher offers suggestions at the end of this chapter. The suggestions in this part may be useful for the teacher, students, and other researcher. Researcher make suggestions as follows:

1. For the teachers

1) Based on the positive outcomes observed in this study, educators are encouraged to explore and incorporate innovative teaching methods, such as the use of Voice Record, to enhance students' speaking abilities. This can involve integrating technology tools and interactive platforms into language learning.

2) Conduct regular assessments, including pre-tests and post-tests, to track students' progress. Use the results to adapt teaching strategies and tailor instruction to address specific areas of improvement identified during the assessment process.

3) Engage in ongoing professional development to stay abreast of emerging educational technologies and methodologies. Attend workshops or training sessions that focus on integrating technology into language instruction, providing valuable insights into effective implementation.

2. For Students:

1) Actively engage in speaking exercises and take advantage of opportunities to utilize Voice Record or similar tools for language practice. Consistent practice and participation contribute significantly to skill development.

2) Reflect on individual pre-test and post-test results to identify areas for improvement. Take the initiative to set personal language learning goals and seek additional resources or assistance to achieve them.

3) Make effective use of available resources, including online platforms, language apps, and educational tools, to supplement classroom learning. These resources can provide additional opportunities for practice and reinforcement.

3. For Other Researchers:

1) Consider conducting replication studies to validate and strengthen the findings of this research. Replicating the study with different populations or in diverse educational settings can contribute to the generalizability of the results.

2) Expand the scope of research by exploring the effectiveness of various technologies and teaching methods in language instruction. Comparative studies can provide insights into the most efficient tools and approaches for improving speaking skills.

3) Undertake longitudinal studies to assess the sustainability of the observed improvements over an extended period. Long-term evaluations can offer a more comprehensive understanding of the lasting impact of innovative teaching methods on students' language proficiency

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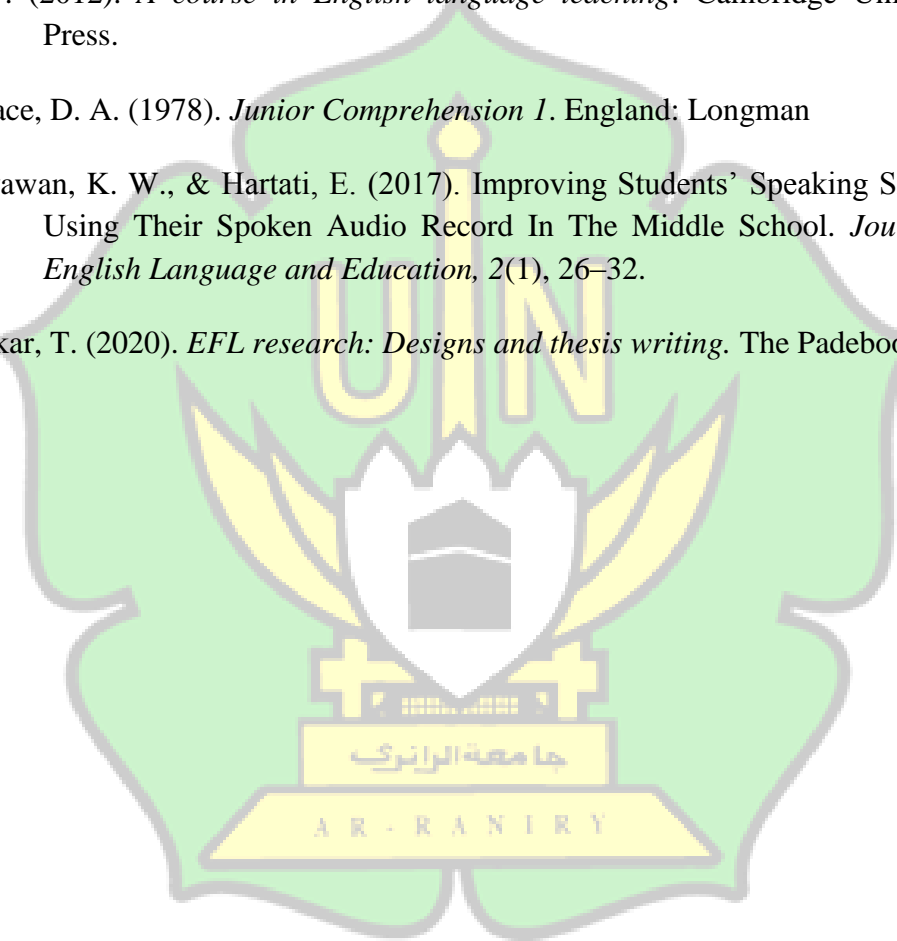
APPENDIX A

