THE STUDENTS PERCEIVED OPINIONS ON USING VOICE DIARY STRATEGY IN DEVELOPING SPEAKING SKILLS

THESIS

Submitted by

RINI AMANDA ZAHRA
NIM. 180203039

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2022 M / 1443 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universotas Islam Negeri Ar-Raniry Banda Aceh
in Partial fulfillment of the requirements for
The Bachelor Degree of Education in English Language Teaching

by:

RINI AMANDA ZAHRA
180203039

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Main supervisor,

Dr. Phil. Saiful Akmal, M.A.
Date: 13 / 07 / 2022

Co-Supervisor,

Siti Khasinah, S. Ag., M.Pd.
Date: 13 / 07 / 2022

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Thursday, 18 Juli 2022
19 Dzulhijjah 1443 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,

Dr. phil. Saiful Akmal, M.A

Secretary,

Muntasir, MA. Tesol

Member,

Siti Khasinah, S.Ag., M.Pd.

Member,

Prof. Dr. T. Zulfikar, M. Ed

Certified by:
The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Dr. Muslim Razali, S.H., M.Ag.
NIP. 195905091989031001

SURAT PERNYATAAN KEASLIAN

(*Declaration of Originality*)

Saya yang bertanda tangan di bawah ini:

Nama : Rini Amanda Zahra

NIM : 180203039

Tempat/tanggal lahir : Sentosa / 28 Juni 2000

Alamat : Jalan Ketapang Wangi no.10, Banda Aceh

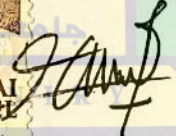Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Students Perceived Opinions on Using Voice Diary Strategy in Developing Speaking Skills

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

Banda Aceh, 13 Juli 2022

Saya yang membuat surat pernyataan,

Rini Amanda Zahra

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

(In the name of Allah the most Gracious the most Merciful)

All praise is due to Allah SWT, the most forgiving and powerful being, who created the world for all creatures. The reason the researcher was able to complete her thesis is because Allah SWT continually blessed her while she was writing it and helped her deal with these things . Furthermore, peace and blessings be upon our beloved Prophet Muhammad SAW and His companions, who created Islam as a way of keep struggling to spread Islam in this world.

However, this accomplishment would not have been achieved without the support, direction, and encouragement of people and organizations. It is time for the researcher to sincerely thank her supervisors, Dr. Phil. Saiful Akmal, M.A., and Siti Khasinah, S.Ag., M.Pd., for their guidance throughout the conduct of this research. Additionally, researcher would like to express her sincere gratitude to all of the English education lecturers and staff who helped her as a student at the Department of English Language Education, UIN Ar-Raniry.

Without the loves, prayers, and support of family, this unfinished journey would not be possible. The researcher is grateful to her parents, Syarwan T.A who had accompanied until the end of life and Aminah Ali Harun who for everything they have done for her. Thank you for all of the love, encouragement, and du'a, as well as for the times when she was unable to reciprocate in any other way. Researcher's gratitude is also attended to all her siblings and to all big families

especially for her beloved sister Nurul Asyura and brother Chalil Mukarram for the support and her beloved nieces Alesha, Almeera, and Ammar who have given beautiful days to researcher.

The researcher is also quite thankful of her close friends. First of all, she wants to thank Hayaturrahmi, Rauzatul Munawarah, Zurratun Munira, Khusnul Mahda, and Fauzialdi Ibrahim for always being there for her in any condition. She also wants to thank all of her friends from the Department of English Language Education who have supported her in finishing this paper. And also to Luqyana, Rida, Naurah, Elva, Dara Raihatul, Rania, Muna, Maharah, Ruhami, and Dara. They have her sincere gratitude; may Allah bless them all.

Finally, she realizes that despite her best efforts, the thesis is far from perfect; as a result, constructive criticism and recommendations from readers and other stakeholders are much valued in order to further enhance this thesis. She also really hopes that her thesis will be useful to the readers, assist the teaching and learning process, and enable readers to gain more insight into speaking skill-development strategies.

Banda Aceh, July 5th 2022

Rini Amanda Zahra

ABSTRACT

Name : Rini Amanda Zahra
NIM : 180203039
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis Working Title : The Students Perceived Opinions on Using Voice Diary Strategy in Developing Speaking Skills
Main Supervisor : Dr. Phil. Saiful Akmal, M.A.
Co-Supervisor : Siti Khasinah, S.Ag., M.Pd.
Keywords : Speaking Skills, Voice Diary, Students Opinions

This study aims to figure out whether the use of voice diary strategy can develop students' speaking skills according to their perceptions. The study employed quantitative and qualitative methods, researcher utilized a questionnaire to collect data which was distributed to 79 samples and conducted in-depth interview to 6 students representing 79 students who have filled out the questionnaire. This research took place in the Department of English Language Education, Universitas Islam Negeri Ar-Raniry. The result showed that there are two perceptions regarding the use of voice diary. Almost all students agree that voice diary is able to develop speaking skills because voice diary is stored on the device and can be repeated, students have the opportunity to find out their own mistakes and correct them. Then, voice diary also develops vocabulary mastery, pronunciation, and intonation. In addition, voice diary can be used anytime and anywhere which allows students to practice English even if there is no partner. However, a small number of other students think that voice diary is not able to develop speaking skills because they have difficulty finding mistakes in speaking and doing self-correctness. Then, the voice diary is also not able to provide direct feedback and by using it students will read scripts and they feel that there is no developing element of speaking.

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter describes background of the study, research question, the aim of study, the significance of the study and it is followed by the terminology.

A. Background of Study

English is rapidly taking on an important role as a world language. In this modern era, speaking English is not only in the field of only science but also aviation, computing, diplomacy, and tourism. This shows that English has been widely accepted by the international community. Until now, there are at least more than 42 countries that use English in social, political, and economic life. This shows how important English is as a world language (Genç & Bada, 2010).

In English there are four skills that must be mastered, including: listening, reading, speaking, and writing. Listening and reading are receptive skills because they involve receiving information, while speaking and writing are productive skills because they involve producing words, phrases, sentences, and phrases. Then, there are two important elements in mastering English, namely vocabulary and grammar, as in speaking which involves both. Speaking is part of the ability to communicate which is included in oral communication (Hossain, M. I., 2015).

Speaking is important in achieving a communication; Students communicate to achieve certain goals such as expressing their ideas, points of view, intentions, and expectations. Furthermore, speaking is the skill that is used most often in life

So it is considered as a skill that is used twice as much as the other three skills in English (Torky, 2006). People speak to communicate their thoughts, feelings, or to reply to the words of others. When others can grasp what has been said, the speaker has succeeded in conveying his or her message. A speaker must use the most relevant words and syntax to express meaning clearly and exactly, as well as order the conversation so that the audience understands it (Pratiwi, 2013). Speaking is a form of communication, so it is important that what student say is in the most effective way. Speaking is defined as communication. So, everyone who speaks must try to speak as effectively as possible so that the message conveyed is good and perfect.

According to Leong & Ahmadi, English students who are more motivated and less anxious can talk more fluently and effectively. To overwhelm their vocal performance, students should be in a friendly and cooperative setting (Leong & Ahmadi, 2017). So, to be able to communicate and master speaking skills well, students should have a supportive environment and high self-awareness to start improving their speaking skills.

Learners of a foreign language find it challenging to learn the language readily and comfortably in the absence of an appropriate environment (Lodhi & Arkash, 2019). Furthermore, the difference in learning English at university and in the environment can be seen from the conditions and learning styles. Condition means the place where learning takes place. In the classroom, students follow the learning in accordance with the stages that have been planned and the material that has been prepared. This is different from what happens in the environment, there is no

curriculum and material provisions that must be studied every day by students. They learn by observing events and expressing them in the form of oral communication.

The second difference is the learning style. The university involves the lecturer in giving instructions in the classroom, with the help of the lecturer students can easily and purposefully learn English, and learning activities take place according to the direction of the lecturer (Smith & MacGregor, 1992). Meanwhile in the environment, students do not have a lecturer who gives certain instructions for them, they begin to learn independently through interaction with people in the environment.

Not all students have the same speaking skills. Some are quite skilled in speaking because they have a supportive environment and high self-motivation, on the contrary some others do not have these two things. So, they only do a little practice because there are no interlocutors or English learners in their surroundings and are anxious to speak (Putra, A. S., 2017).

Although not all students are in the appropriate environment to practice speaking, some of them have the opportunity and space to express their thoughts in English, such as students in the English education department, Ar-raniry State Islamic University. They have a great opportunity to practice English. Besides being required to speak English in class, they are also encouraged to interact as much as possible in English with their friends. This supports students to continue practicing English because they have a supportive environment (Lestari, S., 2018).

Changes are seen during the covid-19 pandemic when learning takes place online, this reduces the interaction between students because they can no longer

meet face to face like in offline classes. Thus, the opportunity to practice English in daily becomes small. Due to abnormal conditions caused by the pandemic, students have little opportunity to interact with other people, interactions are mostly done through text messages instead of oral communication (Almendingen, K. et.al 2021). The learning process has changed from offline to online classes, students turn to technology to facilitate the learning process. various platforms used in learning such as Google classroom, Canvas, Edmodo, and Whatsapp are expected to be effective and able to achieve learning objectives.

Using available technology and media, students can do many things to keep developing their speaking skills even though the interlocutors in their environment are very limited in current conditions. In online learning that can be done anywhere and anytime, students are given assignments or several questions related to the material being studied, which students then respond to via voice messages using Whatsapp groups or attaching audio recordings in Google classroom (Masruddin, M., 2014). So they can still speak English even though they are alone. The topics recorded were varied, from self-introductions, daily activities, preparation for online presentations, oral exams, to responding the lecturers' questions. Since online learning, many students of English education department have used recording media in voice diary to practice speaking.

Research related to the use of voice diary in speaking skills has been scant. Several studies that have been conducted have focused on experimenting the use of voice diary for students. This research focuses on students of the English Language Education Department of Ar-raniry State Islamic University in identifying their

strategies to develop speaking skills by using voice diary based on their perception. As students who are already studying in the English Language Education Department, they certainly think of many ways and strategies that can be done to develop their speaking proficiency. In this study, the researcher wanted to analyze the use of voice diary to develop students' speaking skill based on students' perception.

B. Research Question

Based on the previous explanation, this research focuses on two research questions:

1. How do students develop their speaking skill using voice diary strategy?

2. Based on the students' perspective, is using voice diary able to develop their speaking skills?

C. The Aims of the Study

1. To figure out the way students develop their speaking skill using voice diary strategy.

2. To find out whether using voice diary is able to develop students' speaking skills.

D. Significance of Study

This study is expected to have both academic and practical contributions. Academically, this research can be used as a resource for lecturers for learning

materials. It is also to help lecturers find alternative ways in the learning process, especially speaking skills to achieve learning objectives in the classroom. The lecturer can use the findings of this study to help students develop their English speaking skills in a variety of ways. This study can also be used as a reference for improving students' English speaking skills and pique their interest in language learning.

Practically, this research is expected to be used as a model by students to develop their speaking skills in expressing ideas, opinions, and views. Finally, the researcher expects that other researchers will analyze, edit, or reconstruct this study and create further studies with comparable topics for other levels and aims based on the information, model, or reference provided by this research.

E. **Terminology**

To clarify the key terms used in the study, definitions of terminologies related to this study are provided below:

1. Speaking skill

According to Rao (2019) speaking skill is the most critical skill to gain when studying a foreign or second language. Speaking is regarded as the most crucial of the four key language abilities in learning a foreign or second language. Speaking skills involve interpersonal relationships which include interaction, speech production, and meaning in its delivery.

Hariani (2018) defined speaking as a necessary skill for humans who need to express their thoughts, feelings, and ideas in order to achieve a certain aim of social

interaction. Speaking skill is often associated with listening skill, where listening is included in passive or receptive skills, while speaking is included in active or productive skills.

Nunan (2015) described speaking as a form of verbal communication used mostly for interpersonal and transactional objectives. Speaking is considered as the most frequently used oral communication. Furthermore, Siswahyudi and Wahyuningtyas (2017) state that response to what we see, feel, and think is referred to speaking.

In this study, speaking skill is the ability of students to convey a message related to their thoughts, feelings, and points of view in the learning process.

2. Voice diary

According to Yaman (2016), voice diary is the audio file created orally by language learners using a voice recorder.

However, other researchers defined voice diary by different terms. Adamov (2013) in his research used the term sound recording as any sound storage, or data or represent a sound signal that can be played back. Digital voice recording is storing sound on a system that is used by recording sound through a microphone on the media or system to be stored as data (Rumble, Juntti, Bonnot, & Millspaugh, 2009).

Negron (2012) state that audio recordings also offer an alternative for self-reporting of a person's behavior and how they position themselves in the social environment. This voice recording can one day become a source of information that

a person needs either for personal use, to recognize characteristics, or to be used for learning.

Researchers use various terms in defining voice diary. Meanwhile, voice diary in this study is a term used for voice recording activities using supporting media or technology such as computers, smartphones, voice recording applications, and chat applications used by students in the learning process to fulfill the classroom assignments and exams given by lecturers.

CHAPTER II

LITERATURE REVIEW

This chapter describes the theory used in the research. It covers brief discussion of English speaking skills and voice diary.

A. English Speaking Skill

1. Definition of Speaking

Speaking is a form of communication, so it is important that what you say in conveyed in the most effective way. How you say something can be as important as what you say in getting meaning across. Speaking is defined as communication. So, everyone who speaks must try to speak as effectively as possible so that the message conveyed is good and perfect.

Shaimaa (2006) defined speaking as a student's capacity to communicate themselves verbally, coherently, fluently, and correctly in a given context or circumstance using correct pronunciation, grammar, and vocabulary to serve both transactional and interactional purposes.. In addition, speaking is not just talking and making sounds. However, also pay attention to certain things by using appropriate pronunciation, grammar and vocabulary so that the intended objectives can be achieved.

