

**STUDENTS' EXPERIENCE OF USING WHATSAPP VOICE NOTE IN  
LEARNING SPEAKING**

**SKRIPSI**

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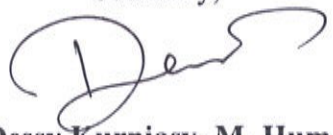
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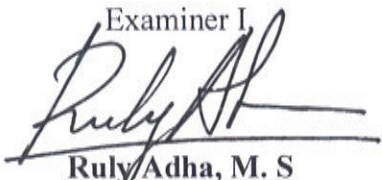
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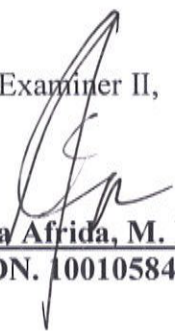
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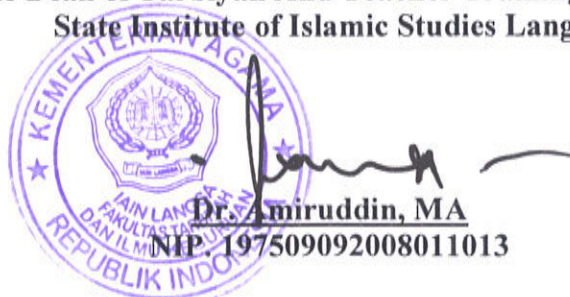
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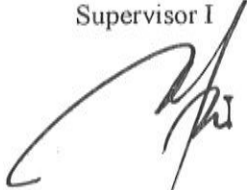
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## ABSTRACT

Muchni Novia. (2023). *Students' Experience Of Using WhatsApp Voice Note in Learning Speaking*. English Education Study Program, the Faculty of Teacher and Training, IAIN Langsa.

This study aimed to explore students' experiences in using WhatsApp Voice Note for learning speaking. The subjects of this study consisted of 12 English education students. A qualitative research method with a phenomenological approach was employed to achieve the research objectives. Three data collection instruments were utilized: questionnaires, and semi-structured interviews. The questionnaire employed an 8-item questions, while the semi-structured interviews comprised 12 questions. Based on the data analysis, it was concluded that almost all eighth-semester English education students at IAIN Langsa provided positive feedback regarding WhatsApp Voice Note as an online learning medium that helped improve their English speaking skills and supported their learning process both on and off-campus. The majority of students expressed that the use of WhatsApp voice note is highly beneficial in improving their speaking abilities. They feel comfortable and confident when utilizing this feature for practice and enhancing their speaking fluency. The flexibility of this feature allows students to practice anytime and anywhere, without being bound by specific time and location. The ability to re-record their voice before sending it to their lecturers or classmates is also appreciated by them. Although some students faced network issues while using this application, the use of WhatsApp voice note is still considered a valuable experience in supporting speaking learning. Besides being used in formal learning environments, students are also actively using WhatsApp voice note to communicate and practice with their friends in the target language, which encourages motivation and self-assurance in using the language outside and inside the classroom.

**Keywords:** students' experience, whatsapp voice note, learning speaking

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Speaking is one of the most crucial abilities in language learning, and it plays a vital role in transmitting information<sup>1</sup>. Speaking skills require mastery of several components, including grammar, vocabulary, pronunciation, practical application, and comprehension. As EFL students, it is mandatory that they learn to speak well in English to convey their ideas, arguments, and views on topics discussed in spoken language. However, in reality, many EFL students often have difficulties in learning to speak.

Several factors contribute to the inadequate speaking skills among students : a) English is not utilized beyond community classes as a second language. b) insufficient immersion in English in society and the environment, c) limited focus on speaking skills in on-campus English classes, with an increased emphasis on language structure and vocabulary, d) embarrassment and nervousness associated with the possibility of making errors during spoken practice, and e) English is not a primary necessity unless there is an opportunity to live in an English-speaking country. This may be why many students in Indonesia fail to speak English, even after studying it for twelve years from elementary to high school. This is also true for foreign language learners, such as EFL students, who often do not learn

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<sup>1</sup> Ehsan Namaziandost and Nasri Mehdi, "The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students," *Journal of Applied Linguistics and Language Research* 6, no. 3 (2019): 199–215.

English by interacting, but only by memorizing patterns and grammar, without practicing them in their daily lives.

To enhance one's ability to interact and communicate effectively, it is crucial to cultivate and refine speaking skills through appropriate techniques, media, and genuine evaluations. Lecturers and tertiary institutions are required to provide learning that interests students, for example, by using media in learning. According to O'Malley and Pierce, language teachers need to creatively and innovatively use media that can create a wider perspective for students and offer them ample chances to practice beyond the classroom, rather than relying solely on speaking practice in class<sup>2</sup>. One media that can be applied in the classroom is technological media such as social media. Social networking platforms like Facebook, Instagram, Twitter, and YouTube are frequently utilized by individuals within the community.

