The Analysis of Students' Difficulties in Speaking English through Voice Note

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ABSTRACT

The role of technology in the world of education cannot be separated because technology is actually the result of education and learning process. The use of technology becomes a support in the implementation of a success in teaching and learning activities. One of the technologies that can be used in learning English is to use a platform or voice note feature. Therefore, this study examines students' difficulties in learning English through voice note technology. The method used in this research is qualitative using a descriptive approach. Data were obtained through observation and interviews related to students' problems and obstacles in speaking skills using voice notes. The data were analysed in a descriptive way by following the stages of data reduction, data display and conclusion. The results showed that students' difficulties in speaking skills were divided into two, namely internal and external. Internal factors include lack of self-confidence, courage, inspector, lack of understanding of English vocabulary; while, external factors include technological sophistication, internet quota, learning resources and references.

Keywords: Difficulties, Speaking English, Voice Note

INTRODUCTION

Currently, English is the most widely used foreign language as the international language of instruction. It is not only used as a language for communication, but many aspects or activities that can be carried out with the help of English such as doing business, international trade, international law, medicine and so on. Therefore, mastery of English is very necessary so that we can understand the meaning of a sentence or utterance in English so as to avoid misunderstanding meaning in English. At this time English skills have become one of the skills sought after in the world of work, it is evident that there are many job vacancies that require mastery of the English language as a condition for work. To support and form a good understanding of mastering English, it is necessary to have better and more comprehensive English learning so that students can understand the use of English properly and correctly. It is necessary for teachers to choose and determine learning media and strategies that suit the needs of students. Prayudha (2021) explained that the teacher has a very vital role to bring learning activities to be more conducive and directed. The teacher has a core role in making learning more interesting

so that it can provide a cool and fun learning atmosphere so that students can follow the lesson well. This is very necessary so that the activities and learning provided can have a positive impact and result according to what is expected. The formation of a teaching atmosphere that is in accordance with the characteristics of students also determines how well the learning will be successful. Thus, the teacher as the main key in learning must have good knowledge regarding good lesson planning and according to students' abilities.

By paying attention to the conditions and characteristics of students the teacher can estimate what things should be brought into learning English. Teachers can determine as well as possible the use of media and teaching strategies so that when learning is carried out it can be in accordance with what students want. Teachers usually provide teaching through interesting learning media so that students can follow learning in a better way, for example by providing videos or pictures which usually can attract students' attention in learning. Teachers can also provide exercises in a more interesting way and challenge students to be able to participate in learning by asking students to think creatively and analyze related to the learning that has been done in class. In this study, based on the results of the observations carried out, it was found that there were still many students who had low speaking skills where there were still many students who felt that their language skills were not very good so it was necessary for the teacher to help students overcome these problems in order to minimize problems in skills. speaking. Hapsari et al (2022) added that speaking skill is a crucial skill in the four language skills which can be used as a parameter to determine a person's language skills. Apart from that, in this study English teachers have used learning media using voice note technology where students and teachers learn English especially speaking skills using voice note media.

The voice note media itself is a feature in several social media applications that can be used to send voice messages. Only sound is sent and can be received and heard by the recipient. The use of the application or the voice note feature is intended so that students are able to improve their English skills in a more unique and modern way. Students are only asked to speak, explain, present and express an utterance or sentence in English using voice note media either through the Whatsapp application or other social media applications. The use of the voice note application in improving English speaking skills has been attempted by English teachers so that students can be more confident in expressing an utterance or sentence using English through their own ideas and language so that students are able to be more courageous in conveying a message by using English. Therefore, this study tries to find out students' difficulties in improving their English speaking skills through the medium of voice notes.

METHOD
This research was carried out using qualitative methods and using a descriptive approach. Qualitative research is a type of research that can be used to obtain information related to opinions, perceptions or to explain

a situation experienced by the object of research. According to Cresswell (2013) explained that descriptive qualitative research can be used to find out deeper social phenomena. Thus it can be concluded that qualitative research is very useful to do if you want to know the results of the research in the form of an explanation of the circumstances of the research object being carried out. Furthermore Sugiyono (2014) added that descriptive qualitative research can be used to find out a condition or situation of what is naturally researched where the researcher is the main key in a research.

This research was conducted in a vocational school where the sample in this study were 25 students who were learning English. The data in this study were taken through observation and interviews regarding the perceptions of students' difficulties in learning speaking skills through the use of voice note media. After the data has been successfully obtained, the data is then analyzed using the steps proposed by Miles, M. B., Huberman, A. M., & Saldana (2013) they are data reduction, data display and conclusion.