Meanwhile Drakos (2020) state that self-expression, the confidence needed to speak with others, and other personal expressions can be quite distracting in this area. Furthermore, when asked to speak in the target

language, students typically face two challenges: deciding what to say and how to say it using the best and most natural words and phrases. Therefore, students will get the information they need and convey the information requested because speaking is the main tool in verbal communication to convey the ideas that come to mind clearly and effectively.

Based on the definition above, speaking is not only the activity of producing sound from the mouth but emotions and expressions also play a role in this. Speaking is an activity where someone tries to convey a vocal symbol in order to convey information, ideas, and opinion to the other person. Speaking involves the relationship between speakers and listeners because it is the main tool in communication (Rabiah, 2018).

2. Types of Speaking

Based on the speaking goals, students are capable to express formal and transactional meanings of interpersonal conversation in everyday life that serves to build social relationships, and transactional functions, which focus on exchange information.

Therefore, Douglas Brown (2003) state that there are five types of speaking, those are:

a. Imitative.

Simply put, it refers to the ability to imitate a word or phrase. Imitate speaking types is purely phonetic level of oral production, but a number of lexical and grammatical features of language may be incorporated in the

performance criterion. It's probably evident what the pupil is attempting to do at the imitative level. At this level, the student is merely attempting to repeat what has been spoken to them in an understandable manner while adhering to the teacher's pronunciation guidelines (Asramadhani & Murni, 2018).

b. Intensive.

Means the production of short stretches of oral language to demonstrate expertise in a specific grammatical, phrasal, lexical, or phonological relationship. Intensive speaking entails a limited amount of linguistic production in a tightly controlled environment. To give an example, read a passage aloud or give a clear response to a basic question. At this level, competence is demonstrated by acquiring grammatical or lexical mastery. This is dependent on the expectations of the teacher (Korompot & Jabu, 2019).

c. Responsive.

Interaction and comprehension are included, but the dialogue and remarks are kept to a minimum. Although responsive is slightly more complicated than intensive, the distinction is, to say the least, hazy. At this level, the dialogue consists of a short query and one or two follow-up questions. By this time, there have been a few conversations, but they have been brief (Swastika, et. al. 2020)

d. Interactive.

Multiple people were sometimes involved in this style of speech. That is what distinguishes interactive from responsive in terms of interaction length. The context, or pragmatics, is the most difficult aspect of interpersonal speaking. When communicating, the speaker must be aware of the usage of

slang, humor, ellipsis, and other devices. This is far more difficult than simply answering yes or no or giving directions to the bathroom in a foreign language (Bafadal, 2020).

e. Extensive.

It's normal to have a lot of communication, even if it's in the form of a monologue. Speeches, story-telling, and other such activities are examples. This requires a significant amount of planning and is not typical of impromptu communication (Sari, 2017).

3. Importance of Speaking

Rianingsih (2015) state that fluency in speech necessitates not only linguistic competence, but also the ability to process information and language. Learners must have greater practice and use of the language when learning a language, particularly when learning to speak it. Students should also get more practice speaking English as part of their learning process. To hold a typical discussion, the ability to talk is required.

The English language is widely spoken around the world and has earned the title of global language. Scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking, and other fields all use English. English is the most common language used in business correspondence and on the internet. More than 85 percent of research publications are written in English, making it the only major language used in

scientific research articles. It is the international language of business and trade. Even in the IT field, the majority of programs are written in English, and employees communicate with their colleagues and other software professionals who work in English all over the world. Furthermore, the majority of literature on higher education is written in English (Rao, 2019).

Furthermore, Rao (2019) emphasize that speaking skills are beneficial to students when they need to settle down in their jobs. In today's world, it's typical to demonstrate a candidate's abilities during a job interview, and many decisions are made depending on how well they do during the interview. Qureshi (2007) explained that candidates for jobs must participate in and demonstrate their abilities in debates and group discussions, where their performance or oral communication skills are generally assessed. Furthermore, professionals must conduct oral presentations in order to advertise their products or companies, as well as provide training to their coworkers. Furthermore, a successful speaker may greatly motivate the audience, capture their full attention, and maintain the same speed throughout his or her speech.

Language is a communication instrument. We speak with people in order to express our thoughts and to learn about the ideas of others. Where there is speech, communication takes place. We can't converse with one another without speaking. As a result, the importance of speaking abilities for language learners of any language is immense. A language is reduced to a script when it lacks speech. The use of language is a personal activity that takes place inside our community. Language is used in a wide range of contexts. Researchers

working in a medical laboratory or a language laboratory, for example, are expected to speak appropriately and efficiently in order to interact effectively with one another. Any discrepancy in commutation leads to misunderstandings and issues (Kurniati, et. al. 2015).

4.   Difficulties in Speaking

Speaking is the active production of information or meaning via the use of language. The ability to communicate is dependent on one's ability to speak. Speaking is a process of providing and receiving information that is influenced by the participants, their experiences, the physical surroundings, and the goals of the action. Speaking is a difficult oral communication process that necessitates a wide range of abilities, including listening, vocabulary, grammar, and pronunciation (Leong & Ahmadi, 2017).

Tuan and Mai (as cited in Tasmia, 2019) stated that students often struggled to speak because of a variety of circumstances, including their confidence, the support of their peers, their capacity to listen, and the pressure to do well. These variables influence their decision to speak English, particularly in front of the class. The audience is then polled to see if their attention, respect, and appreciation influence pupils' ability to speak English fluently. Furthermore, the difficulties that arise in speaking class are not only caused by the availability of class facilities, but can also be caused by the students' self-confidence and their lack of vocabulary. This is a challenge for lecturers in managing speaking class (Muluk, et. al. 2021).

Speaking is one of the issues that students face when learning English. There are a few issues with English speaking, the first of which is mispronunciation. This frequently occurs when pupils accurately experience the release vocabulary. This is based on vocabulary mastery. Students will have trouble expressing information if they speak without consideration for pronunciation. Students must be able to memorize, master vocabulary, pronounce, apply, and maintain repeating the language that has been learned in this situation (Fitriani & Apriliaswati, 2015). The second issue is a lack of vocabulary. Gilford (2016) defined vocabulary as the cornerstone of communication. If students are at the novice level, the more vocabulary they know, the more comfortable and pleasant it is to convey a viewpoint. The third type of grammatical error that students may encounter is a grammatical error in speaking. This occurs most frequently when students are composing sentences correctly. This is inextricably linked to the linguistic material learned (Tasmia, 2019).

Fitri (2019) state that there are many factors that can cause difficulties in speaking; some of the issues have to do with the students themselves, instructional practices, curriculum, and the surrounding environment. Many learners, for example, lack the appropriate vocabulary to communicate their meaning, and as a result, they are unable to maintain the engagement.

From some of the explanations above, it can be concluded that difficulty in speaking is caused by two factors, namely internal factors and external factors or the surrounding environment. Factors from oneself such as self-

confidence, lack of vocabulary mastery, understanding of incorrect pronunciation of vocabulary. While environmental factors can be in the form of fear of unsatisfactory feedback and pressure to perform perfectly when speaking (Riftriani, et. al. 2018)

B. Understanding Voice Diary

1. Definition of Voice Diary

Voice diary is a new term used in several studies. However, based on the results of the theoretical study conducted by the researcher, it was found that the term voice diary is equivalent to audio recording.

According to Yaman (2016), voice diary the audio file created orally by language learners using a voice recorder. Furthermore, Yaman emphasize despite the fact that voice recording is not a new technology; the loss of language laboratory has had a negative impact on its appeal. Language learners can now record their voices and share them with their friends or lecturer via video blogs (vlogs) or podcasting sites, thanks to these new capabilities. In an ideal world, employing such cutting-edge instruments would be extremely beneficial.

Voice recording activities always involve the required technology and media. Many of the technologies used have been equipped with voice recording devices. According to Yarrington et al. (2004), a voice recorder is a technology that allows people to record and save speech in order to create a synthetic voice.

According to Wijayani (2010), a digital audio recording is one made in a computer application such as Windows Media Player, mp3/mp4 player, or even Quick Time Player and Window Classic. A computer has been outfitted with entertainment in the form of a sound recorder in the accessories section. This sound recorder is a digital recording device. It enables computer users to capture and reproduce sound waves such as speech. Analog and digital recording are the two types of recording. The digital format differs from the analog format. It features a coding that can track which part a person truly wants to play. It is easier to track or locate the component we need to seek or replay in digital form than it is in binary form.

Significantly, audio recording is a versatile medium that can be used to collect data in the form of sound. Audio recordings also offer an alternative for self-reporting of a person's behavior and how they position themselves in the social environment. This voice recording can one day become a source of information that a person needs either for personal use, to recognize characteristics, or to be used for learning (Negron, 2012).

The use of audio recordings to generate transcripts of in-depth interviews and group discussions has become commonplace (Rutakumwa et al., 2019). In this case, voice records are not only used in learning but also in research to store interview and transcript data.

In the learning process, audio recording has its own meaning, King (2016) defined audio recording, in which students record themselves responding to question or an assignment, provides another opportunity for

students to talk their way into learning, memorizing, or clarifying information. Most students are already aware with audio recording in some way or another, including standard voicemail, voice messaging, and even the increasingly popular video narration on SnapChat and Youtube.

In conclusion, voice diary is a term that means recording sound using a medium called a voice recorder that is able to store voices and share them with other people. Voice diaries can be used in the language learning process to build students' speaking skills (Mitterer, et. al. 2020).

2. **Benefit of Voice Diary**

Voice diaries have several advantages in their application in learning process. According to Yaman (2016), students can utilize these tools outside of the classroom to improve their skills. When they know they'll be recorded, they tend to be more careful about what they say. Students have time to practice, and they can evaluate their own speaking abilities, creating greater awareness and independence.

Wijayani (2010) state that the purpose of Investigating Students' Experiences with Digital Audio Recording in Learning Speaking was to learn about the students' experiences with digital audio recording in learning speaking. Its purpose was to explain what it meant to use digital audio recording in the English speaking classroom and language laboratory as students actually experienced it. Using digital audio recording to teach speaking allows students to prepare their speaking activity by writing a

dialogue or a brief discussion and recording it on the lab computer. Students will interact, share knowledge, and be more active in their performance as a result of the learning process.

Furthermore, Wijayani (2010) emphasize that using digital audio recording in learning speaking assists teachers in keeping the class engaged during the teaching and learning process. Students are required to participate in a variety of activities, ranging from listening to recording. The results of those exercises are stored in the form of records, making it easier for the teacher to go through the pupils' work again. The recordings will be used by the teachers to assess the students' learning. Because the performance in the record remains constant, the development of the students' learning can be assessed in the same way.

The use of voice recording might help students focus on correctness. Especially if they are encouraged and led to plan ahead of time, rehearse, record, listen and check, and re-record until they are satisfied with the final output. Teachers can provide individualized feedback to each student via email or one-on-one in class. Alternatively, record and send to the learner a reformed and corrected version of the same job. Furthermore, listening to the recordings will make it simple to spot common concerns among a group of students and organize an activity to focus on common errors or weak spots (Whiteside, 2019).

3.   Challenges in Using Voice Diary

Voice diary may have challenges in its application, this challenge can come from students. According to Yaman (2016), students find listening to their voices embarrassing for the first time, after that they can start to get used to it. In addition, students can also feel less motivated when they know their weaknesses in speaking. Furthermore, some students were not able to do a self-assessment based on their voice recording.

The technology and media used in the voice diary also affect the resulting challenges. Technical constraints in the learning environment refer to the difficulties in using video due to unreliable internet access, low computer capacity, poor maintenance of other technical facilities such as electricity and phone lines, technological gadgets such as computer drivers, low language and computer laboratory standards, and instructors' incompetence in using technical facilities (Sahin & Secer, 2016).

Lack of access to media and technology is a challenge in implementing a voice diary. According to the findings of Cakr's (2015) study of prospective English language teachers' opinions and attitudes toward the use of mobile phones in foreign language learning, 44.6 percent of participants never use the voice recording feature of their phones for learning purposes, 45.6 percent use it occasionally, and 9.8 percent use it frequently. The percentage of never-users is quite high.

While the benefits emphasize the ability for learners to build language skills on their own, the negatives often center on the possibility of student

demotivation during the process. When students understand the actual benefits of regular voice recording over weeks, the possibly unfavorable aspects can be discounted to some extent.

C. Relevant Studies

Yaman (2016) in his research found that using voice diary is mostly seen as a beneficial technique to improve speaking, which is considered a tough skill by most of the participants, according to the qualitative data gathered through semi-structured oral interviews. The findings show that it aids in the development of several components of speech such as fluency and pronunciation, as well as the decrease of affective issues such as anxiety and stress. On the other hand, the lack of spoken engagement is cited as the most significant drawback.

Wijayani (2010) showed it has been proven that using voice diary can help students enhance their speaking skills. Educators and teachers can use this type of program in their teaching or even construct more interactive teaching for a more active teaching and learning process.

Furthermore, Santika (2021) found that students are better prepared to speak confidently since the voice diary has pauses and repetitions. As a result, students would be more likely to use English.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method in this study. It covers discussion about research design, research participant, data collection, and data analysis.

A. Research design

This research used mixed method design. According to Creswell (2008), mixed methods research is a kind of investigation that involves gathering both quantitative and qualitative data, combining the two types of data, and employing different designs that may include philosophical assumptions and theoretical frameworks. The key premise of this type of research is that combining qualitative and quantitative data offers additional knowledge beyond what either quantitative or qualitative data alone can provide.

Survey design is used in this research by investigating a sample of a population, survey design provides a quantitative or numeric depiction of trends, attitudes, or opinions of that population. While qualitative research in this study is used to determine student opinions through interviews to strengthen the data obtained (Creswell, 2014).

B. Research Location

This research was conducted at the Department of English Education, Ar-Raniry State Islamic University, Banda Aceh. This location was chosen because students learn English not only in class but are also encouraged to interact in English

outside of class. In addition, the researcher is one of the 8th semester students in the Department of English Language Education, Ar-Raniry State Islamic University, so the author knows the state of the location.

C. Research Participants

1. Population

According to Sukhla (2020), the population is made up of all the units to whom research findings can be applied. In other words, a population is a collection of all the units that share the variable characteristic under investigation and for which research findings can be generalized. Therefore, the populations in this study were active students of batch 2019, 2020, and 2021 of English Language Education Department at the State Islamic University of Ar-Raniry with total 380 students.

