

## **USING VOICE RECORDER TO IMPROVE STUDENTS' SPEAKING SKILL AT SMP NEGERI 3 TONDANO**

**NI WAYAN DESSY ANGGRENI, TINI MOGEA, TIRZA A. KUMAYAS**

***English Education Department  
Universitas Negeri Manado***  
Correspondence author : [tinimogea@unima.ac.id](mailto:tinimogea@unima.ac.id)

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**Abstract:** Language is one of the abilities possessed by everyone to communicate with others. There are some students who have difficulty in speaking English. This happened because they feel that speaking English is a difficult thing, beside that they also feel confused when asked to speak 1 word in English. The purpose of this research to find out whether using voice recorder can improve students speaking skill. This study was carried out on third grade students at SMP Negeri 3 Tondano during the academic year 2022/2023. A quantitative research approach was used in this pre-experimental study. There are 32 students in one class for the subject. The experiment was divided into three stages: pre-test, treatment, and post-test. The instrument of the study was the oral test. The datum was obtained by pre-test and post-test. Before giving the treatment, the writer administered the pre-test to find out student's speaking skill at the beginning. The post test was conducted at the end after gave the treatment. The result showed that the average post-test score (4,12) was the higher of the pre-test score (2,5).

**Keywords:** *Speaking, Skill, Voice Recorder, Media*

### **INTRODUCTION**

Language is one of the abilities possessed by everyone to communicate with others. According to study by Hampp, Paula L (2019:15) "Language is a tool for expressing yourself, a communication tool and a means for social control". It means, communication is one of the necessities of human life. English is one of the languages used in communication and has been spoken by almost all the world. According to Mogege (2019:41) "English takes

up very important position in almost every walk of life: business, commerce, academic field, tourism,“. It can be said that English is an international language that we must learn.

Stated by Manoppo, Rares, H., & Posumah, J., (2021:71) “In Indonesia, English is declared a foreign language“. Mastering English is one of a kind and difficult than mastering our mother tongue. In Indonesia English acts as a foreign language that is learned since school and turns into a part of curriculum of Junior High School and Senior High School as an obligatory challenge (Liando & Tatipang, 2022).

According to Susanti 2002 “Learning the language includes 4 aspects, namely speaking, reading, writing and listening. In this section, the writer will teach one aspect of language, namely speaking. Liando, Sahetapy, & Maru,. (2018:4) stated that “Speaking is one of four basic competence that students should gain well“. As stated by Achmad (2012:1) “Speaking is key of communication“. According Brown, 1994; Burns & Joyce, 1997 “speaking is an interactive process of constructing meaning that involve producing and receiving and processing information“. There are 5 element of speaking; pronunciation, grammar, vocabulary, fluency and comprehension. One of the element that will be used by the writer in this study is fluency. According to Morley (1998), when speakers talk to other persons, the first thing that can create good impression about the quality of their language ability is their fluency. Bad and incomprehensible fluency will make misunderstanding for both speakers and listeners (Liando, Tatipang & Lengkoan, 2022). Moreover, learners with limited speaking skills lose their self confidence and result in negative impact for learners to assess their abilities. As a basic that must be owned by students, speaking must be trained so that students can talk to other people, not only at school but anywhere, because English is a second language used at school.

For the third grade in Junior High School, English learning is easy for some student. In this era, students have to master English as a foreign language especially in learning speaking. According to Chesamoche (2019:1) “Speech helps us to communicate our thoughts, ideas, suggestions, and comments. In the most natural and reliable without much distortion of information“. Speaking is essential for students to communicate effectively through spoken language.

Based on the result of the writer’s observation during PPL 2 for 2 months, SMP Negeri 3 Tondano is one of the school in North Sulawesi, Kabupaten Minahasa. The writer saw that there are some students who have difficulty in speaking English. This happened because they feel that speaking English is a difficult thing, beside that they also feel confused when

asked to speak 1 word in English. English lesson is only gave once a week and students learned English in 60 minutes effectively. SMP Negeri 3 Tondano is a school that does not allow students to bring technology tools to school, one of the technological is mobile phone. One of the media in phone that will be used by the writer is "Voice Recorder". According to Ismayanti's (2017) research study, addresses the use of voice recording like one way to improve students' speech fluency. Where voice recorder media can be used to record their voice, to assess speaking skills. Based on the above conditions, the writer thinks how to improve student's speaking skill. After chose a voice recorder as a media that would assist the writer in conducting research entitled "Using Voice Recorder to Improve Student's Speaking Skill".

## RESEARCH METHOD

The writer used quantitative research. This researcher was conducted in a pre-experimental design with one group pre-test and post-test. According to Hatch and Farhady (1982:20), the pre-test ( $T_1$ ) was given before the treatment (X) and the post-test ( $T_2$ ) was given after the treatment (X). The purpose of pre-experimental design is to test if the treatment affect the subject.

### *The Design One Group Pre-Test and Post-Test.*

Pre-Test	Treatment	Post-Test
$T_1$	X	$T_2$

## Subject of The Study

The subject was taken one class of 3A. 3A consist of 32 students to be the subject of this research.