Appointment letter of supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15379/UN.08/FTK/KP.07.6/12/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 21 Oktober 2022

MEMUTUSKAN

Menetapkan :
PERTAMA :
Menunjuk Saudara:
1. Dr. Safrul Muluk, M.A   Sebagai Pembimbing Pertama
2. Azizah, M. Pd   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : **Uswatun Hasanah**
NIM   : **180203235**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Use of Voice Record to Increase EFL Student Speaking Ability**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 Desember 2022
Dekan

Safrul Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B

Recommendation letter from FTK to conduct field research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-11702/Un.08/FTK.1/TL.00/11/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Uswatun Hasanah / 180203235**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Jeulingke, Syiah Kuala, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Voice Record to Increase EFL Student Speaking Ability*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 November 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Berlaku sampai : 29 Desember 2023

APPENDIX C

Confirmation letter from English Language Education Department

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-868 /Un.08/PBI/Kp.01.2/11/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-11702/Un.08/FTK.I/TL.00/11/2023 tanggal 05 November 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : **Uswatun Hasanah**
NIM   : 180203235
Fak/Prodi   : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan
Alamat   : Jeulingke Kec. Syiah Kuala Kota Banda Aceh

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"The Use of Voice Record to Increase EFL Student Speaking Ability"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 20 November 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

APPENDIX D

LESSON PLAN

Department   : UIN Ar-Raniry Banda Aceh

Subject   : Basic Language Skills (Speaking)

Class/ semester   : Unit 1/ I

Theme   :''Personal Information/Self-Introduction''

Aspect/Skills   : Speaking

Time Allocation   : 4 x 50 minutes (2 meetings)

I.   Standard Compotence

After completing this Personal Information material, students are able to convey and introduce themselves in English

II. Basic Compotence

Able to provide Personal Information fluently in English

III. Indicator

1. Student can explain the meaning and structure of Personal Information

2. Student can explain the language features involved in Personal Information

IV. Objectives

At the end of the learning process, the students can:

1. Students are able to tell their own personal information

2. Students can develop ideas in telling about their Personal Information.

V.   Metode Pembelajaran

Lectures, Discussions, Tasks

VI. Time Allotment

4 x 50 minutes

VII. Media

Voice Record tool (smartphone), Video on youtube,

VIII. Procedure of Teaching and Learning Activity

No.	Teaching and Learning Activity	Time Allotment
	Pre- Activity	**30 minutes**

	Give greetings	
	Checking attendance	
	Ask about previously studied material	
	Ask about the material to be taught	
	Convey basic competencies towards achieving material standards	
	Convey the scope of material for learning activities that will be carried out until completion	
	Main Activity	**100 minutes**
	Confirm the material that has been taught by reflecting on learning activities and their benefits	
	Explain the meaning, structure and linguistic elements of Personal Information	
	Provide examples of personal information via video	
	Identify the structure and linguistic elements of personal information	
	Develop a personal information structure plan	
	Each student records their personal information	
	Each student listens to the audio Record of their personal information	
	and identify errors in their Voice Records such as: tenses, vocabulary, fluency	
	Give students the opportunity to ask questions	
	Answer student questions and review problems that arise from student responses	
	Give students practice on the material they have just studied	
	Post Activity	**70 minutes**

| | Summarize learning material | |
| | Provide information about the material that will be presented at the next face-to-face meeting | |

Pertemuan ke 2

| No.	Teaching and Learning Activity	Time Allotment
	Pre- Activity	**30 minutes**
	Give greetings	
	Checking attendance	
	Ask about previously studied material	
	Ask about the material to be taught	
	Convey the scope of material for learning activities that will be carried out until completion	
	Main Activity	**100 minutes**
	Confirm the material that has been taught by reflecting on learning activities and their benefits	
	Students observe the Voice Record task given previously	
	The researcher forms a group where each group explains the formula in simple present, simple future and past tense	
	Presented the results of student group work and also made an audio record of their personal information	
	Identify linguistic elements and identify errors in the Voice Record such as: tenses, vocabulary, fluency	
	Students and the teacher conduct verbal questions and answers regarding information	

	regarding the tenses used	
	Answer student questions and review problems that arise from student responses	
	Students make their own Voice Records according to their personal information	
	Post Activity	**70 minutes**
	The researcher constructs the students to make a voice record of the material that has been given as assessment material.	