2. Sample

A sample is a portion of the population that completely represents it. It means that the units chosen as a sample from the population must reflect all of the features of various sorts of population units (Sukhla, 2020). This research used purposive sampling techniques, purposive sampling is the technique of picking a sample by taking a subject that is chosen for a specific purpose rather than based on level or area (Etikan, et. al. 2016). Students who become samples must have completed speaking class and have used voice diary strategies in the learning process. In addition, students also get a minimum score of B in the

speaking class that has been taken. The determination of the number of samples used in this study was calculated using the Slovin formula with 10% margin of error as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{380}{1 + 380(0.1)^2}$$

$$n = 79$$

Description:

n = number of samples

N = Total population

E = margin of error

Based on the calculation, the number of samples in this study was 79 students.

D. Data Collection

This study used a questionnaire and interviews as data collection instruments.

1. Questionnaire

According to Apriliana (2017), the questionnaire is a set of questions used to collect data about a certain subject. The researcher employed a questionnaire to collect data for answering research problem in this study. The most popular question type for gauging participant opinions on usability is the Likert scale (Dornyei, 2010). Hence, the Likert scale was employed in the survey.

To obtain information related to students' opinions in using voice diaries to develop speaking skills, this study used a Likert scale consisting of 4 degrees of agreement, namely; Strongly Disagree (1), Disagree (2), Agree (3), and Strongly Agree (4). Students have to choose according to their perception. The questionnaire's items are listed below. Each statement from the questionnaire would have its own score assigned to it.

Table 3.1
Range Score of Statement

Answers	Score
Strongly Agree (SA)	1
Agree (A)	2
Disagree (D)	3
Strongly Agree (SA)	4

A good instrument, according to Ramadhan et al (2020), is one that has high validity and reliability, as well as the lowest possible error in data collection. To obtain a decent instrument, it is required to test its validity and reliability. The test is deemed valid if it measures students' actual abilities through learning activities (Ramadhan, 2019).

a. Validity test

Validity is defined by Whiston (2012) as obtaining data that is appropriate for the measuring equipment' intended application. Validity tests, which establish whether the scale's expressions provide appropriate measurements for the study's objective, come to the fore (Sürücü, L, 2020).

$$r = \frac{n(\sum xy) - (\sum x \sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Description:

r = product moment correlation

n = number of respondents

x = question score (respondent's answer)

y = total score of all question

xy = question score multiplied with total score

x^2 = question score (respondent's answer)

y^2 = total score of all question squared

b. Reliability Test

The term "reliability" related to the consistency and stability of the measurement equipment utilized throughout time. In other terms, the capacity of measuring instruments to produce identical results when used at different times is referred to as reliability (Sürücü, 2020). The reliability test uses Sperman-Brown formula (Eisinga, 2013):

$$r_i = \frac{2r_b}{1 + r_b}$$

$$r_b = \frac{n(\sum xy) - (\sum x \sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Questionnaire distributed to 79 students who are the sample in this study obtained based on the previous Slovin's formula (Susanti, et. al. 2019). Respondents filled in the questionnaire in Google forms online via laptops and

smartphones. The data filled in by the respondents through the Google form was stored and recorded automatically by the system.

2. Interview

According to Creswell (2012), an interview is a face-to-face dialogue between a researcher and a respondent in which information is transferred to the interviewer. Furthermore, Showkat & Parveen (2017) explained that an interview is a common qualitative research approach in which the researcher gets data from participants directly. Interviews are useful in eliciting opinions, experiences, values, and other features of the population under study, and are frequently used in conjunction with other research methodologies such as surveys, focus groups, and so on. Interviews are always focused on achieving a specific purpose.

This research used in-depth interview in collecting data. The researcher selected 6 students from 79 who had filled out the questionnaire. The 6 students were selected based on the answers that were filled out in the questionnaire, 3 students leading to positive answers and the other 3 leading to negative answers. Six participants are marked as initials in order to retain participants' privacy.

Table 3.2
Participants' Information

Participants' Initial	Semester	Answer Referred
M	2019	Positive
SS	2020	Positive
MR	2021	Positive
H	2019	Negative
RM	2020	Negative
DL	2021	Negative

According to Workbook, E (2014), an in-depth interview is a strategy for gathering thorough information about a topic from a stakeholder that is open-ended and discovery-oriented. In-depth interviews are a qualitative research method that aims to delve into a respondent's thoughts, feelings, and viewpoints in greater depth. The following is a list of questions used by researchers in in-depth interview:

1. Do the EFL learners regard speaking as a challenging skill? Why?

2. What are the difficult aspects for EFL learners while speaking in English?

3. How EFL learners use voice diary in improving speaking skill?

4. Do EFL learners think using voice diaries is useful in terms of speaking improvement? Why?

5. In what ways do they find it useful or not?

E. Data Analysis

In this study, the researcher used quantitative and qualitative data analysis technique. After collecting data, the researcher would analyse data. Quantitative data analysis is a method for gathering and analysing measurable and verifiable data in a systematic way. It has a statistical system for evaluating or interpreting numerical data (Creswell, 2007). In short, data analysis is the systematic process of analysing data that has been acquired. The idea is to turn raw data into conclusions or outcomes.

Firstly, the data on the questionnaire using Google forms was collected automatically by the system. During data analysis, the researcher initially supplied a questionnaire that had been produced by researchers in order to see whether the voice diary technique could help students improve their speaking skills. The data was processed since it was relevant and required for this study, and then the data was divided into groups depending on the theme of the questions. The researcher used the SPSS and Microsoft Excel programs to undertake data analysis after each data set was analyzed. The goal of data analysis is to explain data so that it can be understood, as well as to make or draw inferences about the population's characteristics based on data from the sample.

In each aspect, the formula used to calculate the percentage of respondents who fit into certain groups based on the study data interval class is as follows:

The percentage formula that will be used is as follows:

$$P = \frac{F}{N} X100$$

Annotation:

P: Percentage

F: Frequency of the respondents

N: The number of respondents

To group by category, researcher first defined the maximum and minimum scores. Second, researcher calculated the average (mean) value and standard deviation of the received scores. The information was then provided in the form of a frequency table, which was then categorized and presented as a scale category.

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\overline{\times}$ = Mean Score

$\sum \times$ = Total Score

N = Total Respondent

Following the calculation of the mean score, the next researcher classified the interpretation of the mean score in order to understand the responses of the students to the questionnaire.

For in depth interview analysis, researcher used a digital word processing application or physically cut, paste, and group hardcopies of interviews for this strategy (such as Microsoft Word, Word Perfect, or Open Office Writer). The researcher prefers to use computer system in analyzing data. There are some steps that must be concerned by the researcher (Workbook, E, 2014):

1. All of the interview notes should be copied and pasted into a single document. This master document will be used to sort and code the responses.

2. Each interview should start with a new paragraph and a marker. The marker will include (1) a one-of-a-kind symbol, such as # or *, that will not appear anywhere else in the interview text; and (2) the interview number. For instance, the first interview will begin with * 01, the second with * 02, and so on. Include any pertinent information regarding the interview (the respondent's name, his or her qualities, the date of the interview, etc.).

3. Every new question or topic should start with a new paragraph. Each paragraph should be classified according to the topic at hand, and it should be preceded by the symbol chosen earlier.

4. Making a copy of the question and assign codes to sub-categories within it.

5. The researcher opens the file and begins sorting the categorized paragraphs (search for the option to Sort under the Table drop-down menu in Microsoft Word, for example). The paragraphs will now be organized alphabetically. The introduction explanations of each group will be displayed first, followed by each main category, with sub-topics classified under major categories. At the end of the document, researcher may encounter errors (e.g., partial paragraphs from erroneous hard returns, un-coded subjects, and so on). If that's the case, researcher can go ahead and fix and/or code these paragraphs, as well as re-sort the data.

6. At this point, all of the comments have been categorized and divided into subcategories at this time. Researcher can now summarize each of these categories to whatever degree researcher thinks is suitable, and then combine the results into a written report.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the result of the data presentation and findings in the study itself. This presents the results obtained by using questionnaire and interview. This chapter consists of two parts. The first part is finding where the questionnaire data is presented in the form of tables and graphs, while the results of the interview data are in the form of scripts and descriptions. The second part is a discussion that explained the data that has been presented in the finding section.

A. Finding

This research was conducted at the Department of English Language Education and data collection was carried out through two methods, namely questionnaire and interview. Research through questionnaire was conducted on June 1-4 2022, while the interview was conducted on June 5-11 2022.

1. *Questionnaire*

The type of data collected is primary data. The primary data used in this study was obtained from the results of distributing questionnaire to 79 students. After the questionnaire was filled in by each respondent, the answers were tabulated using Microsoft Excel 2016 and processed with SPSS version 28. There were 79 questionnaires returned to the researcher.

In this section, the researcher used three indicators that were important to the aims that were achieved. The information was gathered from the students who were given the questionnaire. It was created to assist the researcher in learning more

about the students' perceptions to the use of a voice diary speaking assignment in the speaking subject. The questionnaire was created according to Paramesti, A (2022) and SuoYanJu (2017).

The questionnaire's 22 question items can be divided into three main categories. The first section, which includes a statement, focuses on the students' perceptions on the use of voice diary in their speaking ability when viewed from a positive/like perspective. The second half of the statement focuses on the difficulties that students face in using voice diary. The third part consists of statements about how students use voice diary in learning and developing speaking skills.
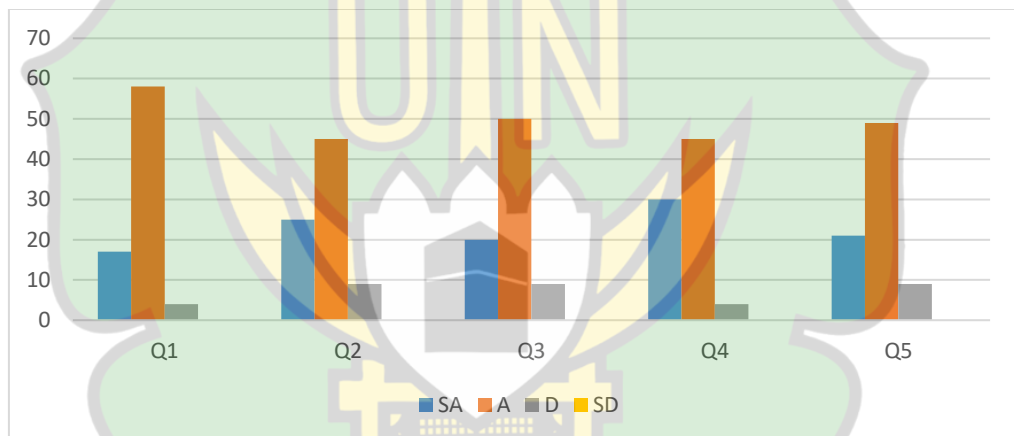
1. Students Like to Use Voice Diary

The result of questionnaire showed that 75 of students (94.9%) chose strongly agree and agree that they like voice diary speaking assignment applied by the lecture because it helps to solve their anxiety. The other students (5.1%) were on disagree perception. Furthermore, 70 of students (88.6%) were strongly agree and agree that they are happy to do voice diary speaking assignment because they can hear their voice more than once. The others students (11.4%) were on disagree perception.

The next question showed that most of students (88.6%) had strongly agree and agree that they like voice diary speaking assignment that applied by the lecture because they can express their ideas freely. The others students (11.4%) disagreed. Then, 75 of students (95%) chose strongly agree and agree that they like voice diary speaking assignment used by the lecture because they

have many opportunities to practice their speaking ability and improve creativity. The others students (5%) were on disagree perception. At the last question showed that most of students (88.6%) chose strongly agree and agree that they are happy to do voice diary speaking assignment because by applying audio recording based task, they can practice their speaking in real and meaningful situation. The others students (11.4%) chose disagree with that perception.

Figure 4.1
The Recapitulation of Students' perception on Like to Do Voice Diary Speaking Assignment


2. Students Dislike to Use Voice Diary

The answer showed that 70 (88.6%) students choose strongly disagree and disagree that they don't like to do voice diary speaking assignment because it cannot improve their creativity. while 11.4% agree with the statement. 69 (87.3%) students chose strongly disagree and disagree that they don't like to do voice diary speaking assignment because they think it wasted the time and no

improvement for their speaking ability. while 12.7% of students agree with the statement. 67 (84.9%) chose strongly disagree and disagree that they dislike voice diary speaking assignment used by the lecture because it cannot decrease their anxiety. 15.2% of other students were on agree perception. 56 (70.9%) chose strongly disagree and disagree that they were disappointed with voice diary speaking assignment used by lecture because they cannot know their strengths and weaknesses. 21 students agree with the statement and 2 other students strongly agree.

Furthermore, 69 (87.4%) students choose strongly disagree and disagree that they don't like voice diary speaking assignment because they can't express their ideas freely. while another 12.7% agree with the statement. 58 (73.4%) chose strongly disagree and disagree that voice diary makes them not have much time to prepare materials or contents until they can't make the audio well. while 21 other students agreed with the statement. 41 (51.9%) choose strongly disagree and disagree that they have a problem related to signal, gadget, and mobile data. while 38 others agreed with the statement. 27 students chose strongly disagree and disagree that Voice diary speaking assignment makes it difficult to submit because it has a large audio size to upload. While the other 52 students agreed and strongly agreed with the statement. The last question, 24 students chose strongly disagree and disagree that they can't concentration making the voice diary speaking assignment because disturbance from outside thus causing unclear audio quality. While 47 agree with the statement and 8 other students strongly agree.