However, WhatsApp takes the lead as the most commonly utilized social media platform for educational purposes<sup>3</sup>. WhatsApp was created in 2009 in California and has 1.5 billion individuals across 180 countries. Almost all students today use the WhatsApp application because it is cost-effective, user-friendly, secure, and has a competitive advantage over other social media. In the WhatsApp application, users can check whether the message has been received and read by the recipient, and lecturers can also use WhatsApp for one-on-one text exchange

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<sup>2</sup> Valdez, Lorraine Pierce, and J. Michael O'Malley, "Performance and Portfolio Assessment for Language Minority Students," 1992, 34.

<sup>3</sup> Shahid Minhas, Ahmed Masroor, and farman Ullah Qazi, "Usage of Whatsapp: A Study of University Of Peshawar, Pakistan," *International Journal of Humanities and Social Science Invention* 5, no. 7 (2016): 4, <https://www.researchgate.net/publication/345762703>.

to meet the needs of individual students. Additionally, discussions, lecture updates, assignments, and delivery deadlines can be shared through WhatsApp, and students can reach out to their lecturers irrespective of the time zone difference.

The WhatsApp application additionally provides functions that can assist educators and learners in the educational process, including voice notes, videos, and voice calls. Voice note feature is one of the features that makes it easy for students to improve their speaking skills. By encouraging students to express their thoughts freely, lecturers can actively respond to student questions and comments, introduce new problem scenarios, or pose further questions. According to Jasrial, the integration of WhatsApp in the learning process offers advantages to students by enabling them to access educational resources at their convenience, fostering collaborative learning<sup>4</sup>.

In addition, by using interesting media such as WhatsApp, appropriate methods are necessary for effective learning. Currently, the Indonesian government is advising university officials to integrate hybrid learning, commonly known as blended learning, into their academic programs<sup>5</sup>. Blended learning is a method in which lecturers hold face-to-face activities to provide teaching materials and explanations, and use ICT media such as social media outside of class hours to give and discuss assignments or materials in order to improve

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<sup>4</sup> Dedi Jasrial, "Utilizing WhatsApp Application for Teaching English Language: Why and How?" 1, no. 1 (2018): 151–157.

<sup>5</sup> Nurmala Elmin Simbolon, "EFL Students' Perceptions of Blended Learning in English Language Course: Learning Experience and Engagement," *Journal on English as a Foreign Language* 11, no. 1 (2021): 152–174.

students' skills. By combining traditional face-to-face classroom sessions with online learning, blended learning has emerged as the most effective method of education.

### **B. Problem of Study**

The researcher formulated a problem of study, namely How did the EFL student's experience of using WhatsApp voice notes in learning speaking?

### **C. Purpose of Study**

Based on the problem, the main purpose of this study was to explore how EFL student's experience using WhatsApp voice notes in learning speaking.

### **D. Significance of Study**

The expected benefits of this research are:

#### **1. Theoretical significance**

This study aspires to serve as an informative resource, delving into students' experiences and perceptions regarding the use of WhatsApp voice notes as a learning tool in online speaking classes. Additionally, it aims to assess their task performance and offer effective solutions to address any issues faced by students during their speaking activities conducted through WhatsApp voice notes.

#### **2. Practical significance**

The results of a recent study are expected to provide informative sources and valuable information for teachers or lecturers, students, and researchers.

1. For english teacher and lecturers

The result of this study should provide information and suggestions for using media such as WhatsApp voice note when learning speaking in blended learning method. In addition, The analysis of student responses in this study is expected to garner the attention of lecturers or English teachers who may be interested in adopting WhatsApp voice notes as a teaching tool.

2. For student

It is hoped that this research can inspire and motivate students, making them more conscious of the teaching medium, such as WhatsApp, that they are utilizing during their learning process.

3. For researchers

The findings of this study are expected to provide valuable information and knowledge about students' experiences in using WhatsApp voice notes for learning speaking. Additionally, it is hoped that this research can serve as a point of reference for future researchers who are interested in conducting similar studies.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

In this research, the researcher aimed to answer the research question by examining the experiences of students at IAIN Langsa in utilizing the WhatsApp voice note application for English speaking learning. Data was collected through interviews, questionnaires, and documentation. Those data analyzed to understand the students' experiences on using WhatsApp voice notes for speaking learning. This study consisted of a total of 12 participants who were enrolled in the English education department.