``

IX. Evaluation

Technique: Speaking-test

The instructional Scoring

Content:	**Pronunciation**	**vocabulary**	**Fluency**	**Grammar**
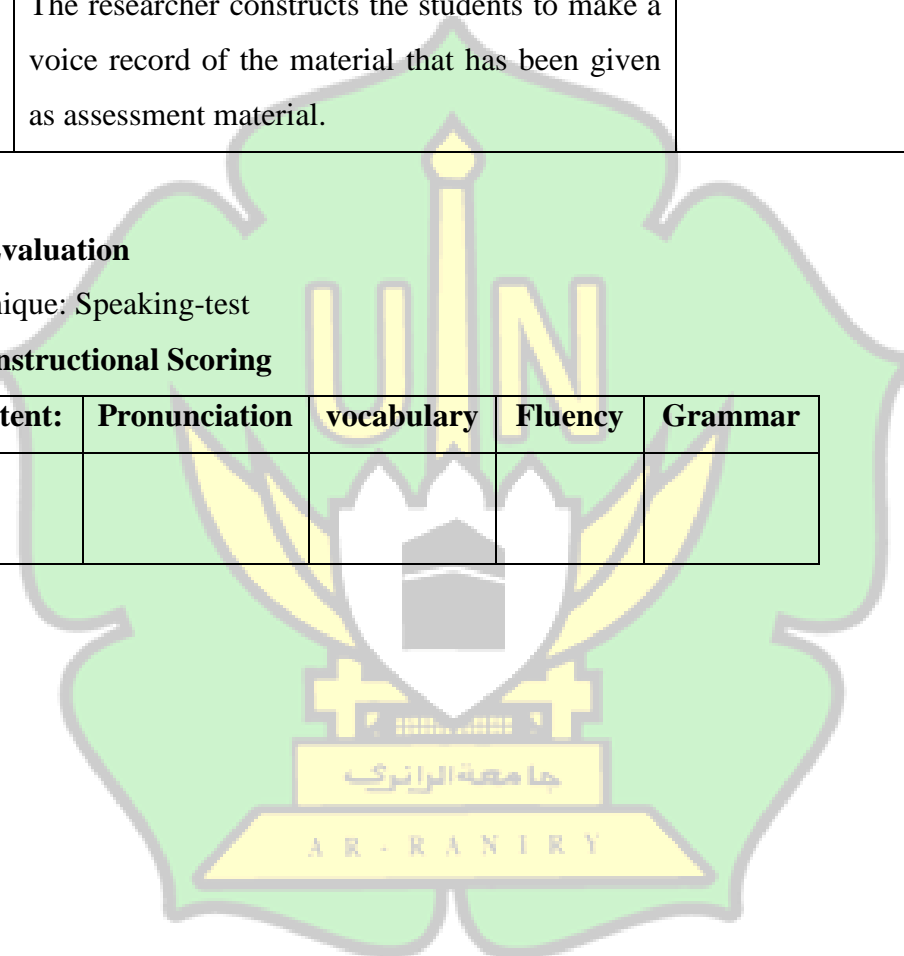
APPENDIX E

The Values of T-table

Degrees of freedom	Significance level					
	20% (0.20)	10% (0.10)	5% (0.05)	2% (0.02)	1% (0.01)	0.1% (0.001)
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.043	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.158	2.617	3.373
∝	1.282	1.645	1.960	2.326	2.576	3.291

APPENDIX F

Transcript of Pre-test

MR

Hello, my name is Maghfira Ramadhana. You can call me Fira. I am 18 years old. I'm from Banda Aceh and now I live in Tungkop. I graduated from Islamic Senior High School 3 banda Aceh. And now I'm student at state Islamic University in English department. My hobby are my hobbies are drawing and reading comic. In the future I want to be a useful person. I have a big family. There are my father, my mother, my young brother and my young sister. My Father is from South Aceh, so he can speak good language. My Father is a civil servant and also my mother. My brother is a student at Islamic Junior High School 4 Banda Aceh and now he is in 9th grade. My little sister is a student in kindergarten in a fatun qarib. Now she is five years old.

QA

Hello, my name is Qanita Adzira and I'm from Samalanga. I'm now living in Banda Aceh. I was born on March 14 March 2005. I have a big family. I have two brothers and my My brother is in the elementary high school and and the junior high school. I'm a student of Ar-Raniry Islamic State University major English Language Education department. My previous high school is Jeumala Amal boarding school and my hobby is learning English and my ambition is to be a English lecturer, so I choose this major for being the English lecturer. I'm the first child of my family. I have a big family and I live heavily in this lucky family. I also like to listen to English music, reading English novel and so many hobby that's. And now I'm study hard for achieve my dream for being an English lecturer. That's all of about my stories. Thank you for listening my introduction.