Figure 4.2
The Recapitulation of Students' perception on Dislike to Do Voice Diary Speaking
*Assignment*
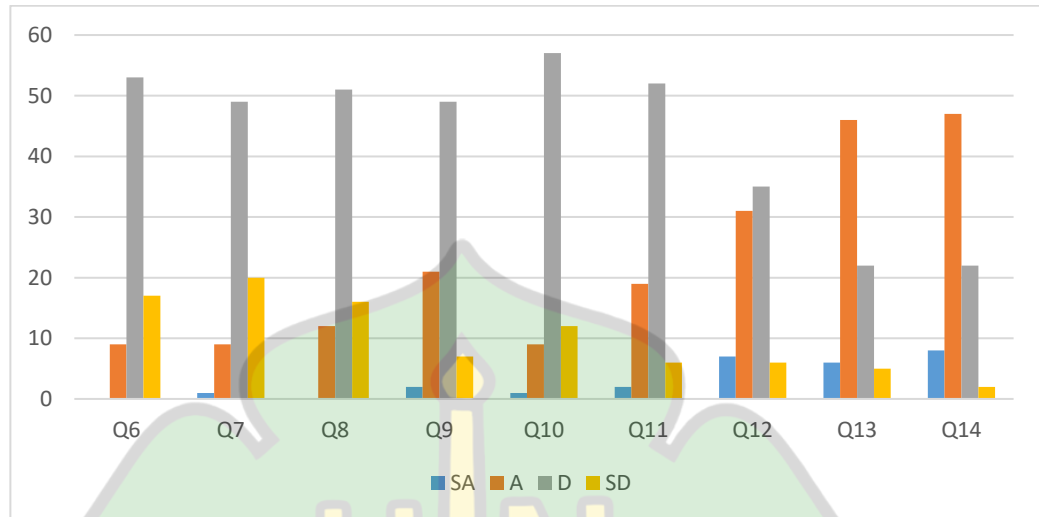
3. Students Use Voice Diary in Learning

Based on questionnaire answer, 9 (11.4%) chose disagree that they redo the voice diary entries when the speech does not flow well. the rest 70 (88.6%) chose strongly agree and agree with the statement. 12 (15.4%) students chose disagree that they redo the voice diary entries when the intonation does not sound right. while the rest 66 students chose strongly agree and agree to the statement. 29 (25.3%) students chose disagree that they redo the voice diary entries when there are grammatical mistakes on it. while the rest 59 students chose strongly agree and agree to the statement. 12 (15.2%) students chose disagree that they redo the voice diary entries when the word choice is not quite right. while the rest 67 students chose strongly agree and agree to the statement.

Then, 10 (12.7%) students chose disagree that they redo the voice diary entries when the pronunciation does not sound right. while the rest 69 students

chose strongly agree and agree to the statement. 12 (15.2%) students chose disagree that they redo the voice diary entries when the organization of ideas is not right. while the rest 67 students chose strongly agree and agree to the statement. 34 (43%) students chose disagree that they always listen to the voice diary sent by my classmates. while the rest 45 students chose strongly agree and agree to the statement. And 21 (26.9%) students choose disagree that they always listen to others' voice diary to improve their voice diary. while the rest 58 students chose strongly agree and agree to the statement.

Figure 4.3
The Recapitulation of Students' perception on Dislike to Do Voice Diary Speaking Assignment
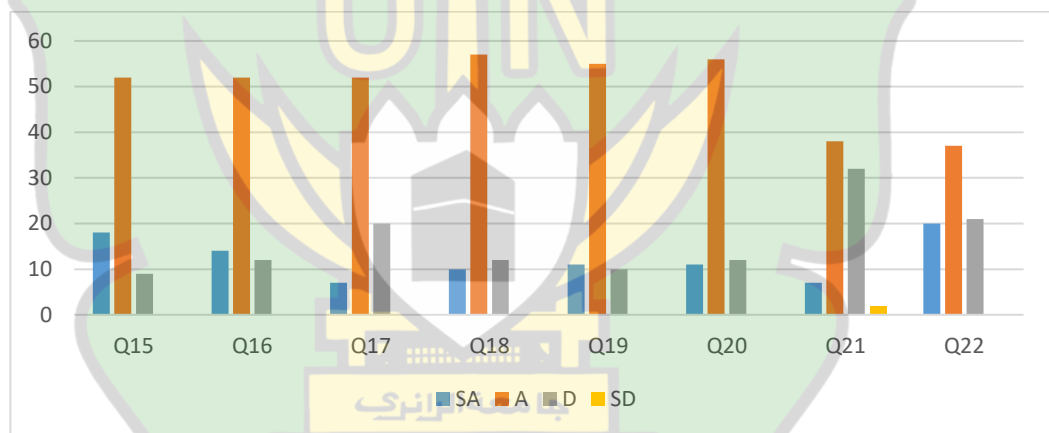
2. Interview

The results of this study are based on the interview data of students who have filled out the questionnaire. The interview session is conducted to find out if the voice diary strategy is able to develop speaking skills. Six students are interviewed with some questions that relate to their experiences during using voice diary in learning their answers in the questionnaire lead to positive and negative answers.

Each participant has around 30-45 minutes to respond to the questions, and they all have the same set of questions to answer. In addition, based on the interviewee's agreement with the issue, certain more questions are asked to dig deeper into the topic. Using an audio recorder, the researcher records the interviewee's responses during the session. Students were asked questions about how they feel when speaking English, difficulties in speaking English, their experiences using voice diaries in learning, and the effect of voice diaries on their speaking skill development. Using an open coding analytic approach, the results are transcribed and coded. Following the analysis of the data, the researcher presents the following points:

a. Speaking as challenging skill

Based on interview data from six interviewed students, all students considered that speaking was one of the most challenging skills compared to listening, reading, and writing skills. Every student has their own reasons why speaking is a challenging skill. They can also identify the challenges they face during speaking.

Such as participant 1 told that speaking skill is challenging because it is difficult to choose vocabulary according to context. She said:

P1: Speaking skill is the most challenging skill compared to other skills. Then, choosing vocabulary is also difficult because we have to choose vocabulary according to the context. In addition, in speaking skills, we must also have high self-confidence.

Participant 2 feels that her vocabulary mastery is still lacking. She said:

P2: Of course, we talk in Indonesian; sometimes it's difficult, especially in English. This is due to lack of vocab.

Participant 3 said that speaking was challenging for her because she rarely practiced speaking English. She said:

P3: For me speaking is a challenging thing because it is in English which we are not used to, and I am one of those people who rarely practice speaking in English.

On the other hand, participant 4 felt that speaking was challenging because one had to master the vocabulary he/she wanted to convey. Without a good mastery of vocabulary it will be difficult to convey ideas. She said:

P4: Speaking is one of the English language skills that I think is the most challenging than others. Because it takes courage to speak which of course we have to master the vocabulary we want to convey.

The same thing was also conveyed by participant 5 who felt that she did not master the vocabulary and was worried that what she said seemed to be repeated. She said:

P5: For me, this is a challenging skill, we have to master vocabulary because if we don't know the vocabulary we can go blank in front of the audience.

In a different case, participant 6 said that because she was used to using mother tongue, it made it difficult for her to speak in a foreign language. She said:

P6: "In my opinion, as an EFL learner speaking it is a challenging skill because we have to produce something, when we are used to mother tongue it is more difficult for us to speak in a foreign language because it is difficult to convey ideas."

The data shows that each participant has their own reasons why speaking is considered a challenging skill. In general, some participants had the same reason that they felt they lacked vocabulary mastery so it was difficult to convey ideas, while other participants are not used to practicing speaking in English.

b. Difficulty in Speaking

Apart from assuming that speaking is one of the challenging skills, the participants also encountered some difficulties that arise when speaking English. Based on the results of the interview, the aspects that became their difficulties during speaking were influenced by internal factors and internal factors.

1. Internal Factor

a. Pronunciation and confidence

Participant 1 told that she had difficulty in knowing whether her pronunciation was correct or not. Shea says:

> P1: In internal factor, for example, in terms of pronunciation which comes from myself. Then, the most important thing is confidence, for me pronunciation can be number two after confidence.

The same thing was said by participant 4 where she also had problems with pronunciation.

> P4: If the factor from inside is a lack of confidence to speak English. Then, the difficulty is that we must not make mistakes in pronunciation, when we want to say something so that it is not wrong we must listen to the correct pronunciation in Google translate.

Participant 1 and participant 4 have difficulty speaking due to doubts in pronunciation; they are worried that the vocabulary spoken is not correct. Besides that, they also lack confidence when speaking in English. Tasmia, et.al (2019) stated that the most common problems faced by students in speaking were pronunciation and lack of self-confidence.

b.   Grammar

It is different with participants 2 and 3 who have difficulty in grammar. Feel doubt whether the grammar used is correct or not becomes their difficulty in speaking English.

> P2: I often overthink on grammar, sometimes I'm embarrassed to speak because I'm not good in grammar.
> P3: When speaking I feel nervous and think about grammar.

Indeed, by thinking about using good and correct grammar in speaking, participant 2 and participant 3 feel anxious to start speaking English. They worry that the grammar used is wrong. Heriansyah (2012) in his research explained that anxiety about using correct grammar often makes students reluctant to speak English. Foreign language learners, despite being aware of grammar principles and how to employ them, often find it difficult to communicate effectively in oral circumstances with native speakers. As a result, they view themselves as failing at oral communication. Therefore, in order to feel more comfortable speaking in the language, learners of foreign languages need to work on their pronunciation skills (Amiruddin, 2019).

c.   Run out of idea

On the other hand, participant 5 was sometimes blank when conveying her ideas. She said:

> P5: what makes it difficult for me to speak is when I'm blank and don't know what to say. Then it's hard for me to speak spontaneously without preparation.

participant 5 sometimes runs out of ideas when speaking in English, this is because she does not have much time to prepare ideas that will be conveyed in her performance.

d. Arranging words

While participant 6 has difficulty in arranging words become good sentence structures in English. She said:

P6: In my opinion, the difficulty in speaking is to arrange words because it is different from Indonesian.

Students are affected by the arrangement of sentences in their mother tongue when speaking English. Mother tongue interference is what hinders students' English proficiency. It is common and inevitable for ESL learners to transfer various components from their native speech. However, when they overly meddle with the foreign language, the target language stays in a static place (Mridha & Muniruzzaman, 2020).

Participants have various difficulties in speaking. Two of them found it difficult in pronunciation and self-confidence. Other participants find it difficult to use correct grammar so they are anxious to speak, and others find it difficult to arrange sentences and are also sometimes blank about the ideas that will be conveyed.

2. External Factor

a. Noisy Environment

Participant 1 finds it difficult to convey his ideas when speaking if the class conditions are noisy and not conducive. She said:

> P1: The external factor is when the noisy class makes me not focus on speaking. I feel disturbed by noisy class conditions because I find it difficult to think in unfavorable conditions.

Indeed, participant 1 found it difficult to speak English in noisy environment and was disturbed by it. Healy & Yoho (2016) in their research explained that students have difficulty conveying ideas and hearing speaking in noisy conditions, this also prevents students from having a good understanding of the ideas conveyed.

b. Expression of audience

Participant 2 has different difficulties where the audience's expression can affect her performance in speaking.

> P2: While the external factor; the audience's expression determines my speaking performance. Besides that, I am insecure when I see a friend whose speaking is better than me.

Audience expression can also be an obstacle to students' confidence in speaking. Thus, the performance of students sometimes depends on the expression of the audience who listen their speaking. In addition, students can also feel insecure when they see the performance of other friends which they feel is much better than their performance.

c. Feedback

External factors felt by participant 3, 5, and 6 came from the feedback given

by the lecturer and other friends' reaction when speaking:

> P3: For difficulties of external factors, sometimes when the lecturer corrects mistakes directly makes me feel down and afraid to speak again.
> P5: Sometimes my difficulties also come from outside where when I finish talking and convey ideas, reactions from friends make me feel unmotivated and I've also been laughed at by friends when I'm wrong.
> P6: For external factors, in my own environment there are not many students who speak English, so if I speak English, I am sometimes underestimated.

The feedback obtained by students comes from lecturers and also their

friends, both in the form of positive and negative responses. Negative responses

make them down in speaking. Adityas (2008) stated that the feedback that

students get after they speak will have an influence on their experience in the

process of improving speaking skills.

d. No partner to speak

Different things were said by participant 4 where the difficulty felt was

because there were no friends to speak English in the surrounding environment.

She said:

> P4: There is no partner, there is no place for speaking English. Moreover, I am a person who rarely meets many people so it is difficult to find a partner who speaks English.

External factors felt by each participant were different. Some cannot be

disturbed by unfavorable surrounding conditions, some get negative reactions

and negative feedback from lecturers and also from friends. Then, others don't

have a partner to speak English.

c. **The Way Students Use Voice Diary**

1. Making Brainstorming

Participants 1 used voice diary during online learning when the lecturer gives a topic to be explained and assessed. She said:

> P1: I use a voice diary through cellphones, applications, and also an electronic dictionary. In the group, the lecturer gives an assignment to tell about experience. First, I put the words together and make small notes or some kind of brainstorming. I practiced first to make sure there were no wrong pronunciations. Then, I recorded and listened again to make sure whether it was good or not.

Participants 2 and 3 also had the same experience in using voice diaries. They use it when there is a request from the lecturer who gives the assignment.

> P2: When the lecturer requires responding in the form of a voice diary, I will make point by point preparations so that I am free to give ideas and not get stuck. Then, I will repeat the recording if there are errors to make it clearer and more correct.
> P3: One of the lecturers requires responding through a voice diary. I use the recorder on my cellphone so I can hear it again and I know where I went wrong so I can speak well. I also made preparations in the form of brainstorming before recording. I repeat the voice diary until I get good results so that what I say can be understood by friends who listen."

From the results of the interview, the three participants had the same experience in using voice diary. They use voice diaries during online learning in the form of assignments given by lecturers or as a response in WhatsApp groups to materials and questions posed by lecturers and classmates. Then, before sending it they listen to the voice diary that has been made to ensure that there are no incorrect pronunciations and word choices so that it can be understood by others.

2. Making script

By using voice diary, students have plenty of time to prepare for their speaking. So, they prepare ideas that they want to convey in script and then read it when doing voice diary.

> P4: During those two weeks I prepared a script and recorded it with an application that was already on my cellphone, and then I submitted it. I didn't listen again what I've been recorded.
> P5: Usually I make preparations in script form and read them when recording, and I submitted it without listen again the voice diary I've done.

