

USING VOICE NOTE MEDIA TO BUILD EFL STUDENTS' CONFIDENCE IN ENGLISH SPEAKING SKILL

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Abstract: The development of technology can make humans activities easier to do in every day of life. One of these technologies are in the communication aspect. A person can communicate from far distance with other people only by using communication technology. One of these communication technology is voice note communication media. Voice note media can be used by anyone to send messages in the form of audio via smartphones or other technologies. Therefore, this study aims to find out to what extent voice note media can build students' self-confidence in communicating using English. The method used in this research is the mix method, but to present the data using descriptive approach. The data was obtained through giving a speaking test using English through voice note. Then, some questionnaires gave to some students about the use of voice note media. Interviews were conducted with some students to determine the level of confidence of students in conveying voice note in English. The results show that students have good self-confidence in expressing sentences in English using voice note media. In addition, students feel more courageous when conveying their ideas in English using voice note media.

Key words: Voice note, media, confidence

INTRODUCTION

Technological developments have become the hallmark of this era. The emergence of technologies contributes greatly to the changing times. The development of this technology has also become a benchmark for distinguishing between the previous era and the current era. Technology is created and invented to help humans or at least ease the work or tasks of humans. Therefore, good technology is able to help humans to make it easier to do something in order to reduce the use of wasted human labor. In its implementation, there are a lot of technologies that are found and made by researchers, it is technology in the fields of health, agriculture, fisheries and other technologies, including technology in the field of education. Prayudha (2021) explained that during a pandemic the use of technology for education really helped overcome the problem of limited education. Technology in the field of education has been used for a long time to help students and teachers to facilitate teaching or help students to more easily understand learning materials. This learning technology has become a very extraordinary innovation that can help teachers or students in achieving learning goals.

In the practice of implementing education in the classroom, many students experience obstacles in learning. This obstacle is a very difficult task for teachers to find solutions so that students can overcome these obstacles. In the English class, sometimes many students are not or have not been able to master the English learning material. This is caused by various factors that cause this problem, such as shyness when speaking in English, lack of confidence, insecurity, having a minimal vocabulary and so on. This makes students in Indonesia have

weak English skills when compared with countries in other ASEAN regions such as Malaysia, Singapore, or the Philippines. Therefore, this is where the role of the English teacher is to be able to find solutions so that students are able to overcome this problem. The teacher as the main role in the classroom must be good at finding methods or learning media that can encourage students to feel interested in improving their English language skills. Moreover, in English, there are four basic skills that must be mastered by students so that they can understand good and correct English, such as listening, writing, reading and speaking. This skill is a skill that must be mastered by students so that they are able to communicate internationally.

In the practice of learning in classroom, there are many students who are not so brave to speak in English, even though speaking practice can help students get used to saying words in English. Thornbury (2005) states that speaking is an activity in order to be able to express ideas and opinions in terms of interacting and communicating. It can be concluded that speaking is an activity in which the speaker produces utterances to express his ideas to exchange information, so that the listener understands what the speaker means. Here, the ability of students has a very important role so that students are familiar with communicating using English. Speaking has become as important components in English. According to Harmer (2007) speaking is a complex skill because at least it is concerned with components of vocabulary, pronunciation, grammar, fluency, and comprehension. Speaking skill is a very important skill for anyone so that they can communicate internationally, especially in the current era the use of English is inevitable because in any way English has become a part of human life. Therefore, to support and overcome these problems, a teacher must be able to find a solution to the problem so that both students and teachers can achieve the goals of learning. Actually, there are so many ways that teachers can do to overcome the problem of students' lack of confidence in communicating using English. It could be by using interesting learning methods, media or techniques to encourage students to feel motivated in learning English. Prayudha (2021) also describes a lot of technologies that can be used by teachers in learning, for example using Google classroom. In this study, researchers will use voice note technology media to try to overcome the problem of students' lack of confidence in communicating speaking using English.

Voice note messages is a feature in communication technology on smartphones or computers where users can take advantage of the technology in sending voice messages to other users. The message that is formed is in the form of audio so that it can be more easily heard by the other person. In general, this technology has been around for several years, but its use and utilization in improving students' speaking communication in English is still rarely applied in schools. Even though its use is quite easy to do. A user only needs to have a smartphone or computer connected to the internet and then download or have a voicemail or social media application such as WhatsApp, Instagram, Line and others. Users only need to press the voicemail button in the message chat column and then voicemail communication has been carried out. Its easy use certainly will not make students feel difficult in communicating through this voice note. Moreover, students can send unlimited voice note messages using this technology, then if the voice message is deemed inappropriate or not good, students can still withdraw and delete the voice message and then replace it with a new voice message. Very easy.