According to the interviews and questionnaires conducted, the majority of students expressed a belief that utilizing WhatsApp voice notes yields optimal results in their speaking learning. They commonly employ WhatsApp voice notes in both face-to-face and online learning settings, as part of a blended learning approach. This approach involves a balanced integration of face-to-face and online learning methods. In the blended learning model, students engage in direct interactions with teachers and classmates within the physical classroom, while online learning activities take place through various tools and online platforms.

According to Mike Amalia, The typical process of using WhatsApp voice notes in blended learning is as follows<sup>44</sup>:

- The lecturer takes the initiative to deliver explanations on the subject matter to be learned. They also arrange students into groups that encompass both the lecturer and all participants of the speaking class. This grouping is intended to enhance communication between the lecturer and students, thereby facilitating effective learning.
- Assignments and Instructions: The lecturer assigns speaking tasks to students via WhatsApp. Task instructions, discussion topics, or conversation questions are given in the form of text messages. In these instructions, the lecturer explains that students must record and send their responses in the form of voice messages.
- Recording and Sending: In this process, students utilize the Voice Note feature available in WhatsApp to record their responses. After recording, they can edit the voice message if necessary and send it to the lecturer or share it with group discussion members.
- Evaluation and Feedback: The lecturer listens to the voice messages sent by students and evaluates their speaking abilities. The lecturer provides written or voice feedback to assess and provide improvement suggestions to the students.
- Discussion and Collaboration: WhatsApp Voice Note allows students to interact with group members or classmates. They can send voice messages to

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<sup>44</sup> Mike Amalia, "Whatsapp Goes to Classroom : Using Whatsapp to Foster Students' Speaking Skill in Speech," *International Conference on Education 4* (2019): 153–158, accessed December 3, 2022, <https://ojs.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/view/2173>.

discuss, share ideas, or provide feedback to each other regarding speaking assignments.

- Consultation and Guidance: Students can use WhatsApp Voice Note to ask questions or seek guidance from the lecturer. They can record their questions in the form of voice messages and send them to the lecturer. The lecturer can then respond or explain through voice reply messages.
- After practicing several times within the WhatsApp group using voice notes, the students and lecturer will arrange a meeting to evaluate the students' advancement in speaking skills directly in the presence of the entire class.
- With the practice process using WhatsApp voice notes beforehand during face-to-face classes, students develop a heightened sense of confidence and bravery, enabling them to speak more confidently in front of the class.

Based on students experiences using WhatsApp voice notes, Some students are happy to use WhatsApp voice notes because the application is easy to use and familiar for the students. Additionally, students perceive the use of WhatsApp as effective in enhancing their speaking skills due to its convenience, as it can be utilized anytime and anywhere. However, the main challenge faced by students is poor network connectivity, which affects the use of WhatsApp voice notes.

#### 1. The students' experience of using WhatsApp voice notes for speaking learning

The first finding of the study, it was discovered that students felt happy when using WhatsApp voice note as one of the methods for learning English speaking. In this study, the researcher administered a questionnaire to assess the level of

satisfaction of the students with this method. The questionnaire results showed that out of 12 participating students, 7 strongly agreed and 5 agreed that learning speaking with the use of voice notes on WhatsApp is very enjoyable.

**Table 4.1**

**Students' experience of using WhatsApp voice notes in learning speaking**

| No | Statement   | Strongly Agree | Agree     | Disagree | Strongly disagree |
|----|-------------|----------------|-----------|----------|-------------------|
| 1. | Statement 5 | 7 (58,3%)      | 5 (41,7%) | -        | -                 |

Additionally, the findings from the interviews also indicated that the use of WhatsApp voice notes in learning speaking is very enjoyable. This can be seen from the statements of some participants who expressed that they felt greatly assisted by the use of voice notes on WhatsApp in speaking learning. Participant 1 said "learning to use voice notes on WhatsApp has been very helpful for me in learning speaking because this application is very easy to use and is familiar to students as it is often used in daily life"<sup>45</sup>. Furthermore, the above statement also supported by participant 3 "the use of WhatsApp in speaking learning is very enjoyable, as this application can be accessed easily anytime and anywhere"<sup>46</sup>. Even participant 5 added that "the use of voice notes on WhatsApp is very helpful for students in learning speaking because we can practice speaking repeatedly, not

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<sup>45</sup> "Hasil Wawancara Dengan Peserta No 1, Rabu Tanggal 8 Maret 2023, Pukul 09.00, Di IAIN Langsa"

<sup>46</sup> "Hasil Wawancara Dengan Peserta No 3, Rabu Tanggal 8 Maret 2023, Pukul 09.30, Di IAIN Langsa"

only in the classroom but also outside the classroom"<sup>47</sup>. Therefore, it can be inferred that the utilization of the use of WhatsApp voice notes can be a very good alternative in speaking learning because it is not only effective, but also enjoyable and easily accessible.