APPENDIX G

Transcript of Post-test

MR

Good morning, everyone.   My name is Maghfira Ramadhana and you can call me Fera. I'm 18 years old and I was born on 24th October 2005. I'm from Banda Aceh but now I live in Lamduro Tungkop. I graduated from Islamic Senior High School 3 Banda Aceh and now I am student at Ar-Raniry State Islamic University in English Department. My hobbies are drawing, reading books, especially comic and watching movie. I have several best friends. They are the best friends I have because they are always there for me even though we are far apart now. I hope we stay as close as before. Usually in the morning I will wake up at 5:00 PM, but at the latest I will wake up at 7:30 and after that I do my usual activities like prayer, have breakfast, clean the house, wash dishes and clothes, feed my kids and take my sibling go to school. In my family I have one younger brother and one younger sister while I am the oldest. My Father is from South Aceh so he can speak good language. He is a civil servant and also my mother. My younger brother is a student at Islamic Junior High School for bandage and now he is 9th grade. My little sister is a student in kindergarten at Fatun qarib and now she is five years old. My little sister really likes growing like me. No wonder because I'm her older sister. My Favorite Food are Donuts, fried chicken, and cha Thai. But I'm not picky about food and my favorite drink are milk and apple juice. I'm a person who has difficulty getting along with others. Sometimes people think I am an arrogant person even though I don't know what to say to them. But if someone wants to chat or to faint, I am a good listener. When I was in high school I was a member of the Aussies for Religious Affairs. I also took part in an English speech competition and got first place. Then I also took part in competition held by the by the school library, on of which on of which was a doodle drawing competition, and I got second place. I also took part in a scribble competition. I didn't get into the final round at that time. It made me sad, but from that failure I learned a lot that not everything I do has to be a winner in the future. I want to be someone

who is useful to other people, maybe become a lecturer, but I'm not sure because I'm not good at teaching someone. But I will try to do what I can. I want to be someone who is useful to other people, maybe become a lecturer, but I'm not sure because I'm not good at teaching someone. But I will try to do what I can. I will try to learn and gain more experience. My life philosophy is be grateful and appreciate what we have. That's all for me. I'm sorry if there are any mistake. Nice to meet you and thank you.

QA

Hello, my name is Qanita Adzira and you can't call me Quanita. I'm from bireuen and now I'm living in Banda Aceh, the capital city of Aceh. I live in Banda Aceh as a student of university, I'm choosing English language education in Ar-raniry Islamic State University. Do you know why? Because I have an ambition, that is, being an English lecturer. I have a happy family. My father is a family man, my mother is a caring mom and I have two younger brothers. I want to tell you no. I want to tell the world the happiest family ever. My father's name is Nasri Ilyas. His name has a beautiful meaning that is brave, smart and hard worker. For me, all the meaning of his name describes him very well. My mother is a nurse. Her name is Zuraida. She has a sweetheart. She is a lovely person. And smart too. Yes, that's that is my mom. And my first younger brother's name is Maslie Adiloba. He is a student of junior high school and my other brother's name is Zafran Fayadi Ridha. He is a student of elementary school and I am so grateful to grow in this happy family. In the future I would like to be an English lecturer and now I'll do my best for my study. By the way, I forget to tell you about my previous school. My previous school is Jamal Amal Boarding School. I was very happy being part of Jamal Amal big family. I enjoyed my study there and I have an amazing circle that makes me become a person who's trying hard for achieve my dreams. I came back to my dreams again, for achieving my dream I will do my best for my study and I will take the master degree for being an English lecturer. My motivation for keep growing up is never stop learning because the

day you stop learning is the time when you die. And for me life is a beautiful journey filled with good and bad experiences, all kind of emotions and many opportunities. So I have to enjoy my life and make my parents proud of me. Thank you for listening. That is about my story. Bye, bye.

APPENDIX H

Documentation

AUTOBIOGRAPHY

1. Name : Uswatun Hasanah

2. Place/Date of Birth : Lhokseumawe, 27 Juli 1999

3. Nationality/Ethnic : Indonesia

4. Religion : Islam

5. Sex : Female

6. Marital Status : Single

7. Occupation : Student

8. Address : Lingke, Syiah Kuala, Banda Aceh

9. Email : uswatunhasanahhrp@gmail.com

10. Parents' name

    a. Father : Alm. Zulkifli Harahap

    b. Mother : Erlina

11. Address : Pasar Simpang Tiga, Bukit, Bener Meriah

12. Educational Background:

    a. SDN 19 Meulaboh : Graduated in 2011

    b. MTsN 1 Simpang Tiga : Graduated in 2014

    c. SMAN Unggul Binaan Bener Meriah : Graduated in 2017

    d. English Department of UIN Ar-Raniry : Graduated in 2023