Finally, although students face various kinds of obstacles in speaking using English in class, starting from lack of confidence, shy, not having enough English vocabulary and even interference from classmates, teachers can use media that can overcome these problems. one

of them is by using voice note message media. The formulation of the problem in this study:
1). Can the use of voice note messages increase students' confidence in speaking in English?,
2). What are the students' opinions on the use of voice note messages to improve their English speaking skills?. Therefore, it is hoped that there will be an increase in students' English speaking skills when the use of this voice note message media is applied.

RESEARCH METHOD

This study used mix method where qualitative research is intended to obtain qualitative data in the form of opinions and student opinions on the use of voice note media to improve English speaking skills. According to Nassaji (2015) Qualitative research is a research method that involves collecting data from various sources to understand the understanding, perspectives, and attitudes of participants. Then, quantitative research is used to obtain numerical research data. The research was conducted for three months on 35 students as respondents. Researchers used three instruments, namely speaking test, interview guide, and questionnaire. First, the observation checklist was used to observe how the teacher applied voice notes in teaching speaking skills in the pre-activity, main activity, and post-activity. Observations were made three times according to the teacher's class schedule. Then, the teacher conducted interviews about the challenges faced during applying voice notes to teach speaking skills. In addition, the researcher collected student opinions through a questionnaire distributed at the end of the lesson.

The data was obtained through giving a speaking test to get a student's ability score both before and after giving a speaking test. In addition, the provision of questionnaires to 35 students related to the use of voice note messages to gain an understanding of the topics discussed. Furthermore, to get a deeper understanding and data, interviews were used with 10 randomly selected students. The data obtained will be analyzed in two ways, namely interpreting, describing and concluding for qualitative data and using statistical percentages for quantitative data.

RESULTS AND DISCUSSION

Learning English by applying voice note message media has been carried out for three months. The application of this media is an effort to help students overcome the problem of lack of confidence in speaking using English. The students were asked to speak in English using the medium of voice note messages in accordance with the English material taught in each meeting. The teacher asks students to say a word or explain something using English based on the material taught during English learning in class. In this study, to obtain data or research results, preliminary observations were applied to determine the condition of students when learning English. Then, the researcher applied the use of voice note messages to students to help students improve their speaking skills. During the three months of learning, every month an English-speaking test is given to all students who are the research subjects.

After completing the speaking test, students will then fill out a questionnaire related to the use of voice note message media to help students improve their English-speaking skills. To deepen students' understanding of the use of voice note media, the researchers used interviews with several students to get more accurate information about the use of voice notes to improve their English-speaking skills. The research results can be seen in the following tables:

Table 1.
Speaking Test Score

Test	Students	Avarage	Total Score
Test 1	35	77	80,6
Test 2	35	80	
Test 3	35	85	
Total		242	

Table one is a table of speaking test scores which are carried out three times each month. Before carrying out the speaking test, the researcher made observations regarding the ability of teachers and students in the teaching and learning process. After knowing that there are obstacles to the ability of English-speaking performance, the researchers applied the use of voice note messages to improve students' English speaking skills. In the first month the researcher implemented the use of voice note messages in learning English. Students are asked to explain the material that has been studied using voice note messages, then the teacher and students carry out short conversations using the help of voice note media messages. At the end of the first month of implementation of learning using voice note media messages, it was found that the average score of students was at a score of 77. Then in the following month a second speaking test was carried out where the average score obtained by students was 80. From here it can be seen that there is improvement of students' performance scores in speaking English by using voice note media messages during learning. Furthermore, in the last month the third speaking test was applied where the average score obtained by students rose to 85. From the scores of the first and third tests it can be concluded that the test scores always increase, so that from the total average score the overall score is 242 where the final score of the total test amounted to 80.6 points. Along with the results of research conducted by Hapsari, Inayati and Wardani (2022) mentioned an increase in students' speaking ability scores in English when using this media.

This final score becomes a benchmark where students experience a significant increase when using voice note technology messages in learning English, especially in speaking skills. This means that students become better when carrying out learning or speaking English practice using voice note message media. Bano, Salija, Dollah (2022) also said that learning by using gives positive attitudes for students in improving their English language skills, this is evident from the results of their research where positive traits get the highest points. Therefore, the use of voice notes in the English-speaking test has a good effect on increasing students' English speaking scores.

Furthermore, the results of the questionnaire can be seen in table 2.

