

**“THE IMPLEMENTATION OF VOICE NOTE ON WHATSAPP
APPLICATION AS A TOOL FOR TEACHING SPEAKING ENGLISH IN
TENTH GRADE AT SMA CANDIMAS PANCASARI”**

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Abstract

Penelitian ini bertujuan untuk mengetahui bagaimana guru menerapkan voice note untuk mengajarkan keterampilan berbicara di SMA Candimas Pancasari melalui topik teks recount. Penelitian ini menggunakan metode deskriptif kualitatif. Dalam penelitian ini, data yang diperoleh melalui metode observasi, wawancara, dan angket serta dianalisis secara deskriptif. Peneliti menggunakan purposive sampling untuk memilih subjek penelitian, dimana ada 1 guru bahasa Inggris dan 77 siswa yang telah diteliti oleh peneliti untuk diamati, diwawancarai, dan diberikan angket. Hasil penelitian menunjukkan bahwa implementasi voice note dapat dilakukan melalui delapan langkah yaitu pada pra kegiatan, kegiatan utama, dan pasca kegiatan. Terkait implementasinya, guru juga menemui beberapa kendala, yaitu koneksi internet, partisipasi rendah, kosakata siswa yang kurang, akses yang buruk di daerah terpencil, dan kesulitan guru dalam mengevaluasi tugas siswa. Selain itu, siswa memberikan pendapat yang positif terhadap penerapan voice note pada WhatsApp di kelas, hal ini dapat dibuktikan dimana siswa dominan memilih “setuju” dan “sangat setuju” pada pernyataan yang diperoleh dari aspek kognitif, afektif, dan psikomotorik.

Keywords: Penerapan Voice note, Tantangan, opini siswa

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This study aims to find out how teachers apply voice notes to teach speaking skills at SMA Candimas Pancasari through recount text topics. This research uses the descriptive qualitative method. In this study, the data obtained through observation, interview, and questionnaire methods were analyzed descriptively. The researcher used purposive sampling to select the research subject, of which there was 1 English teacher and 77 students who had been researched by researchers to be observed, interviewed, and given a questionnaire. The results showed that the implementation of voice notes can be done through eight steps in pre-activity, main-activity, and post-activity. Related to its' implementation, the teacher also encountered several challenges, namely internet connection, low participation, students' lack of vocabulary, poor access in remote areas, and teacher difficulties in evaluating students' assignments. In addition, students gave positive opinions on the implementation of voice notes on WhatsApp in class, it can be proven where students dominantly choose "agree" and "strongly agree" on statements obtained from cognitive, affective, and psychomotor aspects.

Keywords: *Implementation of Voice note, Challenges, Students' opinion*