3. No preparation

Participant 6 said that she did not make any preparations before doing the voice diary, ideas were conveyed spontaneously, she said:

> P6: I didn't make any preparations, when the lecturer asked for a response, I just read on Google and understood it and then I conveyed it through a short voice diary and didn't hear anymore what I had recorded because I prefer to listen to the voice diary that my friend sent in the group rather than hear your own voice diary.

The three participants had different ways of using voice diaries in learning compared to the other three participants. Two of them make preparations in the form of scripts so that they can be read directly when recording sound. After recording the voice, they did not listen again to make sure there were no mistakes in speaking; while another participant did not make any preparations before doing the voice diary.

d. **Students' Perception**

Of the six participants who were interviewed, three of them filled out the questionnaire with answers that lead to positive and the other three gave answers

that lead to negative about their views on voice diaries that can develop students' speaking skills.

1. Positive perception

a. Opportunity to review mistakes

As said by participant 1 that voice diary is useful in speaking. She said:

P1: In my opinion, this voice dairy greatly improves speaking skills, because with a voice diary, we can check whether it is correct or not. So, it is easier for us to review our mistakes.

According to participant 1, voice diary is very useful in building their speaking skills. Using a voice diary will provide more opportunities for students to find out the errors that arise in speaking, so that they can correct themselves and their mistakes.

b. Improving Pronunciation

Participant 2 was told that the voice diary can be listened many times so that it helps in improving pronunciation and intonation. The same as participant 3, saying that she could learn good pronunciation when she heard the voice diary sent by the lecturer.

P2: The impact is very positive when I listen to the recording again I know the error and can improve pronunciation and intonation.
P3: While using the voice diary, I feel that my pronunciation has improved because I can hear the correct pronunciation from the lecturer.

The voice diary can be listened repeatedly, when the lecturer sent an explanation of the material through the voice diary, students can listen again if there is an explanation that is not understood. Then, after doing a voice diary they can also listen their own voice and find out the pronunciation mistakes and make them try to fix it.

The three participants felt that voice diary were useful for them because it could be listen again so that the material given would be easier to understand with repetition. Besides that, having a voice diary also helps improve good pronunciation and intonation in speaking.

2. Negative Perception

a. Voice diary cannot develop speaking skill

Participant 4 said that for people who like to listen to their own voices, a voice diary might be useful. However, for her personally who does not like to hear her own voice, voice diary does not provide improvement in speaking. She said:

> P4: The use of this voice diary is sometimes ineffective because we have to find our own mistakes, because this voice diary only records but cannot provide direct feedback. In addition, the voice diary also takes a long time in the process, starting from recording, sending, listening, giving feedback, etc. So for me, a voice diary is less useful for developing speaking skills.

Participant 5 also felt that there was no impact from the voice diary on speaking skills because she only read scripts when recording voices. Besides that, she's also having a difficulty due to insufficient phone storage. She said:

> P5: I had problems using voice diary, for example, when it was raining and there was a commotion, I couldn't record so I had to wait for a safe situation. In addition, I have difficulty because my cellphone does not have enough storage space to store a voice diary. Then, according to my experience, this voice diary is less able to improve speaking or even not at all.

According to participants 4 and 5, speaking using a voice diary strategy occurs in one direction, so students do not get direct feedback. It is considered not to help students in finding their mistakes in speaking and it is difficult for them to correct their mistakes. In addition, by making preparations in the form

of script and only reading it, speaking does not provide any challenges for students so that they are not compelled to give their maximum in performance.

b. Limited-conveyed ideas

Participant 6 said that the voice diary was not effective in developing speaking skill because the ideas to be conveyed were limited.

> P6: In my opinion, this voice diary is not very effective to implement with the aim of developing speaking skills, because sometimes the ideas we want to convey are limited because we are worried that if we talk too long, other people don't want to hear our voice diary.

Based on the results of the interview above, the effect of a voice diary on the development of speaking skills is difficult to assess and may not have an effect. This is because the participants did not listen to the voice diary that have been done, making it difficult to identify errors in speaking because participants had to do self-correctness and did not get feedback from other people.

B. Discussion

1. *Questionnaire*

This study focuses on one research question, namely based on the students' perspective, is using voice diary able to improve their speaking skills? Questionnaire and interviews were conducted to answer the research question. The questionnaire consists of three indicators, first, students like to use voice diary, second students do not like using voice diary, and the third is how students use voice diary. The following is a recapitulation graph of the answers to the questionnaire:

Figure 4.4
Recapitulation graph of the questionnaire answer
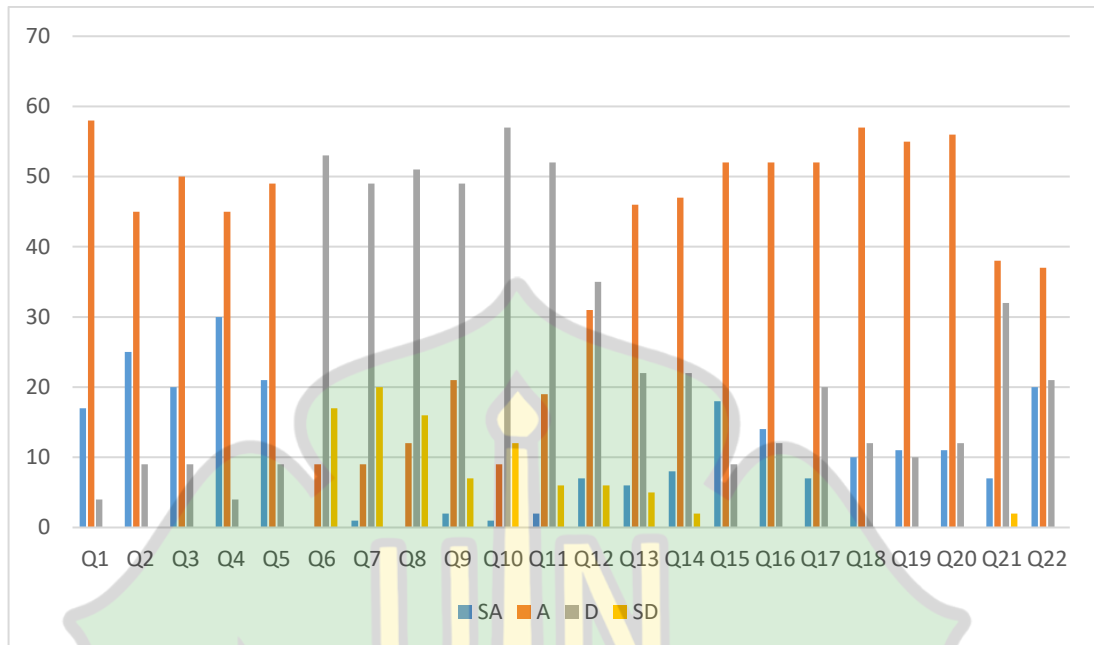
a. Like to use voice diary

Based on the data obtained from the questionnaire, 92.89% students like to use the voice diary in the learning process, by using voice diaries they can minimize the level of anxiety in speaking so they feel free in expressing their ideas. Furthermore, one of the advantages of a voice diary is that it can be stored on the device and can be listened again at any time so that students can do self-correctness. Voice diary that can be used anytime and anywhere provide more opportunities for students to practice English even though they don't have partners around them and this can also increase their creativity. In addition, they can also practice speaking in real and meaningful situations.

b.   Do not like to use voice diary

There are other 7.11% of students who don't like using voice diary because they can't improve their creativity. Speaking using the voice diary strategy did not reduce their level of anxiety so that they were not so free to express their ideas. When doing assignments, they have to prepare well and wait for a supportive atmosphere which takes a lot of time. In using a voice diary they do not get feedback so they cannot assess their strengths and weaknesses in speaking. Some also have problems with signal, gadgets, mobile data, and phone storage in storing voice diary files.

c.   The way students use voice diary

In the process of using a voice diary, there were as many as 84.2% of students repeating their voice diary so that their voice diary sounded good in terms of intonation and voice clarity. In addition, they also ensure that the ideas conveyed are arranged systematically so that they can be understood by listeners. When a classmate sends a voice diary, they listen again to learn and find out the mistakes in speaking and they can correct them.
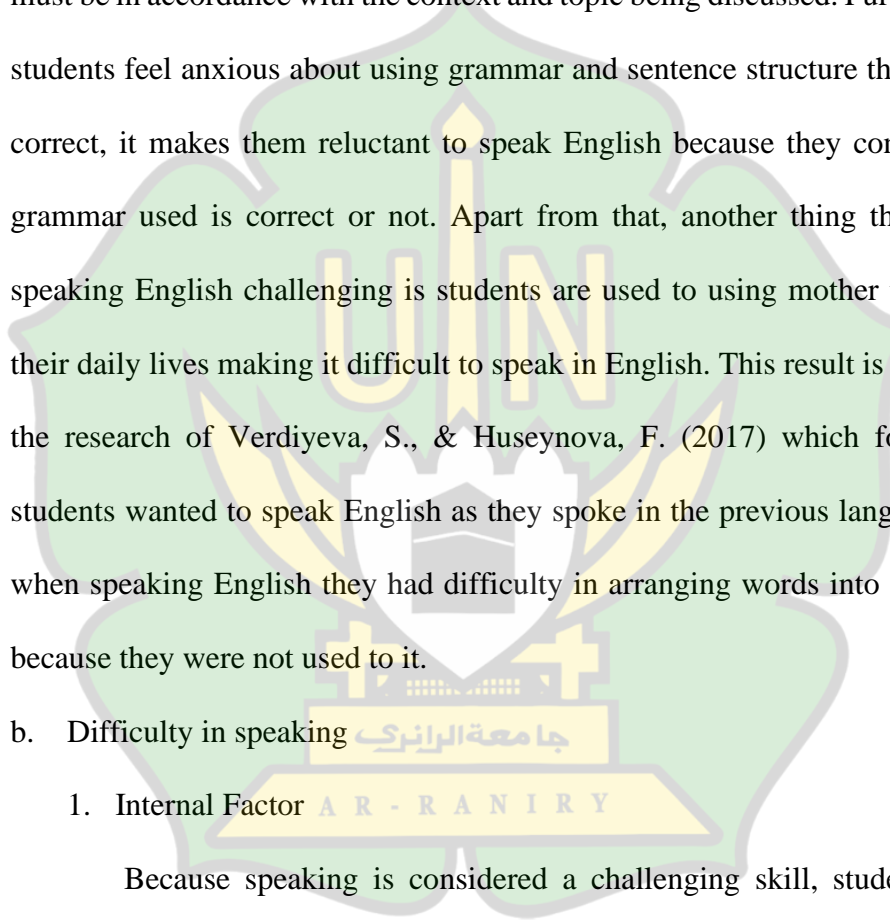
2. *Interview*

Based on the results of the interview, data was obtained that speaking is a challenging skill and some of the difficulties experienced by students when speaking came from internal and external factors. Then, there are two perceptions of students who said that voice diary can develop speaking skills and also others who do not agree with this statement.

a. Speaking is challenging skill

The participants in this study considered speaking as a challenging skill for various reasons. In speaking class, students are often asked to speak spontaneously without any preparation; it makes them nervous when performing. Then, in speaking requires good vocabulary mastery and its use must be in accordance with the context and topic being discussed. Furthermore, students feel anxious about using grammar and sentence structure that are not correct, it makes them reluctant to speak English because they consider the grammar used is correct or not. Apart from that, another thing that makes speaking English challenging is students are used to using mother tongue in their daily lives making it difficult to speak in English. This result is similar to the research of Verdiyeva, S., & Huseynova, F. (2017) which found that students wanted to speak English as they spoke in the previous language, but when speaking English they had difficulty in arranging words into sentences because they were not used to it.

b. Difficulty in speaking

1. Internal Factor

Because speaking is considered a challenging skill, students have certain difficulties when speaking. These difficulties are caused by internal factors and external factors. The internal difficulties most often faced by students are self-confidence, lack of vocabulary, pronunciation and use of grammar. For them speaking requires high confidence when conveying ideas. In addition, the limited vocabulary mastery is also a problem

because students can run out of words and blank when they perform because the vocabulary they have is very limited to convey their ideas. Then, they were doubt whether the pronunciation of the vocabulary is correct or not, even sometimes they often make mistakes in the pronunciation of the vocabulary.

The last difficulty is worrying about the use of grammar because for them English is different from Indonesian in the use of grammar. These results are similar to the results of the study by Afebri, H., & Muhsin, K. (2019) which showed that linguistic issues, such as grammar, vocabulary, and pronunciation, accounted for the highest percentage of the three factors affecting students' speaking difficulties namely affective factors, linguistic factors and performance conditions. It was determined that the students difficulty with the speaking task.

2. External Factor

External factors that make it difficult for students to speak English include a noisy environment, negative feedback, and no partner to speak English. A noisy environment makes students not focus on the ideas to be conveyed so that they feel disturbed when speaking. Then, students also received negative feedback from their friends, such as being laughed at when they make a mistake, which made them lose motivation. The results from the research of Rajitha & Alamelu (2020) showed that students often get negative peer or classmate evaluations which lower their spirits. The

last factor is that they find it difficult to find partners or friends to practice English.

c. Students' experience in using voice diary

During online learning when learning cannot be done face to face, voice diary are one of the strategies used in learning, especially in speaking and presentation. Some students use voice diary in their daily learning process where lecturers and students were in a Whatsapp group and the lecturer sent materials and questions through a voice diary that is sent to the group. Students are required to listen to the material, ask questions, and participate actively in class by answering and responding to questions posed by their classmates. Other students also used a voice diary, but only when the lecturer gave an assignment that requires a voice diary. The lecturer gave a topic that must be explained and submitted via Google Classroom. After that, the lecturer would provide feedback and gave a score for the task.

Students have their own way in using voice diary. Some students make preparations by writing down the points they want to convey before making a voice diary. After thinking about what ideas will be conveyed, they record their voices in an application that is already available on their smartphone. Then, they listened to the voice diary that had been made to make sure that there were no mistakes in terms of using grammar and vocabulary as well as pronunciation. If they think the voice diary made is good, it will be submitted. In addition, to develop their speaking skills, they also listen to the voice diaries

that have been made and the voice diary sent by classmate so that they can compare and do self-correctness to find out their mistakes.