## Colleting Data

The writer collect data accurately through tests. The test was in the form of oral test. The tests are called pre test and post test.

1. Pre-Test

At the first meeting, the writer gave students test orders to determine their speaking ability. The oral test was given to students, and they were asked to read a conversation about congratulations with their friends.

## 2. Post-Test

The post-test is a final evaluation, is to determine the effect of the treatment by using voice recorder. The topic of this post-test was delivered in a treatment.

### **Analysis of Data**

Data used to analyze and calculated are from the students achievements. It used mean score formula as a quantitative method by Hatch and Farhady (1982:178) as follow :

#### a. Mean calculation

Mean is formula to know average of the students' score. The formula is:

Explanation:

$$X = \frac{\sum X}{N} \quad (\text{Hatch and Farhady 1982:178})$$

X = Mean of the student's score

$\sum X$  = Total of Score

N = Total Number of Students

### **FINDINGS AND DISCUSSION**

The sample of this research is consist of 32 students. This research was carried out in a pre-experimental study which was using quantitative approach. This study used pre-test and post-test only one class design. The pre-test was given by the writer before the writer given the treatment, and post test was given by the writer, after the writer given the treatment to the students. Before analyzing the data, the writer conducted research at SMP Negeri 3 Tondano.

At the first meeting, the writer gave the pre-test by giving a conversation about the material of congratulations. And then, the writer asked students and their friends to practice the conversation in front of the class. When students were practice conversation, the writer found difficulties when they did conversation. Because there are some students who cannot say the word in English fluently. After the writer wrote the result of the

student's pre-test, the writer began to apply the voice recorder. Before started the treatment, the writer explained what is congratulations, when to congratulate, how to say congratulations correctly and how to respond to congratulations. After explain the material of congratulations the writer explained how to use a voice recorder, try to use the voice recorder by record the students conversation with their friends and how to save the audio in voice recorder.

After doing the treatment, the writer gave a post-test orally, by conducted conversation. In this post-test, the writer assessed that the students could speak fluently, and the recording result in the post test showed that the use of voice recorder could improve student's speaking skill. Because the recording on the voice recorder can be played and heard again, so students can hear their voices after finishing the conversation.

### **Presentation of Data**

In this research, the sample consists of 32 students. The study used pre-test post-test one group design. The pre-test ( $T_1$ ) was given before the treatment and the post test ( $T_2$ ) was given after the treatment. The data collected from pre-test and post-test are presented below.

***Table 1. The score of students in Pre-test (T1) and Post-test (T2)***

<b>Students Number</b>	<b>Pre-Test (<math>T_1</math>)</b>	<b>Post-Test (<math>T_2</math>)</b>	<b>Gained Score</b>
1	2	4	2
2	2	3	1
3	3	4	1
4	2	4	2
5	2	4	2
6	2	4	2
7	2	4	2
8	3	4	1
9	2	3	1
10	2	4	2
11	2	4	2

12	2	4	2
13	3	5	2
14	3	4	1
15	2	3	1
16	2	4	2
17	3	4	1
18	2	4	2
19	3	5	2
20	3	4	1
21	3	4	1
22	3	5	2
23	2	5	3
24	4	5	1
25	4	5	1
26	2	4	2
27	2	4	2
28	3	5	2
29	2	4	2
30	2	4	2
31	2	4	2
32	4	5	1
Total	80	132	

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### Statistical Analysis of the Data

The mean score of computation above:

$$\begin{aligned}
 n &= 32 \\
 \sum x &= 80 \\
 \bar{X} &= \frac{\sum X}{N} && \text{(Hatch and Farhady 1982:178)} \\
 &= \frac{80}{32} \\
 &= 2,5
 \end{aligned}$$

The result of computation of mean score of pre-test above that the mean score is 2,5.

The mean score of computation above:

$$\begin{aligned}
 n &= 32 \\
 \sum x &= 132 \\
 X &= \frac{\sum X}{N} && \text{(Hatch and Farhady 1982:178)} \\
 &= \frac{132}{32} \\
 &= 4,12
 \end{aligned}$$

The result of computation of mean score post-test above that the mean score is 4,12.

### Frequency Distribution of Pre-test and Post-test Data

**Table 2 Frequency Distribution Matrix of Pre-Test (T<sub>1</sub>)**

Score	Tally	Frequency	Cumulative Frequency (%)	Cumulative Proportion	Cumulative Percentage
4	III	3	10%	32	100%
3	X	10	31%	29	90%
2	XVIV	19	59%	19	59%

Table 1 showed, that there are thirty two (32) students took part in the pre test. The highest grade was 4 obtained three (3) students or in percentage (10%), 10 students obtained three (3) or in percentage (31%), and 19 students obtained the lowest score or in percentage (50%).