Based on the questionnaire and interviews conducted, it can be deduced that a significant number of students express a sense of happiness when utilizing voice notes on WhatsApp as a learning tool. The primary factor influencing this sentiment is the flexibility in terms of time and place that WhatsApp provides to the students. By using voice notes on WhatsApp, students can record their voices repeatedly to improve accuracy in speaking English, without being bound by specific times and places. Additionally, the use of voice notes on WhatsApp also motivates students to learn, as they can see their progress over time. In this case, students feel comfortable and happy using voice notes on WhatsApp because the feature is very user-friendly, even for students who are less skilled in technology. Therefore, In conclusion, the study reveals that a majority of students experience happiness and motivation in their learning process through the use of WhatsApp. This can be attributed to the ease of use and the greater flexibility offered by WhatsApp, which positively impacts the students' English learning journey. The findings suggest that utilizing voice notes on WhatsApp can serve as an effective and enjoyable alternative in English language learning.

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<sup>47</sup> “Hasil Wawancara Dengan Peserta No 5, Rabu Tanggal 8 Maret 2023, Pukul 10.15, Di IAIN Langsa” (n.d.).

In the second finding, researchers found that students are more interested in using the WhatsApp voice note application for speaking learning compared to other applications. This fact is based on questionnaire results which indicate that WhatsApp is the most frequently used communication application by students and the most widely used at present. This indicates that the use of voice notes on WhatsApp is highly effective in speaking learning because it has become a part of students' daily lives. Furthermore, the results of the questionnaire revealed that 10 participants strongly agreed, and 2 participants agreed that they are highly interested in utilizing the voice note application on WhatsApp for speaking learning. This indicates a strong positive response from the students towards the use of WhatsApp in their speaking learning process. Additionally, students feel more comfortable and at ease using WhatsApp in speaking learning because the application is already integrated into their daily lives. Supported by another questionnaire, the researchers also discovered that employing voice notes within WhatsApp groups can save time and energy. This is supported by the statements of 7 participants who strongly agreed and 5 participants who agreed. In speaking learning, it sometimes takes time to record and listen to sound to improve word or sentence pronunciation. With the voice note feature on WhatsApp, students can easily record and listen to their voices in a group without having to arrange a time to meet with classmates.

**Table 4.2****Students experience of using whatsApp voice note in learning speaking**

| <b>No</b> | <b>Statement</b> | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly disagree</b> |
|-----------|------------------|-----------------------|--------------|-----------------|--------------------------|
| 1.        | Statement 1      | 10 (83,3%)            | 2 (16,7%)    | -               | -                        |
| 2.        | Statement 4      | 7 (58,3)              | 5 (41,7)     | -               | -                        |

In addition, the interview results conducted by the researchers showed similarities in the opinion that the use of voice note applications on WhatsApp is more interesting and preferred by students compared to other learning applications. This is based on the statements of several participants who were interviewed. One of them, Participant 2 stated that "many people feel more comfortable and familiar using WhatsApp as a communication application, besides the fact that almost everyone uses it, WhatsApp also provides easier and faster access to information, as well as cheap internet quotas"<sup>48</sup>. This statement indicates that the factors of usage habits, ease of use, and affordability are the main reasons why WhatsApp is preferred over other applications. This opinion is also reinforced by Participant 4, who revealed that "discussions using WhatsApp applications become clearer and smoother because of the many features provided such as text messages, voice messages, pictures, and videos"<sup>49</sup>. These features assist students in expressing their opinions or ideas more easily and clearly, while

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<sup>48</sup> "Hasil Wawancara Dengan Peserta No 2, Rabu Tanggal 8 Maret 2023, Pukul 09.15, Di IAIN Langsa" (n.d.).

<sup>49</sup> "Hasil Wawancara Dengan Peserta No 4, Rabu Tanggal 8 Maret 2023, Pukul 09.50, Di IAIN Langsa" (n.d.).

also facilitating interaction between students and teachers. Participant 6 further expressed that "the use of WhatsApp voice notes in speaking learning is highly interesting. In addition to being used for practice in class, students can also practice outside of class through WhatsApp, which greatly helps us in improving our English speaking skills"<sup>50</sup>. Therefore, based on the findings and participants' feedback, it can be concluded that the use of voice note applications on WhatsApp is more interesting compared to other learning applications due to the ease of use, established usage habits, and features that facilitate communication and interaction in speaking learning.