Other students make preparations in the form of a script that contains ideas to be conveyed. After preparing the script, they made a voice diary without practicing it first because the script can be read while recording the voice. After recording, they immediately submit the files without listening back to make sure nothing went wrong. In addition, after submitting they did not listen the voice diary sent by their classmates.

d. Students' perception

Indeed, this study aims to find out based on students' perceptions whether voice diary is able to develop their speaking skills. Some students agree that voice diary is able to develop their speaking skills. This is because by using a voice diary, students can check for errors in speaking, so that by knowing these mistakes students can review and do self-correctness. The voice diary can also be stored on the cellphone and can be listened again at any time, it provides opportunities for students to identify errors and mistakes more easily. When there is an incorrect pronunciation of vocabulary they will listened again and look for the correct pronunciation so that with this their pronunciation will develop to be better than before. This is similar to the results of research from Yaman (2016) which found that using a voice diary in the learning process will help students overcome the difficulties they face in speaking.

Some students do not agree that voice diary can develop speaking skills. For them, it is not fun when they have to listen to the recorded voice again. As

a result, they find it difficult to identify mistakes in speaking. In addition, using a voice diary makes students have to find their own mistakes and increase self-correctness so that some students do not like it very much. Applying the voice diary strategy in speaking is of course one-way where the students only speaks in monologue and does not get feedback from the listener or audience as happens in face to face speaking. This finding is different from the research by Wijayani (2010) which found that using a voice diary can improve students' speaking skills, and they will also be more active in learning.

Voice diary also take a lot of time starting from preparation, recording voices, submitting, lecturers assessing, and in the end students are given feedback and score. Often before making a voice diary, students prepare a script to be read, they do not feel any development in speaking skills because by using a script, mistakes that appear in speaking can be minimized. This finding is irrelevant with the research by Santika (2021) which showed that having pause and repeat features in the vice diary will make it easier for students to use it and be more interested in speaking English.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts, conclusion and recommendation. The first part explains about the summary of the finding. The second part describes several benefits for student, lecturer, and future researcher. This research was conducted to find out based on students' opinions whether voice diaries can develop speaking skills. The research question was answered through a questionnaire and in-depth interviews conducted on students of English education Department at the Ar-raniry State Islamic University

A. Conclusion

This study shows that all participants consider speaking skill as a challenging skill. This is because speaking requires high confidence, good vocabulary mastery, and correct pronunciation. Furthermore, Students' difficulties in speaking caused by internal factors are lack of self-confidence, worry about the use of grammar, incorrect pronunciation of vocabulary, and limited vocabulary mastery. On the other hand, the external factors include noisy environmental conditions, getting negative feedback from friends, and not having a partner to speak English.

All respondents in this study have used a voice diary strategy in learning. Almost all respondents agree that voice diary can develop their speaking skills. This is because voice diary can be stored on devices so that they can be listened again and repeated. Therefore, students have the opportunity to identify mistakes that arise in speaking and correct them so that their self-correctness also increases.

Voice diary also develops vocabulary mastery, pronunciation, and appropriate intonation of speech. Using voice diary can reduce students' anxiety in speaking so that they can freely express their ideas. Then, the voice diary can be used anytime and anywhere so that students can practice speaking even though they don't have a partner.

A small number of students think that voice diaries do not develop speaking skills because they have to find their own mistakes in speaking and also voice diaries are not able to provide direct feedback. Moreover, by making preparations in the form of scripts that are read when recording voices, students do not find any challenges in speaking so that they feel that no speaking element develops.

B. Recommendation

This research is focused on the use of voice diaries that can develop students' speaking skills. According to the finding, the researcher offers some recommendations for English students, lecturers, and future researchers.

For students, voice diaries can be a strategy in developing speaking skills. The role of voice diaries will be more effective if students use them well and try to identify their own mistakes so that they can be improved gradually. In addition, the researcher hopes that students can also use voice diaries outside of learning activities to develop speaking skills when there is no partner to speak English.

For lecturers, the voice diary strategy can not only be used in online learning but also in offline learning as a daily task. This can help students get used to practicing English even though they don't have someone to talk to. In addition,

researchers hope that lecturers also provide feedback that supports students to increase their motivation in speaking skills.

The last for the future researcher, the researcher expects that future researchers can conduct better research and can use this study as a reference related to their research. Future researchers can use the experimental research method in researching this topic and it can also be done at other levels of education such as high school. The term voice diary has not been widely used in research, so when doing this research, it is difficult for researcher to provide appropriate and relevant references. This is a limitation of this study, so that future research can provide more and more appropriate references, and discuss more deeply about the term voice diary in academics.
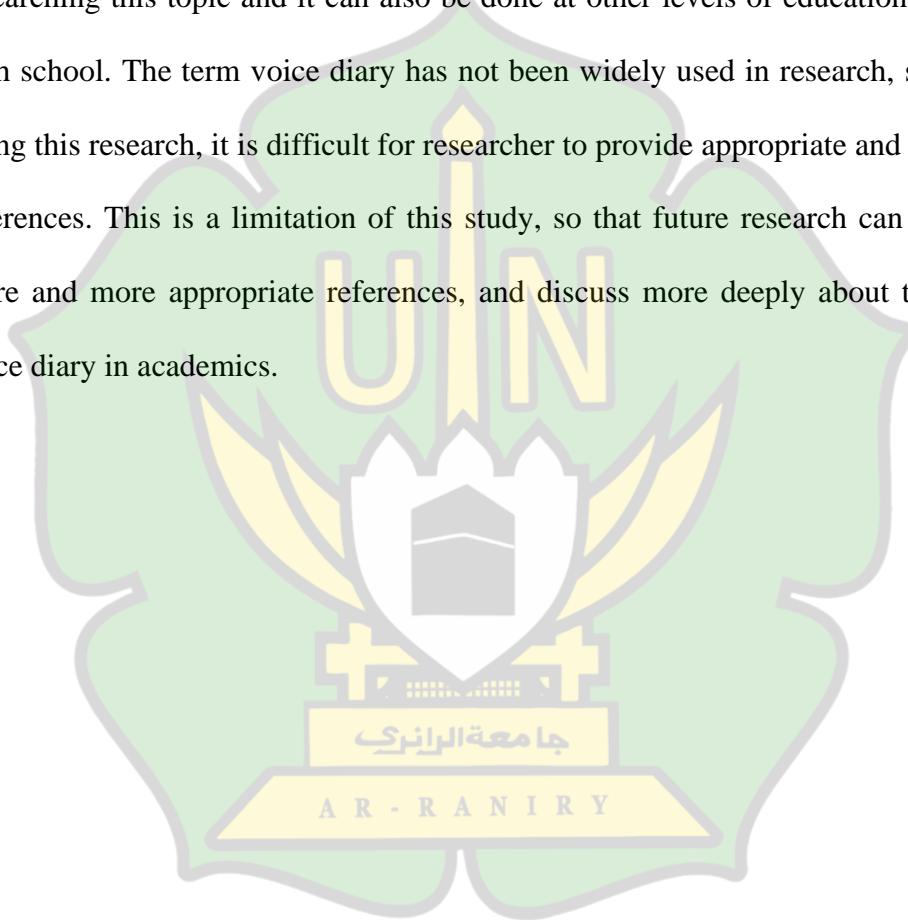
REFERENCES

Adamov, N. (2013). The Issue of the Definition of "Sound Recording" in the Slovak and Czech Legislation. *International and Comparative Law Review, 13*(1), 73-85. 10.1515/iclr-2016-0059.

Afebri, H., & Muhsin, K. (2019). Factors affecting students' difficulties in speaking performance of the tenth grade students of SMA Negeri 1 Tiworo Kepulauan. *Journal of English Education and Teaching*, *3*(1), 95-105.

Almendingen, K., Morseth, M. S., Gjølstad, E., Brevik, A., & Tørris, C. (2021). Student's experiences with online teaching following COVID-19 lockdown: A mixed methods explorative study. *PLOS one*, *16*(8), e0250378.

Amiruddin, A. (2019). Researching Students' oral Performance: What's wrong with their use of grammar, vocabulary and pronunciation?. *Englisia: Journal of Language, Education, and Humanities*, *6*(2), 88-101.

Apriliana, N. (2017). Students' Perception toward Seating Arrangement in Speaking Course at English Education Study Program of IAIN Palangka Raya. Bachelor Thesis. State Islamic Institute of Palangka Raya.

Asramadhani, A., & Murni, S. M. (2018). Improving Students' Speaking Skill in Expressing Offering By Using Role Play Technique. *Transform Journal of English Language Teaching and Learning*, *2*(2), 221780.

Bafadal, M. F., & Muslimin, M. (2020). An Analysis of Students' Speaking Ability on Specific Purpose of Learning. *Linguistics and ELT Journal*, *7*(1), 23-40.

Brown, H. Douglas. 2003. *Language Assessment Principles and Classroom Practices.* California: Longman University Press.

Cakir, I. (2015). Opinions and Attitudes of Prospective Teachers for the Use of Mobile Phones in Foreign Language Learning. *Contemporary Educational Technology, 6*(3), 239-255. Retrieved from https://eric.ed.gov/?id=ED558554.

Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed method approaches (4th ed.; V. Knight, ed.). London, United Kingdom: SAGE Publication.

Drakos, J. (2020). Communication Concepts: A Method for Developing Speaking Centered Lessons for Foreign Language Classes. 1-27. Retrieved from https://files.eric.ed.gov/fulltext/ED607350.pdf

Eisinga, R., Grotenhuis, M. T., & Pelzer, B. (2013). The reliability of a two-item scale: Pearson, Cronbach, or Spearman-Brown?. *International journal of public health*, *58*(4), 637-642.

Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, *5*(1), 1-4.

Fitri, N. (2020). An Analysis on Students Difficulties in Speaking English at Islamic Senior High School Kotabaru Seberida. Skripsi thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau. Retrieved from repository.uin-suska.ac.id/25115/

Fitriani, D. A., & Apriliaswati, R. (2015). A study on student's English speaking problems in speaking performance. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, *4*(9).

Genç, B., & Bada, E. (2010). English as a world language in academic writing. The Reading Matrix. 10(2), 142–151. doi.org/10.1177/003368828601700107.

Gilford, L. R. (2016). *The beliefs, perceptions, and strategies of vocabulary instruction in middle grades social studies: A phenomenological study*. Liberty University.

Hariani. (2018). Improving Students' Speaking Skill through the Power of Two Strategy at SMP Negeri 4 Balusu.

Healy, E. W., & Yoho, S. E. (2016). Difficulty understanding speech in noise by the hearing impaired: underlying causes and technological solutions. In *2016 38th Annual International Conference of the IEEE Engineering in Medicine and Biology Society (EMBC)* (pp. 89-92). IEEE.

Heriansyah, H. (2012). Speaking problems faced by the English department students of Syiah Kuala University. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, *6*(1), 37-44.

Hossain, M. I. (2015). Teaching productive skills to the students: a secondary level scenario (Doctoral dissertation, BRAC University).

King, M. (July 18, 2016). *4 Ways Audio Recording Can Boost Classroom Learning*. Retrieved from https://www.edutopia.org/discussion/4-ways-audio-recording-can-boost-classroom-learning

Korompot, C. A., & Jabu, B. (2019). Intensive and Extensive Speaking: Approaches to Systematizing the Speaking Skills Courses for

Undergraduate ELE Students. *LINGUA: Jurnal Bahasa dan Sastra*, *20*(1), 19-29.

Leong, L. M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. International Journal of Research in English Education, 2(1), 34–41. Retrived from https://doi.org/10.18869/acadpub.ijree.2.1.34

Lestari, S., (2018). Exploring the Factors Affecting Students' English Speaking Fluency. *Ar-Raniry Islamic State University*.

Lodhi, M, A., & Arkash, A. (2019). Identifying Language Learning Gaps of ESL Students at Intermediate Level in Pakistani Colleges. *Bellaterra Journal of Teaching & Learning Language & Literature*, *12*(1), 44-64. doi.org/10.5565/rev/jtl3.783

Masruddin, M. (2014). The importance of using technology in English teaching and learning. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *2*(2).

Mitterer, H., Eger, N. A., & Reinisch, E. (2020). My English sounds better than yours: Second-language learners perceive their own accent as better than that of their peers. *PLoS One*, *15*(2), e0227643.

Mridha, M. M., & Muniruzzaman, S. M. (2020). Developing Speaking Skill: Barriers Faced by the Bangladeshi EFL Learners. *Englisia: Journal of Language, Education, and Humanities*, *7*(2), 116-131.

Muluk, S., Habiburrahim, H., Zulfikar, T., Akmal, S., Nasriyanti, N., & Safrul, M. S. (2021). Classroom management in efl speaking class: Strategies and challenges. *IJEE (Indonesian Journal of English Education)*, *1*(1), 120-139.

Nazara, S. (2011). Students' Perception on EFL Speaking Skill Development. *Journal of English Training, 1*(1), 29-43. https://doi.org/10.33541/jet.v1i1.50

Negron, R. (2012). Audio Recording Everyday Talk. *Field Methods, 24*(3), 292-309. http://dx.doi.org/10.1177/1525822X11432082

Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.

Pratiwi, I. (2013) *Improving the Speaking Skill through Communicative Activities of the Second Grade Students of MTsN 1 Mlati in the Academic Year of*

2012/2013. S1 thesis, Universitas Negeri Yogyakarta. Retrieved from https://eprints.uny.ac.id/20464/

Putra, A. S. (2017). The correlation between motivation and speaking ability. *Channing: Journal of English Language Education and Literature*, *2*(1), 36-57.

Rabiah, S. (2018). Language as a tool for communication and cultural reality discloser.

Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, *172*, 1053-1058.

Rao, P, S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal (ACIELJ, 2*(2), 6-18.

Rianingsih, R. (2015). *T*he Teacher Strategies in Overcoming Students' Difficulties in Speaking at English Intensive Program of Maan-Nur Cirebon. Bachelor thesis, IAIN Syekh Nurjati Cirebon.