Tabel 2.
Questionnaire Answer

No	Question	Answer	
		Yes	No
1	Are you accustomed to using voice note in communicating?	35	0

		(100%)	(0%)
2	Are you having trouble using voice note to communicate?	0 (0%)	35 (100%)
3	Do you feel comfortable speaking English using a voice note media?	33 (94.2%)	2 (5.7%)
4	Do you feel confident in communicating in English by voice note?	30 (85.7%)	5 (14.2%)
5	Do you have a fear of speaking in English using a voice note?	3 (8.57)	32 (91.4%)
6	Do you feel that using a voice note helps you to improve your English speaking skills?	35 (100%)	0 (0%)
7	Do you get feedback from the teacher when you have a voice note conversation?	35 (100%)	0 (0%)
8	Are you excited to have a conversation in English while using a voice note?	30 (85.7)	5 (14.2%)
9	Is a voice note better for improving my English speaking skills than not using it?	32 (91.4%)	3 (8.57%)
10	Do you feel stressed communicating in English while using a voice note?	0 (0%)	35 (100%)

Tabel dua menunjukkan hasil dari questionnaire yang berkaitan dengan pemahman siswa about voice note technology. The use of voice note messages in everyday life is nothing new, especially the current generation where the use of gadgets has become an inseparable part of life. So that the use of voice note messages has become a common thing that is often done by students. The use of voice note messages has been used by students as a suggestion to send voice messages, either to friends, family or others. Students have long used this media as a medium for exchanging information and communicating with each other. But unfortunately, students never use this technology to learn, especially to improve their English language skills. Though the use of this media is very easy to do and practical. Therefore, the researchers here take advantage of the opportunity and technological sophistication to help students improve their English speaking skills.

In giving the questionnaire above, the researchers tried to find out their perceptions using a questionnaire. Students were asked to give their answers related to their understanding using voice note messages. The explanation of the table can be described as follows:

Q1 describes students' knowledge of voice note messages. As many as 35 students or 100% of students said that they had even heard the term voice note often. In fact, they almost every day use voice note messages in their daily communication. This is because almost every student has a gadget and uses social media that has a voice note message feature to communicate so that the introduction of voice note messages is not a new thing for students. Q2 describes the experience of experiencing interference when using voice note messaging media. A total of 35 students or 100% of students said that they had never experienced any disturbances or problems when using voice note messages when communicating. The use of voice note messages that are very easy and uncomplicated makes all users feel very easy to use. In fact, it's so easy to use voice note messages to beat users who type manually on the smartphone screen keyboard. Easy to use without even having any obstacles or problems in using it.

Q3 relates to students' comfort when using voice note messages in communicating in English. A total of 33 students or 94.2% of students said that they felt comfortable communicating using voice note messages in English. This is due to an easy and practical way that makes it easier for students to use it. Meanwhile, as many as 2 students or around 5.7% said that they were not comfortable using voice note messages in communicating. Nurazizah, Friatin & Sugiarto, B. R. (2019) added that the convenience provided by the voicemail feature provides convenience that does not pose any problems for its users. This is in accordance with the student's statement that using voice note messages is not more comfortable than communicating directly as if it were too long to speak English directly. Then, Q4 explained about self-confidence when communicating using voice note media messages in English. As many as 30 students or about 85.7% of students said that they felt confident communicating in English using voice note media messages rather than speaking directly. This is because communication using voice note messages is easier in compiling sentence structures before conveying messages so that students have better preparation of sentences or words when compared to direct communication. However, as many as 5 students or around 14.2% said that they did not feel confident communicating in English using voice note media messages. This is because communicating into English using voice note messages does not provide a real communication atmosphere. This means that the communication carried out does not provide conditions that are similar to conversations in general communication (Fatimah, Nurmanik, Herlina, 2020). This causes many students to compose sentences first before they make voice notes. Thus, the elements of conversation that actually seem artificial in order to get good grades.

Next, Q5 relates to students' fear of communicating using English using voice note media messages. From the number of answers, as many as 3 students or 8.57% of students said that they were afraid to speak in English using voice note messages. This is because students feel that the use of mispronounced words will be detected by their teacher before students withdraw the message they sent to their teacher. This is likely due to an error or error in sending voice messages which sometimes causes students to feel afraid to send voice messages to their teachers (Hamad, 2017). As we know that sometimes students use the wrong vocabulary or ambiguous sentence structure patterns so that students feel more careful in sending voice messages to their teachers in English. Then, Q6 relates to the assistance of voicemail media to improve speaking skills. A total of 35 students or 100% of students agreed that the use of voice note media messages could improve their English language skills. This is because the use of this media can train students' abilities in forming and choosing appropriate English sentences so that students will learn from mistakes and the formation of these sentences. This is relevant to Hega (2019) that the use of voice notes in teaching speaking motivates students. This can be seen from how students enjoy and are enthusiastic about using WhatsApp voice notes in the learning process. This means that using voice notes will make students feel motivated to improve their speaking skills.