The findings of a questionnaire and interviews on the use of voice notes in WhatsApp for speaking lessons have resulted in interesting findings that deserve attention. The majority of students express their interest and satisfaction with the use of voice note feature in WhatsApp for speaking lessons. One of the factors influencing this is the ability of voice notes to facilitate better interaction between students and teachers. This functionality enables students to ask questions directly when they encounter difficulties or have uncertainties, while teachers can provide quick answers through voice notes. Thus, the use of voice notes feature makes communication easier between teachers and students, especially in speaking lessons.

From these findings, the researchers conclude that most students are interested in using WhatsApp voice notes for speaking lessons because, besides

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<sup>50</sup> "Hasil Wawancara Dengan Peserta No 6, Rabu Tanggal 8 Maret 2023, Pukul 10.30, Di IAIN Langsa" (n.d.).

being frequently used in daily life, this feature also facilitates communication between teachers and students in speaking lessons. By allowing the exchange of voice messages to practice students' speaking skills, the voice note feature becomes more attractive and helpful in improving their English speaking proficiency.

In the third finding, it was discovered that the use of voice notes on WhatsApp is highly beneficial in the context of learning speaking skills. This fact is based on the questionnaire results showing that “students tend to find it easier to learn speaking when using the voice note feature”. Out of the 12 respondents, 4 strongly agreed, and 8 agreed with this statement. This research result is further supported by another questionnaire statement revealing that “using voice notes on WhatsApp facilitates interaction between students and lecturers”. 4 strongly agreed, 6 agreed, and 2 disagreed with this statement. In addition, this finding is also corroborated by statements from several respondents that “the voice note feature in WhatsApp groups is comfortable to use, especially in explaining material”. 7 strongly agreed and 5 agreed with the statement. This shows that the use of voice notes on WhatsApp facilitates speaking learning because it not only allows students to practice speaking skills, but also enables better interaction between students and lecturers.

**Table 4.3****Students experience of using whatsapp voice note in learning speaking**

| No | Statement   | Strongly Agree | Agree     | Disagree  | Strongly disagree |
|----|-------------|----------------|-----------|-----------|-------------------|
| 1. | Statement 6 | 4 (33,3%)      | 8 (66,7%) | -         | -                 |
| 2. | Statement 7 | 4 (33,3%)      | 6 (50%)   | 2 (16,7%) | -                 |
| 3. | Statement 2 | 7 (58,3%)      | 5 (41,7%) | -         | -                 |

The results of the interviews conducted by the researchers further confirmed that students perceive a sense of facilitation through the use of the voice note feature on WhatsApp in their speaking learning. Statements from several participants strengthen this finding, as expressed by participant 2 who said that "the content of voice notes on WhatsApp is easy to understand, as long as the sent voice is clear"<sup>51</sup>. Participant 5 also added that "the use of voice notes makes it easier because students can send voice messages anywhere and anytime, so they can practice speaking with friends and learn with teachers"<sup>52</sup>. In addition, participant 6 also felt that "the way to use the voice note feature on WhatsApp is very easy, just by pressing the record button at the bottom and can immediately

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<sup>51</sup> "Hasil Wawancara Dengan Peserta No 2, Rabu Tanggal 8 Maret 2023, Pukul 09.15, Di IAIN Langsa."

<sup>52</sup> "Hasil Wawancara Dengan Peserta No 5, Rabu Tanggal 8 Maret 2023, Pukul 10.15, Di IAIN Langsa."

speak and send it. Students can also listen to the sound they record, so they can record the sound repeatedly if necessary"<sup>53</sup>.

From the findings of the questionnaire and interviews on this finding, it can be concluded that the use of the voice note feature on WhatsApp facilitates students in learning to speak. This is due to the ease of use of the feature and the ability of students to practice speaking anywhere and anytime. Thus, the use of the voice note feature on WhatsApp can effectively and efficiently help students improve their speaking skills.

In the fourth finding, an interesting fact about the effectiveness of learning among students was revealed. It was discovered that the use of the voice note feature in WhatsApp can significantly enhance the effectiveness of learning, particularly in the area of speaking. This conclusion is drawn from the results of a questionnaire administered to a group of students, where 4 participants strongly agreed and 8 participants agreed with the statement. Factors that may explain this include the ease and speed of using the voice note feature in WhatsApp, which allows students to practice speaking directly with their peers or even with their lecturers in real-time. This is certainly helpful in significantly improving students' speaking skills, as there is direct feedback from their conversation partner. Additionally, the utilization of WhatsApp's voice note feature can enhance students' pronunciation skills by allowing them to record and replay their voice recordings. This makes it easier for students to evaluate their pronunciation and

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<sup>53</sup> "Hasil Wawancara Dengan Peserta No 6, Rabu Tanggal 8 Maret 2023, Pukul 10.30, Di IAIN Langsa."

make improvements if necessary. Therefore, the of the utilization voice note feature in WhatsApp can be considered as an effective alternative in improving the effectiveness of student learning, especially in speaking outside of class hours.