Riftriani, A. Z., Ikhsanudin, I., & Rezeki, Y. S. (2018). Factors Influencing Students'speaking Difficulties in Giving Oral Presentation. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa, 8*(10).

Rumble, M, A., Juntti, T, M., Bonnot, T, W., & Millspaugh, J, J. (2009). Digital Voice Recording: An Efficient Alternative for Data Collection. *United States Department of Agriculture Forest Service,* 1-4.

Rutakumwa, R., Mugisha, J., Bernays, S., Kabunga, E., Tumwekwase, G., Mbonye, M., & Seeley, J. (2019). Conducting in-depth interviews with and without voice recorders: a comparative analysis. *SAGE Journal*, *20*(5). doi.org/10.1177%2F1468794119884806

Sahin, M., Secer, St. Sule. (2016). Challenges of using audio-visual aids as warm-up activity in teaching aviation English. *Educational Research and Reviews, 11*(8), 860-866. DOI: 10.5897/ERR2016.2796

Samad, I, A., Bustari, A., Ahmad, D. (2017). The Use of Podcasts in Improving Students' Speaking Skill. *Journal of English Language and Education, 3*(2), 97-111.

Santika, N. (2021). The Application of Audio Recording in a Smartphone to Assist Students' Speaking Skills in Senior High School. *RETAIN (Research on English Language Teaching in Indonesia), 09*(02), 102-111.

Sari, K. (2017). *Using Hot Potato Technique to Teach Extensive Speaking Skills at The Second Grade Students of Senior High School 3 Takalar* (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar).

Satya, R.M. (2012). Questionnaire Designing for a Survey. *The Journal of Indian Orthodontic Society, 46*(4),37-41.DOI:10.5005/jp-journals-10021-1104

Showkat, N., & Parveen, H. (2017). In-depth interview. *Quadrant-I (e-Text).*

Siswahyudi., & Wahyuningtyas. (2017). Assessing Speaking. Retrieved from https://id.scribd.com/document/367759922/Speaking-Skill

Smith, B. L., & MacGregor, J. T. (1992). What is collaborative learning

Sukhla, S. (2020). Concept of Population and Sample. Conference: How to Write a Research Paper? At: Indore, M. P., India. Retrieved from https://www.researchgate.net/publication/346426707_CONCEPT_OF_PO PULATION_AND_SAMPLE

Sürücü, L., & MASLAKÇI, A. (2020). Validity and reliability in quantitative research. *Business & Management Studies: An International Journal*, *8*(3), 2694-2726.

Susanti, A., Soemitro, R. A. A., Suprayitno, H., & Ratnasari, V. (2019). Searching the appropriate minimum sample size calculation method for commuter train passenger travel behavior survey. *Journal of Infrastructure & Facility Asset Management*, *1*(1).

Swastika, P. A., Miranti, R. R., & Nur, M. R. O. (2020). The Analysis of Speaking Assessment Types in Textbook "When English Rings a Bell Grade VII". *Jurnal Studi Guru Dan Pembelajaran*, *3*(2), 167-173.

Tasmia, (2019). Students' Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi. Bachelor thesis. UIN Sultan Thaha Saofuddin Jambi.

Torky, S. A. (2006). The effectiveness of a task- based instruction program in developing the English language speaking skills of secondary stage students (Doctoral dissertation). Ain Shams University Women's College Curricula and Methods of Teaching Departement.

Verdiyeva, S., & Huseynova, F. (2017). Speaking is a Challenging Skill in Language Learning. *International Journal of English Literature and Social Sciences*, *2*(6), 239256.

Whiteside, R. (February 01, 2019). *Voice Recording in Language Learning.* Retrieved from www.cambridge.org/elt/blog/2019/02/01/getting-smart-with-speaking/

Wijayani, T, A. (2010). Using Digital Audio Recording in Learning Speaking. *Journal of English and Education. 4*(2), 37-51. doi.org/10.20885/jee.vol4.iss2.art4

Workbook, E. (2014). Conducting in-depth interviews. *Retrieved August*, *31*(2014), 1-18.

Yaman, I. (2016). What If There Is Nobody Around to Speak English? Then Keep Your Voice Diary. *English Language Teaching, 9*(3), 160-166. doi.org/10.5539/elt.v9n3p160.

Yarrington, D., Pennington, Christopher A., Bunnel, H. Timothy., Gray, J., Cornaglia, A.,… & Nagao, K. (2008). ModelTalker Voice Recorder-An Interface System for Recording a Corpus of Speech for Synthesis. *Speech Research Laboratory.*
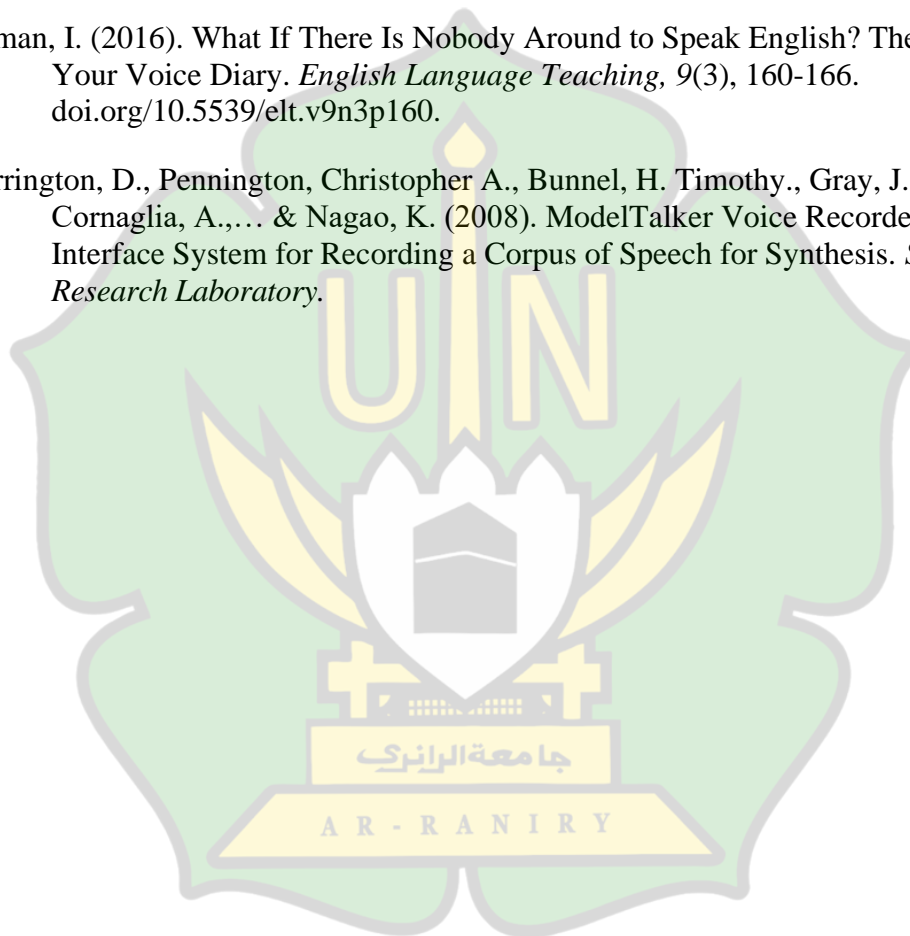
APPENDIX A

QUESTIONNAIRE PROTOCOL

Assalamualaikum Wr. Wb

Dear my participants

The researcher, the undersigned below:
Name   : Rini Amanda Zahra
Student ID   : 180203039
Major   : English Language Education department of Faculty of Tarbiyah
        and Teacher Training of State Islamic University of Ar-Raniry

The researcher is conducting a research entitled "The Students Perceived Opinions on Using Voice Diary Strategy in Developing Speaking Skills" that will be submitted as one of the requirements to finish the bachelor degree. The researcher is looking for the participants who fit the criteria and willing to take a part in this research. The criteria are:

1. Active students batch 2019, 2020, and 2021 in Department of English Language Education of UIN Ar-Raniry who have taken speaking class.
2. The students got a minimum score of B in the speaking class that has been taken.
3. The students have used voice diary strategy in the learning process.

Participants are expected to fill in two parts of this questionnaire. The first part included informed consent and participants' data such as Name and student ID. The second part included 22 statements of questionnaire related to the title. All data obtained from this research such Participants' identity and scores will be known by the researcher and used for this research only.

Best regards,

The researcher,

Rini Amanda Zahra

Students' Questionnaire

Name   :

The purpose of this instrument is to know students' perception toward the use of voice diary strategy to develop speaking skills.

Please choose the answer according to your level agreement based on the statement below.

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

Statement	Optional			
	SA	A	D	SD
I like voice diary speaking assignment applied by the lecture because it helps to solve my anxiety				
I am happy to do voice diary speaking assignment because I can hear my voice more than once				
I like voice diary speaking assignment that applied by the lecture because I can express my ideas freely.				
I like voice diary speaking assignment used by the lecture because I have many opportunities to practice my speaking ability and improve creativity.				

I am happy to do voice diary speaking assignment because by applying audio recording based task, I can practice my speaking in real and meaningful situation.				
I don't like to do voice diary speaking assignment because it cannot improve my creativity.				
I don't like to do voice diary speaking assignment because I think it waste the time and no improvement for my speaking ability.				
I dislike voice diary speaking assignment used by the lecture because it cannot decrease my anxiety.				
I am disappointed with voice diary speaking assignment used by lecture because I cannot know my strength and weakness.				
I don't like voice diary speaking assignment because I can't express my idea freely.				
voice diary makes me not have much time to prepare materials or contents until I can't make the audio well				
I have a problem related to signal, gadget, and				

mobile data				
Voice diary speaking assignment makes make it difficult to submit because it has a large audio size to upload.				
I can't concentration making the voice diary speaking assignment because disturbance from outside thus causing unclear audio quality				
I redo the voice diary entries when the speech does not flow well				
I redo the voice diary entries when the intonation does not sound right.				
I redo the voice diary entries when there are grammatical mistakes on it.				
I redo the voice diary entries when the word choice is not quite right				
I redo the voice diary entries when the pronunciation does not sound right				

I redo the voice diary entries when the organization of ideas is not right.				
I always listen to the voice diary sent by my classmates				
I always listen to others' voice diary to improve my own voice diary				

Adopted from (Sou YanJu, 2017) & (Ardiya Paramesti Alauddin, 2022)
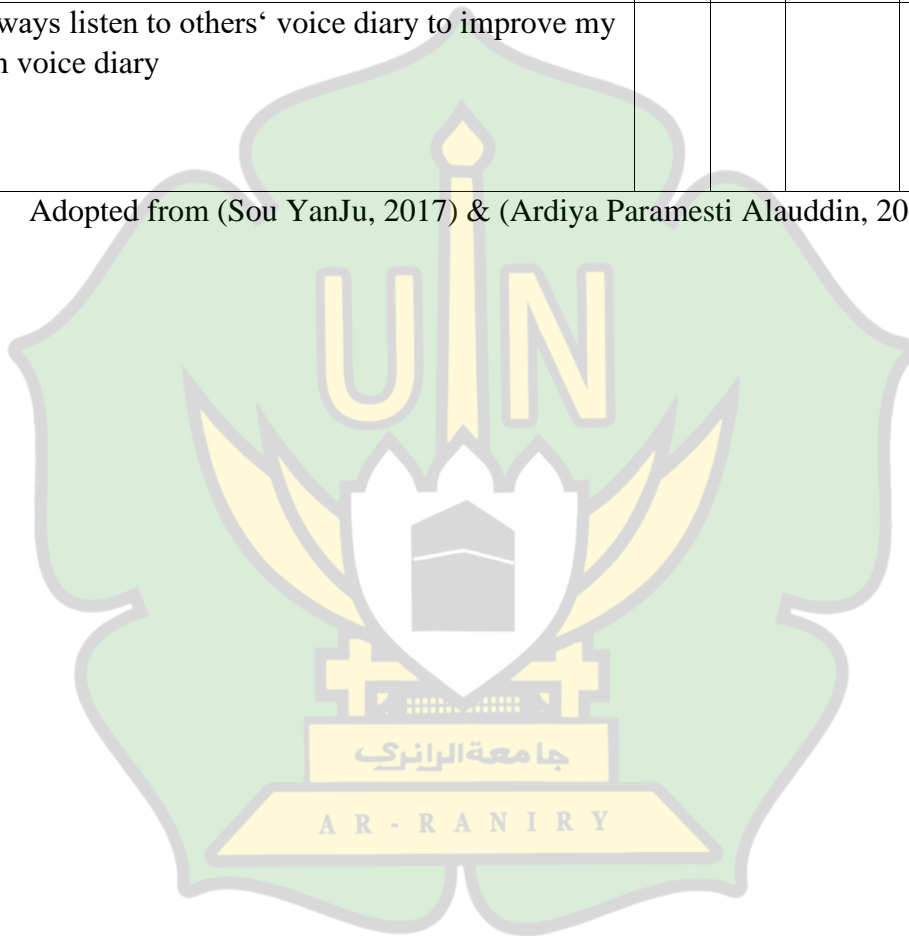
APPENDIX B

INTERVIEW PROTOCOL

Name:

1) Do the EFL learners regard speaking as a challenging skill? Why?

2) What are the difficult aspects for EFL learners while speaking in English?

3) How EFL learners use voice diary in improving speaking skill?

4) Do EFL learners think using voice diaries is useful in terms of speaking improvement? Why?

5) In what ways do they find it useful or not?

