

learning. In addition, teachers and students are required to adapt to using technology in carrying out learning activities in online classes. Hamad et al., (2019) states that bringing the technology into the classroom would be allowed both teachers and students to create a learning environment that aimed to increase the teaching and learning process.

The use of technology is currently growing rapidly, with the implementation of technology can help develop the learning process. Hamad (2017) states that we can see the rapid development of technology in the 21st century which has dominated the world and at the same time our lives. As we experience today, the use of smartphones today has developed many social media applications that can be accessed by the public every day such as WhatsApp, Facebook, Twitter, Instagram, Telegram, etc. Through MALL, students can practice freely with mobile devices, anytime and anywhere. As one of the MALL developments, WhatsApp is the most popular social media used to communicate and interact with the internet networks (Minhas, 2016) . In addition, WhatsApp is now being utilized for more than just community communication; it is used for educational purposes. WhatsApp is very beneficial for students because it can be accessed anywhere and anytime, is available for access outside and inside the classroom, and supports collaborative learning (Fattah, 2015). Students felt confident, passionate, independent learning, and showed a positive attitude throughout the conversation by sending certain questions through WhatsApp application as a media or platform in online learning, According to Jasrial (2017) that indicates that the implementation of WhatsApp in the learning process provides benefits for students to participate in the class.

In this online learning situation, teachers cannot fully control language learning activities, because students and teachers have limitations in interacting. As the most important skill in interacting and communicating, speaking skills should be trained with the right method, the right media, and authentic assessments (Gudu, 2015). As a result of

changes in learning activities during the pandemic, teachers cannot monitor students' speaking progress directly because teachers and students cannot meet in person. This is certainly a challenge for teachers and students in carrying out online speaking learning. According to Quinn (2014) the challenges of teachers in teaching speaking are of lack of confidence, afraid to speak, less vocabulary, and students are afraid to make mistakes. These challenges are common challenges that can be found in ordinary classes. Meanwhile, with limited learning activities that involve the performance of online learning students, students' speaking learning becomes less effective. In relation to this situation, the researcher can conclude that there is a gap between online learning activities and speaking skills practice.

Based on pre-observation activities carried out at SMA N 1 Pagaran Tapah Darussalam, the researchers found that this school is an area that is difficult to reach by the internet network. SMA N 1 Pagaran Tapah Darussalam is a village area surrounded by oil palm plantations so that some operators do not allow it to be used in this area. However, in this case SMA N 1 Pagaran Tapah Darussalam can still carry out online learning via WhatsApp and Google Classroom. Regarding learning activities, especially learning to speak, teachers can still do it through WhatsApp voice notes. The teacher at SMA N 1 Pagaran Tapah Darussalam said that voice notes on WhatsApp are often used in learning, especially in giving efficient instructions and explaining a lot of material because *they are* very much compared to text messages. In addition, the teacher there also said that speaking practice can also be done in a monologue using the voice note feature, especially *if* KD (Basic Competence) on certain topics allows students to practice voice notes in the WhatsApp application. This is related to Martin (2020) who investigated the use of MALL in providing instruction and pronunciation in distance learning settings. As a result, the researcher *is* interested in the students' perceptions of using voice note in the English learning process.

So, according to the description above, the researcher was curious in students' perceptions of using Voice Note on their educational learning process. As a result, the research will be descriptive qualitative in nature. "An Analysis of Students' Perception on Using Voice Note in Speaking Skills at SMAN 1 Pagaran Tapah Darussalam". The researchers selected 12 first graders at SMA N 1 Pagaran Tapah Darussalam as objects in the study 1 Pagaran Tapah Darussalam.

B. Setting of the research

Based on the background above, the researcher formulate the following research problem as follows "What are the students' perception on using Voice Note in Speaking Skills at the first grade students of SMA N 1 Pagaran Tapah?"

C. Limitation of the Problem

Based on the research setting above, the researcher limits the problem. Researchers focus on analyzing students' perception of using voice notes as media in speaking skill at SMA N 1 Pagaran Tapah Darussalam.

D. Formulation of the problem

The formulation of the research:

1. What are the students' perception on using Voice Note in English learning process?

E. Purpose of the research

The purpose of the research are as follows:

1. To find out students' perception on about using voice notes in English learning process.

F. Significant of the research

Researchers function theoretically and practically.

a. Theoretically

This researcher provides information related to students' perception after using voice notes

b. Practical

This study can provide input to teachers regarding student perception after using voice notes.

G. Definition of the key terms

To understand this research comprehensively, the following terms are used in this research:

1. Teaching media namely a tool that is able to assist the teaching and learning process and serves to clarify the meaning of the message or information conveyed, so as to achieve the planned learning objectives. (Surayya, 2012)
2. Speaking is the ability to pronounce the sounds of language to express or convey thoughts, ideas or feelings orally. (Brown and Yule, 2007)
3. Voice Note is a feature found in messaging applications where users can send messages or voice notes to each other.

CHAPTER II

REVIEW OF RELATED THEORIES

This chapter discusses about the review of related theories of the research. This chapter consists of some contents, Review of related theories, Theory of speaking skills, Voice Note, Review of related findings and Conceptual Framework.

2.1 Review of Related Theories

2.1.1 Definition of Perception

The nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus whereas perception involved understanding what the stimulus means. For example, when we saw something the visual stimulus was the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three dimensional world.

According to Robbins (2003) perception is influenced by three variables. It begins with the observer. When someone examines something and tries to interpret it, their qualities such as beliefs, attitudes, intentions, interests, experiences, cognitive structures, expectations, and cultural background have an impact on the interpretation they give it. The perceived object or target is the second component. Individuals, things, or events are all possibilities. This has an impact on how people perceive it. A person's perspective is shaped by how they see things in relation to other people.