**Table 4.4**

**Students experience of using whatsApp voice note in learning speaking**

| No | Statement   | Strongly Agree | Agree     | Disagree | Strongly disagree |
|----|-------------|----------------|-----------|----------|-------------------|
| 1. | Statement 3 | 4 (33,3%)      | 8 (66,7%) | -        | -                 |

These findings are further reinforced by the outcomes of the interviews conducted by the researcher, which indicate that students have a preference for using WhatsApp voice notes for practice prior to face-to-face sessions. Statements from several participants strengthen this, such as participant 3 who said, "In my opinion, the voice note feature in WhatsApp allows us to practice speaking repeatedly, which can improve our pronunciation skills"<sup>54</sup>. Participant 4 added, "In my experience, using the voice note feature in WhatsApp for speaking lessons has helped me improve my speaking ability. I feel more confident to practice because I can do it without feeling embarrassed like in front of the class. By continuing to practice using voice notes, I feel more accustomed and no longer afraid of making mistakes when speaking"<sup>55</sup>. Participant 7 also added, "I prefer blended learning because this way, we can add learning time outside of class hours so that we can

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<sup>54</sup> "Hasil Wawancara Dengan Peserta No 3, Rabu Tanggal 8 Maret 2023, Pukul 09.30, Di IAIN Langsa."

<sup>55</sup> "Hasil Wawancara Dengan Peserta No 4, Rabu Tanggal 8 Maret 2023, Pukul 09.50, Di IAIN Langsa."

continue to practice to improve our speaking skills using the WhatsApp voice note feature"<sup>56</sup>.

Based on the results of the questionnaire and interviews conducted, a conclusion can be drawn that the use of the voice note feature on WhatsApp as a medium for speaking learning is perceived as more advantageous and effective when the learning is conducted online. This is because the WhatsApp voice note allows students to learn speaking outside of class before they speak in front of the class, thereby increasing their confidence in speaking and reducing any embarrassment or anxiety that may arise when speaking in front of the class. In addition, the utilization of the voice note feature on WhatsApp benefits students by enabling them to continue practicing and enhancing their speaking skills beyond regular class hours.

In the fifth finding, the researchers found that although students did not have difficulty using WhatsApp, they sometimes experienced network issues when using the voice note feature for speaking learning. This is evident from the questionnaire results where some students found it difficult to use the voice note feature on WhatsApp as a speaking learning medium. More specifically, there were 3 participants who agreed, 5 participants who disagreed, and 4 participants who strongly disagreed with the statement.

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<sup>56</sup> "Hasil Wawancara Dengan Peserta No 7, Rabu Tanggal 8 Maret 2023, Pukul 11.30, Di IAIN Langsa" (n.d.).

**Table 4.5****Students experience of using whatsApp voice note in learning speaking**

| No | Statement   | Strongly Agree | Agree   | Disagree  | Strongly disagree |
|----|-------------|----------------|---------|-----------|-------------------|
| 1. | Statement 8 | -              | 3 (25%) | 5 (41,7%) | 4 (33,3%)         |

In the interview results, students consistently expressed that the use of WhatsApp voice notes for learning purposes is highly beneficial and not excessively challenging. However, some students experienced network issues when sending voice notes to their friends, as expressed by participant 1 "I feel that learning with voice notes on WhatsApp makes it easy for us to learn anywhere and is not constrained by meetings"<sup>57</sup>. Furthermore, participant 2 added, "In my opinion, it is easy because WhatsApp voice notes are highly accessible and cost-effective. Therefore, using them does not feel difficult at all"<sup>58</sup>. And participant 6 also added, "In my opinion, there is nothing difficult when using WhatsApp voice note, but sometimes the network hinders the ability to send voice notes to groups"<sup>59</sup>.

Based on the results of the questionnaire and interviews conducted in the study, the researchers identified that while students generally did not encounter difficulties in using WhatsApp, some students experienced network-related issues

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<sup>57</sup> "Hasil Wawancara Dengan Peserta No 1, Rabu Tanggal 8 Maret 2023, Pukul 09.00, Di IAIN Langsa."

<sup>58</sup> "Hasil Wawancara Dengan Peserta No 2, Rabu Tanggal 8 Maret 2023, Pukul 09.15, Di IAIN Langsa."

<sup>59</sup> "Hasil Wawancara Dengan Peserta No 6, Rabu Tanggal 8 Maret 2023, Pukul 10.30, Di IAIN Langsa."

when utilizing the voice note feature for speaking learning. However, in the interviews, most students expressed that the use of WhatsApp voice notes for learning purposes was highly beneficial and not overly challenging. Although a few students encountered network problems when sending voice notes to their friends, overall, the application was perceived as easy to use and helpful in enhancing speaking skills.