FINDINGS AND DISCUSSION
Speaking skills sometimes become a frightening thing for most students, this is because students are required to provide productions in the form of utterances or utterances in English. Therefore, this study examines students' difficulties in learning English, especially in speaking skills through the help of voice note media. The results of observations and interviews are as follows.
Implementation of observations includes learning activities carried out by teachers and students while using voice note media. Students are asked to learn English or give speeches including asking, answering, discussing, explaining or making presentations using English. This activity is used to train students in giving speeches in English. The students were also asked to be able to convey their ideas in sound form through the voice note application. The findings during the observation included the process of learning activities which lasted for one month including the following; students use learning aids such as smartphones in the implementation of learning using voice notes through the Whatsapp application. During the activity the students took part in learning very well and conducive. Students are given an explanation of the material directly by the teacher in the classroom either covering material enrichment or demonstrating something in English. Then, after students get a clear explanation from the teacher, the instructions given include practice or practice speaking through voice notes. This speaking exercise concerns the themes of daily activities such as students' personal habits or experiences, students are also asked to describe objects, places or people through the use of voice note media. During the learning process, the students seemed enthusiastic, starting from determining the theme they would present while practicing speaking using voice note media to carrying out the question and answer activities, all of which were carried out with high learning enthusiasm without any significant obstacles. However, there are some obstacles or difficulties experienced by students in practicing speaking English,

namely internal factors and external factors.

Internal Fakctors

Internal factors come from students' personal circumstances that prevent students from being able to develop or improve their speaking skills, including:

1. Lack of confidence

Even though learning in practice speaking is carried out using the help of voice note media, there are still some students who lack confidence in conveying or pronouncing sentences in English. This is probably due to a lack of practice or a lack of habit of communicating in English. The problem of lack of confidence is one of the biggest problems experienced by students in learning English because basically someone who is confident in conveying something will not experience problems in communicating, it's just that in this case many students do not have good speaking skills due to problems low mentality. Besides that, based on the results of the interviews conducted, it also showed that students lacked confidence because they did not feel able to express words or compose sentences using English. Students also feel that what they convey still has many mistakes so that discourages them from being able to practice English pronunciation. In fact, they need to practice over and over again before making a really good voice note in their opinion.

This lack of confidence is a challenge that the teacher must solve so that students have good English communication skills in the future.

2. Not dare to speak

Just like the problem above, a lack of courage also makes students unable to maximize their ability to communicate in English, especially in giving speeches or opinions. There are still many students who are reluctant to provide ideas or comments related to the material or learning topics that are applied. Likewise with self-confidence, a sense of courage will encourage students to be able to provide answers or give utterances in English. Students still consider English as one of the most difficult subjects so that improving language skills, especially spaking skills, still has significant obstacles. There needs to be a more comprehensive encouragement so that students want to be more courageous and confident in expressing their ideas and communication creativity. The results of the interviews also added that sometimes students feel brave when conveying ideas or opinions that are assessed as basic English such as introductions, or asking or explaining something simple. However, it will be different if students are asked to explain a theme or describe objects, people or places. There needs to be habituation for students to be more courageous in expressing their ideas and opinions.

3. Feelings of shame/insecure

One of the problems that students often face is embarrassment in conveying something, a feeling of fear of being wrong is one of the answers most often obtained in interviews. Students feel embarrassed if there is a way of pronunciation, or there is vocabulary or too long muttering in thinking about the words or sentences to be conveyed. Siregar (2021) said that

pronunciation is also a matter of consideration for students in learning English to start a conversation. This is one of the factors that hinder students from being able to improve their speaking skills. Not only through learning using voice notes, but also learning that do not use voice notes, also contribute to embarrassment or insecurity for students.

This kind of thing will be one of the challenges in itself regarding the psychological condition of students, there is a need for habituation in training students' speaking skills so that problems like this can be immediately resolved by the teacher. Providing speaking practice through voice notes is also a good step to minimize students' mental-based challenges. Therefore, the teacher should give freedom to students in conveying something as long as it is not outside of what is studied and discussed in learning.

4. Lack of understanding of vocabulary

Of all the internal factor problems experienced by students, the problem of lack of understanding or mastery of vocabulary in English is the key cause of everything. Students who have a poor understanding of English vocabulary cause them to lack confidence, lack courage and are shy in conveying a sentence or utterance in English. Prayudha, Nabila & Ami (2023) said that vocabulary is the basic foundation that must be mastered in order to compose and form a sentence. Having a large and good English vocabulary will provide opportunities for students to organize in forming a sentence.