Interview questions adopted from (Ismail Yaman, 2016)
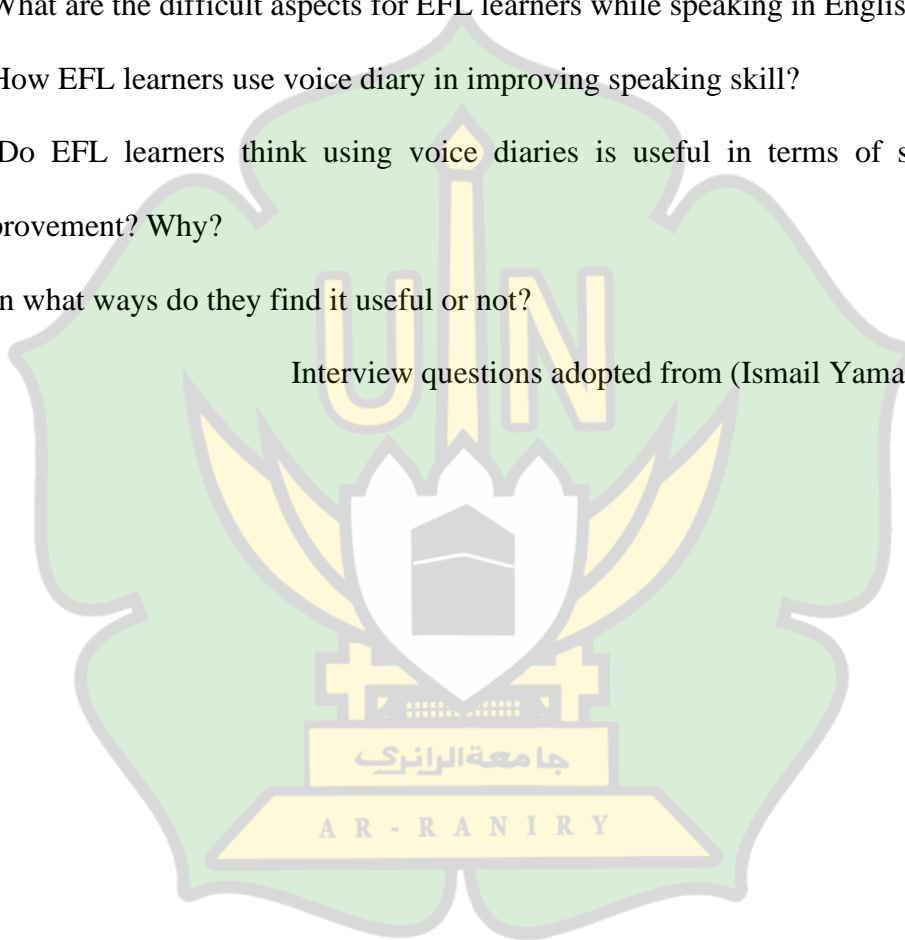
INTERVIEW SCRIPT

Participant 1

Interviewee   : M
Date of Interview   : June, 2nd 2021
Time of Interview   : 11. 00 WIB
Place   : Banda Aceh
Position of Interviewee : UIN Ar-Raniry

Interviewer   :   Do you use voice diary in teaching speaking?

Participant   :   Yes, of course, in learning speaking I use a voice diary either through a cellphone or through an application or we can also use it in electronic dictionaries

Interviewer   :   Do you think speaking is a challenging subject?

Participant   :   I think it is very clear that speaking is the most challenging course because it is the one that has tested my guts and skills the most. Because, in other English skills that are learned with theory, our performance is not as spontaneous as in speaking skills. There was a time in speaking we had to speak spontaneously, of course with good language and correct pronunciation, of course it was challenging for fear that what was said was wrong. Then, self-confidence is also very important in speaking skills.

Interviewer   :   In your opinion, when speaking becomes a challenge, does the factor come from within yourself or is there an external factor too?

Participant   :   I think both of them have an influence, from myself you can too. For example, pronunciation, we don't know whether our pronunciation is correct or not, then of course self-confidence is the most important thing. In my opinion, pronunciation can be used as number two as long as we are confident to say something. Even if our pronunciation is correct but we are not confident, this is the same because we are already nervous, it could be that all the things we want to say in the end are not conveyed correctly. There are also external factors, for example feeling insecure about the appearance of a previous friend, which we think is much better, cooler, and has good pronunciation. It definitely makes us feel even more down by thinking "can I look as good as her". Then, another external factor is the noisy class

situation that makes us not focus and have to make a louder voice. So I think internal and external factors are very influential

Interviewer : Then, for you what is the most difficult thing in speaking?

Participant : Building self-confidence can be said to be the most difficult thing in speaking, then the choice of vocabulary and pronunciation is also difficult, especially in public speaking we use a more formal vocabulary.

Interviewer : When the offline class learning speaking is done face to face, but since online learning, the lecturer uses a voice diary in learning speaking. do you like to use voice diary?

Participant : I myself quite like to use a voice diary, because during a pandemic a voice diary can be a very good alternative where we can keep practicing and learning by being monitored by lecturers through whatsapp and online media.

Interviewer : Can you tell us about your experience in using voice diaries?

Participant : For example being in a whatsapp group, a speaking lecturer gives an assignment to share experiences or other things, for example our experience two days ago. The lecturer asked to be told through a voice diary by recording the voice and sent by the lecturer. Before recording the voice, I build vocabulary first, I think about what I've been through two days ago, I make some kind of little notes like brainstorming then try to arrange words even though what we talk about later will be different because it's more spontaneous. However, we still have to make preparations both in terms of vocabulary and pronunciation. Then, I practice before recording, and if I think it's good I will record the sound with an application that is already on my cellphone and listen to what I've recorded to make sure it's correct. Then, I submitted.

Interviewer : Based on your experience using voice diaries, can voice diaries develop your speaking skills?

Participant : I think using a voice diary really helps me in developing speaking skills. Because with a voice diary, we can re-check what we have recorded is correct or not, so it will be easier for us to find out mistakes.

Participant 2

Interviewee   : SS
Date of Interview   : June, 10th 2021
Time of Interview   : 11. 00 WIB
Place   : Banda Aceh
Position of Interviewee   : Interviewees' home

Interviewer	:	Do you think speaking is a challenging skill?
Participant	:	Of course, we talk in Indonesian, sometimes it's difficult, especially in English. This is due to lack of vocab. If I am given a topic and given time to prepare for speaking, it will be much easier than having to speak spontaneously and without preparation.
Interviewer	:	What internal and external factor caused difficulty in speaking?
Participant	:	Internal factor, I often overthink on grammar, sometimes I'm embarrassed to speak because I'm not good in grammar. While the external factor, the audience's expression determines my speaking performance. There are people who smile so that they convince me that what I say is interesting so that I am even more excited, there are also those whose expressions make me feel that what I say may be wrong. Besides that, I am insecure when I see a friend whose speaking is better than me.
Interviewer	:	Can you tell me your experience in using voice diary?
Participant	:	When the lecturer requires to respond in the form of a voice diary, I will make point by point preparations so that I am more free to give ideas and not get stuck. Then, I will repeat the recording if there are errors to make it clearer and more correct.
Interviewer	:	Do you think voice diary can develop your speaking skill?
Participant	:	In my opinion, this voice diary is very useful in speaking. Like my experience, the lecturer sent an explanation in the form of a voice diary in the group and also friends responded in the form of a voice diary. I can hear it repeatedly if there is something I don't understand. So the impact is very positive when I listen to the recording again I know the error and can improve pronunciation and intonation.

Participant 3

Interviewee   : MR
Date of Interview   : June, 10th 2021
Time of Interview   : 11. 00 WIB
Place   : Banda Aceh
Position of Interviewee   : Hana Canteen

Interviewer : Do you think speaking is a challenging skill?

Participant : For me speaking is a challenging thing because it is in English which we are not used to, and I am one of those people who rarely practice speaking in English. Besides that, my vocabulary mastery is lack, so it makes me nervous when I have to speak in public.

Interviewer : What internal and external factor caused difficulty in speaking?

Participant : When speaking I feel nervous and think about grammar, I have to think about whether the sentence order is right. Because I was too afraid to make mistakes, I was anxious to speak. I also lack vocabulary and also lack confidence. For difficulties of external factors, sometimes when the lecturer corrects mistakes directly makes me feel down and afraid to speak again.

Interviewer : Can you tell me your experience in using voice diary?

Participant : According to my experience, one of the lecturers requires responding through a voice diary, both asking questions, answering friends' questions, and responding to lecturers. I use the recorder on my cellphone so I can hear it again and I know where I went wrong so I can speak well. I also made preparations in the form of brainstorming before recording. I repeat the voice diary until I get good results so that what I say can be understood by friends who listen.

Interviewer : Do you think voice diary can develop your speaking skill?

Participant : I like to use a voice diary because it can be heard over and over again if we don't understand. For me, this voice diary improves speaking skills because we can practice speaking and have the opportunity to correct mistakes. Then, if the lecturer gives an explanation in the form of a voice diary, we can repeat it until we understand what is being explained. While using the voice diary, I feel that my pronunciation has

improved because I can hear the correct pronunciation from
the lecturer.

Participant 4

Interviewee : H
Date of Interview : June, 7th 2021
Time of Interview : 11. 00 WIB
Place : Banda Aceh
Position of Interviewee : Interviewees' home

Interviewer : Do you think speaking is a challenging skill?

Participant : Speaking is one of the English language skills that I think is the most challenging than others. Because it takes courage to speak which of course we have to master the vocabulary we want to convey. If we don't know the vocabulary automatically, we also don't know how to express the ideas that are in our minds, especially if we have to speak in front of a large audience. So, in my opinion speaking is a very challenging skill.

Interviewer : What internal and external factor caused difficulty in speaking?

Participant : In speaking difficulties, of course, there are factors from inside and from the environment. If the factor from inside is a lack of confidence to speak English. Then, the difficulty is that we must not make mistakes in pronunciation, when we want to say something so that it is not wrong we must listen to the correct pronunciation in Google translate. Then the difficulty could also be that there is no partner to speak in English. If there are environmental factors, for example, there is no partner, there is no place for speaking English. Moreover, I am a person who rarely meets many people so it is difficult to find a partner who speaks English.

Interviewer : Can you tell me your experience in using voice diary?

Participant : I have used voice diary several times as an assignment given by the lecturer. The assignment should have been sent via Google Classroom, but because of the large file capacity, it had to be sent via WhatsApp. As in my experience, we were given a final assignment with several questions then given a maximum of 20 minutes to record the voice and were given a deadline of 2 weeks for preparation. During those two weeks I prepared a script and recorded it with an application that was already on my cellphone, then I submitted it. I didn't listen again what I've been recorded.

Interviewer   : Do you think voice diary can develop your speaking skill?

Participant   : In my opinion, for people who like to listen to their own voice, this voice diary can be a tool to help improve their speaking skills because they can hear again what has been said and can identify their mistakes. But for me, it's a bit strange when I hear my own voice, I don't like hearing the sound that I've recorded so I don't get any improvement in using a voice diary. The use of this voice diary is sometimes ineffective because we have to find our own mistakes, because this voice diary only records but cannot provide direct feedback. In addition, the voice diary also takes a long time in the process, starting from recording, sending, listening, giving feedback, etc. So for myself, a voice diary is less useful for developing speaking skills.

Participant 5

Interviewee   : RM
Date of Interview   : June, 12th 2021
Time of Interview   : 09. 00 WIB
Place   : Banda Aceh
Position of Interviewee : Interviewees' home

Interviewer : Do you think speaking is a challenging skill?

Participant : For me, this is a challenging skill, because we have to have confidence, we have to master vocabulary because if we don't know the vocabulary we can go blank in front of the audience. I feel that my vocabulary is still lacking and I am afraid that when I speak the words I say will seem repeated and I am afraid that if the grammar is wrong, it becomes the anxiety that I feel

Interviewer : What internal and external factor caused difficulty in speaking?

Participant : What makes it difficult for me to speak is when I'm blank and don't know what to say. Then it's hard for me to speak spontaneously without preparation because I've also been laughed at by friends when I'm wrong

Interviewer : Can you tell me your experience in using voice diary?

Participant : I often used a voice diary when in semester 7 where we had to present material not via zoom but through a whatsapp group by sending a voice diary, we recorded voices, sent them to the group and other friends responded and asked questions using a voice diary too. Usually I make preparations in script form and read them when recording sound, and I submitted it without listen again the voice diary I've done

Interviewer : Do you think voice diary can develop your speaking skill?

Participant : I had problems using voice diary, for example, when it was raining and there was a commotion, I couldn't record so I had to wait for a safe situation. In addition, I have difficulty because my cellphone does not have enough storage space to store a voice diary. Then, according to my experience, this voice diary is less able to improve speaking or even not at all. Because we read the script and see Google translate so there is no vocabulary addition because it is not remembered

and not noted, and do not listen the voice that has been recorded.

Participant 6

Interviewee   : DL
Date of Interview   : June, 14th 2021
Time of Interview   : 09. 00 WIB
Place   : Banda Aceh
Position of Interviewee : Library

Interviewer : Do you think speaking is a challenging skill?

Participant : In my opinion, as an EFL learner speaking it is a challenging skill because we have to produce something, when we are used to mother tongue it is more difficult for us to speak in a foreign language because it is difficult to convey ideas.

Interviewer : What internal and external factor caused difficulty in speaking?

Participant : In my opinion, the difficulty in speaking is to arrange words because it is different from Indonesian, moreover the limited vocabulary we have because in speaking we have to master vocabulary and good wording. For external factors, in my own environment there are not many students who speak English, so if I speak English, I am sometimes underestimated.

Interviewer : Can you tell me your experience in using voice diary?

Participant : During online learning, there was a lecturer who discussed via WhatsApp because it could send a voice diary, so that's when I initially used a voice diary. Lecturers discuss a topic or explain material in the form of voice dairy which is sent to the group and students are welcome to respond, ask questions, and answer questions in the form of voice diaries. Before doing voice diary, I didn't make any preparations, when the lecturer asked for a response, I just read on Google and understood it and then I conveyed it through a short voice diary and didn't hear anymore what I had recorded because I prefer to listen to the voice diary that my friend sent in the group rather than hear your own voice diary.

Interviewer : Do you think voice diary can develop your speaking skill?

Participant : In my opinion, this voice diary is not very effective to implement with the aim of developing speaking skills, because sometimes the ideas we want to convey are limited because we are worried that if we talk too long, other people

don't want to hear our voice diary. For me, improvement in speaking skills in terms of vocabulary and pronunciation may exist but it is difficult to assess because with a voice diary we record and listen to ourselves so that we don't get feedback from other people and make it difficult for us to identify our own mistakes where we should get feedback from other people that will give improvement for us.