## **B. Discussion**

The discussion section of the study aims to offer a comprehensive analysis and interpretation of the findings related to students' experiences in using WhatsApp voice notes for learning speaking. Additionally, this section integrates a review of recent studies that support or contradict the current research findings.

The findings of this study reveal important aspects, indicating that students express high levels of satisfaction and enjoyment when using WhatsApp voice notes for speaking skills learning. Through analysis of the questionnaire and interview results clearly shows that the majority of participants not only find this innovative method enjoyable but also consider it easy to use and familiar. Students greatly appreciate the flexibility offered by WhatsApp, allowing them to practice speaking skills anytime and anywhere. These findings are in line with previous research such as Gao, which consistently highlights the highly positive

experiences reported by students using technology-mediated tools for language mastery<sup>60</sup>.

Moreover research has conducted by Ainun, using a closed-ended questionnaire which investigate various aspects of students' perceptions regarding the use of WhatsApp voice chats for language learning purposes. Which focused on measuring confidence levels, identifying potential difficulties, measuring interest levels, evaluating stress factors, and assessing motivational aspects. The study involved 30 English as a Foreign Language (EFL) students in the 11th grade of high school. The findings of the study indicated that the majority of students held a highly positive perception of voice chats via WhatsApp, particularly in terms of generating interest in the subject matter and minimizing stress levels <sup>61</sup>. In addition, Putri's research on the students' perception of the use of WhatsApp voice notes in the English learning process at the eleventh grade of SMAN 1 Sangkapura reveals that students hold a positive perception of the effectiveness of WhatsApp voice notes. The research findings indicate that the majority of students believe that using WhatsApp voice notes is effective in enhancing their understanding of English materials. They state that WhatsApp voice messages help them in learning vocabulary, pronunciation, and listening skills in English.<sup>62</sup>

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<sup>60</sup> Gao x, L Zhang, and Y Wang, "Investigating the Impact of Mobile Technology-Supported Teaching on English as a Foreign Language Learning," *Journal of Educational Technology & Society* (2020): 212–226.

<sup>61</sup> Nabila Hasri Ainun, Ari Nurweni, and Lilis Sholihah, "The Students' Perception of Voice Chatting through WhatsApp in Speaking Class" (2020): 1–6.

<sup>62</sup> diny salifah Putri, "Students' Perception on the Use of WhatsApp Voice Note in English Learning Process at the Eleventh Grade of SMAN 1 Sangkapura," 2021.

From the two texts mentioned above, it can be concluded that both Ainun's and Putri's research studies indicate that the use of voice conversations via WhatsApp has a positive impact on English language learning. Ainun's study demonstrates that the majority of students had a highly positive perception of voice conversations through WhatsApp, particularly in terms of generating interest and reducing stress levels. On the other hand, Putri's research findings reveal that the majority of students considered the use of WhatsApp voice messages effective in improving their understanding of English materials. They stated that WhatsApp voice messages helped them in learning vocabulary, pronunciation, and listening skills in English.

The second significant finding highlights the high interest of students in using WhatsApp voice notes specifically for learning speaking skills, surpassing their interest in other available applications. This increased interest in using WhatsApp for English language learning can primarily be attributed to its seamless integration into students' daily lives, its user-friendly features, and the unparalleled convenience it offers in terms of time and energy. Previous research by Awada has emphasized the importance of integrating familiar and easily accessible technological tools like WhatsApp into the language learning environment to significantly enhance student engagement and motivation<sup>63</sup>.

Overall, this finding indicates the high interest of students in using WhatsApp voice notes, specifically for learning speaking skills, surpassing their interest in

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<sup>63</sup> Ghada Awada, "Effect of Whatsapp on Critique Writing Proficiency and Perceptions toward Learning," *Cogent Education* 3, no. 1 (2016).

other available applications. This increased interest is mainly due to the integration of WhatsApp into their daily lives, its user-friendly features, and unparalleled convenience in terms of time and energy. Previous research by Awada has emphasized the importance of integrating familiar and easily accessible technological tools like WhatsApp into the language learning environment to significantly enhance student engagement and motivation.

The third important finding effectively demonstrates that the seamless integration of voice notes on WhatsApp plays a crucial role in facilitating students' learning process and improving their speaking abilities. The ease of using this method, unmatched accessibility, and the opportunities it presents for students to practice speaking anytime and anywhere are widely regarded as the main advantages of this innovative approach. These findings align with previous research by Nurazizah, which consistently emphasizes the importance of learner comfort, flexibility, and autonomy in language acquisition<sup>64</sup>. Additionally, the use of WhatsApp voice notes significantly enhances interaction between students and teachers, resulting in rich and impactful learning experiences.