Therefore, students must be equipped with a good understanding of vocabulary so that they can arrange and form sentences that can be understood in English. In the interviews conducted, it was found that students tend not to have a broad understanding of vocabulary, making it difficult for students to determine the right words in constructing a sentence. Students also tend to be reluctant to convey something because they do not know what vocabulary is appropriate in expressing a sentence. Rahayu et al (2020) agreed with this problem where they revealed that lack of English vocabulary would make students feel afraid and embarrassed in conveying a word or sentence in English. This problem is the main concern of an English teacher so that it can be overcome so that if they have a broad understanding of English vocabulary students can form sentences in English properly.

External Factors

External factors occur from outside, meaning that this problem occurs due to the influence of external circumstances of the object encountered, including:

1. Technology mastery

In general, the actual technological problems faced by students are not so much a barrier in improving students' communication skills in using English, but there are a number of problems related to the use of technology where the lack of maximizing features in voice note media makes a small number of students unable to directly send the messages they recorded. There were some students who forgot to press the record button or vice versa there were those who pressed the voice note record button but they released

it accidentally for the condition of delivering a long voice message. This problem is not a significant problem because students have full awareness of using the voice note feature to improve their English speaking skills.

Mastery of information communication technology is very important to support learning English to be carried out properly (Prayudha , 2021). In research conducted by Prayudha (2022) explained that there are still many students who have not been able to maximize the use of technology in learning, it is necessary to provide instructions and training in the use of technology before students use it in learning classes. The teacher as the main key in the class must be able to provide directions in the use of the technology they use in class so that when the technology is applied there is no miss understanding in operating the technology. In this study, especially when carrying out interviews, students said that it was not too difficult to use and apply technology in learning using voice note media. Problems can be solved only once teaching and further learning can go well.

2. Internet Quota and Signal
One of the factors that hindered the sending of voice notes was the lack of quota and the slow internet signal. This results in the length of time the activity is carried out. The smoothness of the signal determines how well the message is sent to the teacher so that if students experience signal disturbances especially a lack of internet signal will cause a long process of implementing English speaking communication learning. This problem is an unexpected

problem that can make students not enthusiastic about doing the assignments given by their teacher. The same thing was also conveyed by Aryanata et al. (2022) where the problem of internet connection is one of the inhibiting factors for students to get access to learning English properly. Sometimes when they have high motivation to learn, but because they experience a slow internet signal, they lose motivation to study. The teacher can give advice to students to ask to check the quota again and see the situation where they live for whether it is possible to carry out speaking learning using voice media or not.

3. Lack of learning resources
As we know that speaking skill is a productive skill for students to produce utterances in English. Students are asked to provide ideas or explain a theme or conduct a discussion using English. However, their lack of practicing communicating in English makes them experience difficulties in forming sentences in English (Prayudha, 2021). Many students are stuck with sentences and the use of vocabulary that is continuously used many times, so it is necessary for them to look for references to learn about speaking skills or communicating in English. Students have not been able to optimize the use of study references in the form of books or can come from the internet regarding the discussion of the material being studied.

The lack of students' understanding of how to speak and English vocabulary makes them experience low action in delivering an utterance. The results of the interviews also showed that students

very rarely looked for references or other learning resources, usually they just made up their own and formed English according to what they understood themselves so that the breadth of their understanding of English was lacking. This problem should be the focus of English teachers to provide a lot of learning references not only through textbooks but from other sources such as the internet. Teachers can explain to students about other literature that can be used in conveying something in English so that students' understanding can become deeper and more comprehensive.

The inhibiting factors of students in improving their ability to learn speaking skills through voice note media are the difficulties experienced by EFL students. There needs to be an increase in learning and habituation in communicating in English to students so that they are better trained both mentally and in preparation for communicating in English.Ainun et al (2020) in his research explained that the use of voice chat media has a positive impact on learning to speak English, especially in interest and stress levels. Therefore, as an English teacher, it is necessary to make it possible to observe and carry out a needs analysis based on the problems that occur so that the teacher can provide the right solution related to what is experienced by students. Here, the teacher's role in maximizing English learning is needed so that students can take part in learning and activities with abilities and conditions that are the same age as those experienced by students. By providing appropriate learning, it can provide opportunities for students to learn even better.

CONCLUSION

Speaking skill is one of the most important English skills in communication. In order to create good two-way communication, it is necessary to understand and use English in accordance with good language rules. Therefore the role of the teacher is needed to be able to guide students to have the right speaking skills in communicating. Teachers can use various methods either through learning strategies or learning media to engage students in activities to improve speaking skills. In this study the teacher has implemented learning to speak English through the use of voice note media where students are asked to explain, describe, discuss, dialogue, ask questions, answer, or make presentations using English. As for the object of this research, it is about students' difficulties in improving speaking skills through the use of voice note media. The results show that most students experience some difficulties including internal and external factors. Internal factors include lack of confidence, lack of courage, inspectors and minimal understanding of vocabulary. External factors include the use of technology, internet quota and lack of reference learning resources.

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