Q7 relates to the feedback given by the teacher when speaking in English. A total of 35 students or 100% stated that their English teacher always provided feedback related to the conversations they were doing. This is one of the positive steps implemented by the teacher so that it can give a good impression to the students that with good feedback, students feel that they are appreciated by their teacher to practice improving their English speaking skills. Rahayu (2021) explains that the response given by the teacher is a form of appreciation for learning for students. With good feedback from the teacher, of course, students feel that practicing English conversation with their teacher is very fun, plus if the teacher does not find fault or vilify students, students will feel motivated to continue to improve their English skills.

Next, Q8 is about students' feelings of pleasure when carrying out conversational communication with the teacher using voice note messages. As many as 30 students or around 85.7% of students said that they were very excited to learn English by using voice note messages. In addition to its easy use, the use of voice notes also provides flexibility for students to communicate, students are given the opportunity to find out words in English, students can also give their expressions or ideas in communicating so that students are not pressured to communicate using English when using voice media. notes. This makes students feel comfortable when communicating because there are no barriers and fears when communicating directly with their teacher. However, there were 5 students or around 14.2% of students who said that they were not too excited to learn English using voice notes. They said that learning to use voice notes seemed stagnant and could make them feel bored quickly while studying. Then students also feel overwhelmed because sometimes when learning to use voice note media they are disturbed by other social media entertainment which makes them sometimes not focus on learning.

Furthermore, Q9 is related to the improvement of English speaking ability when using voice note media. A total of 32 students or about 91.4% of students said that the use of voice note media can improve students' English speaking skills. As has been explained (Aryanata, Padmadewi & Utami, 2022) that using voice notes media gives students flexibility in using them. Students can search for vocabulary in English and continue to practice making sentences into English first before they send it to their teacher. From there, students learn to compose sentences so that they learn how to make good and correct sentences according to good sentence patterns. Meanwhile, there were 3 students or about 8.57% of students who said that their English skills did not increase when using voice notes in learning English. This is because the stagnant use and the boredom that comes make them less motivated to learn to use voice note media. Then, Q10 about the feeling of stress when using voice note media in learning English. A total of 35 students or 100% said that they did not experience stress when learning English using voice notes. The use of easy and practical media will not make users find it difficult to practice English communication in using it. In line with the research of Mualina, Noni and Basri (2019) that learning using technology media makes students feel more motivated to learn. In addition, learning that tends to be easy and flexible makes students feel very helpful to train and prepare good communication sentences before carrying out direct conversations with their teachers, so that students are given the opportunity to correct sentences before they actually send voice messages to their teachers.

Then, to get more in-depth information related to the use of voice note media, an interview session was held with several randomly selected students. The following table results from the interview activities:

Table 3.
Interview Answer

Question	Answer
How often do you use voice note feature in your daily life?	Very often. I use voice note to communicate in my daily life.
In your opinion, what are the difficulties you experience when using voice note in English conversation?	The difficulties faced when speaking English when using a voice note are the repetition of sentences due to internet connection problems, the atmosphere of the conversation is not intense because it is not done face to face even though it is done live, thereby reducing the impression of being serious.
What advantages do you feel when you use a voice note to communicate by using English?	There are many. First, there is preparation to think before answering a question or explaining something. Second, the atmosphere is not tense. Third, the conversation is more flexible. Fourth, it is more meaningful or expresses more words in English. Fifth, two-way conversation so that it gives the impression of talking to a friend.
Are your English skills better when using voice note in English conversations?	Pretty good. Because before having a conversation there has been material delivered on the topic discussed, so the use of the language can be adjusted.
In your opinion, has the use of voice note really helped you to improve your English speaking skills?	Very helpful, especially to relieve fear or worry when speaking in front of a class or face to face with a teacher or friend.

Interviews that have been conducted on 10 selected students provide explanations related to their use and feelings when using voice notes media in learning English. As shown in the table above, it explains various student opinions related to the use of voice note media. The result of interview explained that all students are very nice in use Voice note because some advantages. First, easy to use. Second, they have a good preparation before do test. Third, they can be more meaningful some expression with Voice note than not use it. And the last the atmosphere is a less stressful for students. Thus, students give their opinion that the use of voice notes has a positive impact on improving their speaking skills when compared to not using voice notes. Therefore, the teacher's role in overcoming these problems can actually

be overcome if the teacher can really take advantage of innovative and creative learning resources.

CONCLUSION

The development and advancement of communication and information technology has been used by many teachers to assist them in delivering learning materials to students. The development of communication and information technology is one proof of the progress of the times that are positive. In this study, the use of voice note technology has become an alternative that can be used by teachers to improve students' English skills. Students experience confidence in communicating with teachers in English when using voice note technology, besides that students also feel more daring to speak in English when conducting questions and answers using voice note technology. Students also dare to express sentences in English according to their abilities. The use of voice note can also provide a new learning environment for students so that the application of this technology can encourage the improvement of students' speaking skills in English. Although there are some students who still have difficulty communicating using English, they feel positive learning when communicating using voice note technology in English.

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