It can be concluded that seamless integration of voice notes on WhatsApp provides significant benefits for student in the process of learning and developing speaking skills. The main advantages of this innovative approach are its ease of use, unparalleled accessibility, and opportunities for students to practice speaking anytime and anywhere. These findings align with previous research by Hega, which emphasizes the importance of comfort, flexibility, and student autonomy in

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<sup>64</sup> Nurazizah, Friatin, and Sugiarto, "Whatsapp Voice Note in Speaking Class."

language learning. Additionally, the utilization of WhatsApp voice notes significantly enhances the interaction between students and teachers, leading to a rich and impactful learning experience.

Furthermore, the fourth significant finding emphasizes the undeniable effectiveness of utilizing WhatsApp voice notes as a powerful tool for enhancing speaking skills. Participants greatly appreciate receiving direct feedback from conversation partners, the ease of recording and replaying voice messages, and the real-time practice opportunities offered by this method.

On the contrary, some studies have raised concerns about the potential weaknesses of technology-mediated language learning for speaking skills. For instance, Tafonao reported that excessive reliance on voice messaging applications can hinder students' development of spontaneous speaking skills<sup>65</sup>. They argue that asynchronous communication through voice notes can encourage learners to focus more on accuracy rather than fluency. This contrasting perspective suggests that while WhatsApp voice notes can be beneficial, supplementary activities that promote spontaneous speaking should be integrated to ensure comprehensive development of speaking skills.

Despite the overall positive experiences of students using WhatsApp voice notes for speaking learning, the fifth finding identifies poor network connectivity as a significant challenge. Some participants reported difficulties in sending voice notes due to network issues. This limitation can hinder the effectiveness and

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<sup>65</sup> T, "Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa."

convenience of using WhatsApp for speaking practice. Previous research by Purba has identified one of the challenges associated with using WhatsApp for mobile learning, which is the issue of internet connectivity on mobile devices. This is considered one of the negative aspects of utilizing WhatsApp in blended learning<sup>66</sup>.

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<sup>66</sup> Melita sari Purba and S Setyarini, "Mobile Learning through WhatsApp: EFL Students' Perceptions," *International Conference on Education Technology and Computers* (2020).

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

This chapter presents the conclusion of the study based on the findings and discussions presented in Chapter IV. The research focused on exploring the student experience of using WhatsApp voice notes in learning speaking. The data collection methods included interviews, questionnaires, and documentation, with a sample of 12 participants from the English education department at IAIN Langsa.

The research findings indicate that the use of WhatsApp voice notes in English speaking learning provides a positive experience and a favorable experiences for the majority of students. The WhatsApp voice notes are considered enjoyable, effective, and easily accessible. The blended learning approach using WhatsApp voice notes facilitates communication and collaboration between students and teachers, both in face-to-face and online settings. WhatsApp Voice notes captivate attention significantly compared to other educational applications, due to their incredibly user-friendly nature, and have seamlessly integrated into the daily lives of students. The ease of use enables students to practice anytime and anywhere, unrestricted by limitations of place and time. WhatsApp also enhances the interaction between teachers and students, thanks to its intuitive features. Experiences demonstrate that utilizing voice notes via WhatsApp yields a significant positive impact on enhancing students' speaking

abilities, including pronunciation and their level of self-confidence. The recording and playback features in WhatsApp provide opportunities for students to practice repeatedly and self-assess. Despite the network connectivity challenges faced by some students, the use of WhatsApp voice notes remains effective in speaking learning. While connectivity issues may pose occasional obstacles, the overall impact of WhatsApp voice notes on speaking learning is still significant. The positive outcomes, enjoyment, and overall benefits reported by students indicate that WhatsApp voice notes can be considered an effective and enjoyable alternative in English speaking learning.

### **B. Suggestion**

Based on the findings of the conducted research, several recommendations have been given by the researchers. The first recommendation is directed towards teachers or schools that use voice notes through WhatsApp as a learning tool. Researchers suggest that teachers and school staff pay more attention to students in overcoming barriers in accessing voice notes through WhatsApp. Furthermore, it is important for the voice used in the voice notes to have clear intonation so that the use of WhatsApp voice notes can be optimized during in-class and out-of-class learning. The next recommendation is given to students to remain prepared for learning situations, whether online or offline. Students need to prepare themselves to face any challenges that may arise during the learning process. By utilizing learning through voice notes in WhatsApp groups, it is hoped that students will become more motivated to learn. The last recommendation is given to future researchers, which is to think carefully when selecting the research

subjects to be studied. Researchers can also develop this research in various educational levels by using alternative learning media that are suitable for the existing situation.