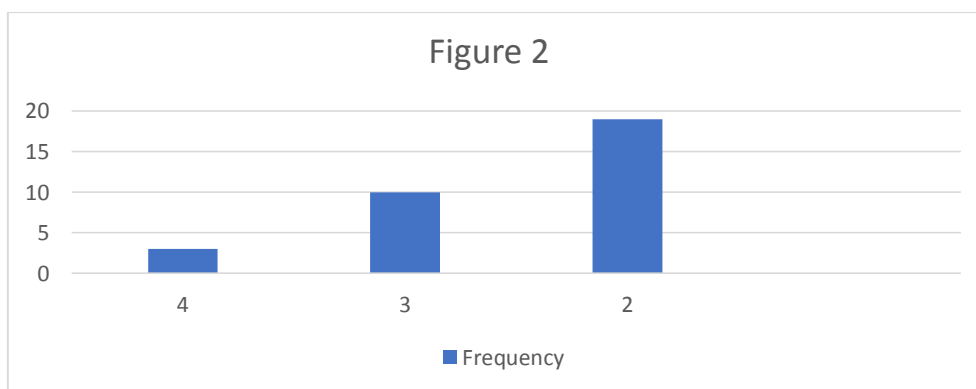
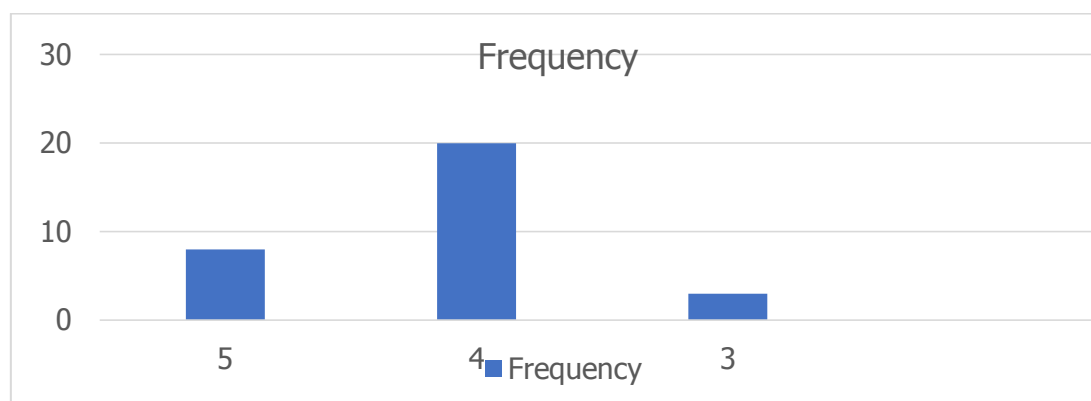


Figure 1. Histogram of Student's P that the students score from 32 students still lower in the pre-test (T1) with the higher score is 4 is three (3) students, score 3 is ten (10) students and the lower score 2 is nineteen (19).

**Table 3. Frequency Distribution Matrix of Post-Test (T<sub>2</sub>)**

Score	Tally	Frequency	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage
5	VIII	8	25%	32	100%
4	XX	20	63%	24	75%
3	IV	4	12%	4	12%

Table 3. showed that thirty two (32) students involved in the post test, 8 students obtained five (5) or in percentage (25%), 20 students obtained four (4) or in percentage (63%), and 4 students obtained three (3) or in percentage (12%) as the lowest score.



**Figure 2. Histogram of Student's Post-Test Score**

Based on figure 2, we can see that from 32 students that their score in post-test (T<sub>2</sub>) was improved because the lower score 3 is four (4) students, score 4 is twenty (20) students, and the higher score 5 is eight (8).

From the result of both pre-test and post-test the writer can conclude that using a voice recorder can improve students' speaking skills in the class and that the pre-test score was lower than in post-test.



## Discussion of Finding

The research was carried out in the 3<sup>rd</sup> grade of SMP Negeri 3 Tondano during the academic year 2022/2023. There were three stages to the teaching learning process. The first step was to administer a pre-test, followed by the treatment and finally by the administering a post test.

The pre-test was the first step. The writer said students to present the conversation about the topic congratulations with their friends. In this pre-test the writer wants to find out the ability to speak English by the students before using voice recorder.

The treatment was the next step. The writer treated students, in this case the writer gave directions on how students record their voice when speaking using voice recorder. After the treatment, the students are more likely to learn to speak. After giving the treatment, the last step is post-test where the writer has given the text conversation and ask the students to present the conversation with their friends.

The result of the analysis shows that the following fact. There are thirty two students who participated in the pre-test. The highest grade was 4 obtained three (3) students or in percentage 10%, 10 students obtained three (3) or in percentage 31%, and 19 students obtained the lowest score or in percentage 59%.

In the post test, there are thirty two students involved in the post test, 8 students obtained five (5) or in percentage 25%, 20 students obtained four (4) or in percentage 63%, and 4 students obtained three (3) or in percentage 12%.

Based on the result above, there are different scores in pre-test and post-test. The pre-test showed the mean of  $T_1$  (2,5) was lower than the post test ( $T_2$ ) which was in the score (4,12).

From the result above, it means that the result of post-test after treatment was better than before treatment. Students interest in learning English is also increased by the voice recorder. It can be concluded that the voice recorder was effective for improve students speaking skill in the 3A grade at SMP Negeri 3 Tondano.

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