Perception is the impression obtained by the individual through the five senses then analyzed, interpreted and then the last one evaluated. According to Robbins (2003) perception indicators are divided into three kinds, namely:

1) Absorption or Reception

The acceptance process is an indicator of the occurrence of perception in the physiological stage, where the functioning of the individual senses is to capture a stimulus from thought.

2) Understanding

After the individual is able to provide an image or impression that is already in the brain, the image is organized, compared, then interpreted, so that the individual can form understanding and understanding.

3) Assessment or Evaluation

After the individual understand, there is an assessment of the individual. Each individual will be different in giving an assessment even though the object is the same, therefore perception is individual.

a. Factor Affecting Perception

According to hussein (2017) state that, there were individual differences in perceptual abilities. Two people may perceive the same stimulus differently. The factors affecting the perceptions of people are :

a. Perceptual Learning

Every one of the community learn to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skill jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills for example, blind people identify the people by their voice or by sounds of their footsteps.

b. Mental set

Set refers to preparedness or readiness to receive some sensory input. Such expectansy keeps the individual prepare with good attention and

concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.

c. Motives and Needs

Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food items among other articles. His attention cannot be directed towards other things until his motive is satisfied.

d. Cognitive styles

People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It is said that people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end.

e. The student's perception can be one of student's evaluations for the lecture. Through the perception, the lecturer will be able to know what students' need in learning. The study about perception is useful for lecturer more efficient in teaching

c. Positive and Negative Perception

According to Robbins (2002: 14) that positive perception is an assessment individual to an object or information with a positive view or as expected from the object that is perceived or from existing rules. Meanwhile, negative perceptions are individual perceptions to certain objects or information with negative views, contrary to what is expected from the object that is perceived or from existing rules. The cause of the emergence of a negative perception can be arises because of individual dissatisfaction with the object being source of perception, the existence of individual ignorance and absence individual experience of the object being perceived and vice versa, the

cause of the emergence of a person's positive perception because of satisfaction are individuals to objects that are the source of their perceptions, the existence of individual knowledge, and the existence of individual experiences of objects that are perceived.

Rahmat (2005) states that perception is divided into two forms, positive and negative. If the perceived object is in accordance with appreciation and can be accepted rationally and emotionally, then humans will perceive positively or tend to like and respond according to the perceived object. If it is not in accordance with appreciation, the perception is negative or tends to reject and respond in the opposite direction to the object of perception. Robbins (2002) adds that positive perception is an individual's assessment of an object or information with a positive view or in accordance with what is expected from the object perceived or from the existing rules. Meanwhile, negative perceptions are individual perceptions of certain objects or information with negative views, contrary to what is expected from the object perceived or from existing rules.

A. Theory of Speaking Skill

Concept of speaking skill

Speaking In the Big Indonesian Dictionary it is written that speaking is saying, conversing, speaking or giving birth to opinions (with words, writing, etc.) or negotiating. Speaking in general can be interpreted as a conveying of one's intentions (ideas, thoughts, hearts) to others by using spoken language so that these intentions can be understood by others. The meaning is specifically put forward by experts. Speaking is the ability to pronounce articulation sounds or words to express, state and convey thoughts, ideas, and feelings. Speaking skill in English is a person's skill to convey his wishes and thoughts to anyone verbally, however, speaking skills are difficult to develop if it is not continuous and can be done with colleagues in class, English teachers, or other teachers

who can speak English. aims to improve speaking skills, vocabulary, improve language use, improve vocabulary utterances, English sentences, and train hearing so that it is easy to catch the message of the other person. In English lessons there are several integrated subject matter, such as: listening, speaking, reading and writing. Everything is studied in an orderly manner according to the books provided by the school. However, this paper only focuses on speaking skills to help teachers of language subjects improve their teaching methods using the theory of 'Guide Conversation'. This is related to the low motivation of students towards English speaking skills. True or not, learning to speak a foreign language is difficult because it is not their own language. There are several stages of development of students' speaking competence in English, including:

a. Receive speaking

In this stage, students who learn English speaking skills receive more from the learning environment or listen to the various forms and styles of speaking of other people, speech, language structure used, and vocabulary development so that they can be repeated at home or at school. Students store in their memory as much as possible in the form of: new basic level vocabulary, new sentences, sayings, and others that are ready to be practiced with the other person just answering questions (eg, "what is this?, what is that? , and how are you?, and so on). This preparation is called receive speaking which is ready to apply good speaking skills in English (speaking skills). With this pattern, students can think and enrich themselves with a variety of ready to use language forms.

b. Productive speaking

Based on the concept of receiving, it means that students have saved a lot of preparation to practice speaking skills. Then next is the ability of students to form and reproduce new expressions, such as: asking, explaining, discussing, and even helping classmates. In this case, students are given as many

opportunities as possible to use a variety of new English sentences according to their grade level. The influence of productive speaking can be an indication that students who are highly capable in speaking skills will be more successful in developing themselves in the field of English speaking skills in English subjects.

c. Descriptive Speaking.

From the description of the two stages above, it means that the readiness of students in pursuing English speaking skills is very good. From the combination of the two stages, students are able to receive and give (question-and-answer) using a series of simple sentences (simple sentences), compound sentences, complex sentences and compound complex sentences. That is, students are able to answer English questions orally, are able to ask questions, give explanations, have discussions, and are able to write English expressions in writing using a variety of sentences. The purpose of descriptive speaking is to ask students to speak as much as possible with descriptions from various sources of reading material or according to the learning experiences they have gone through.

1. Speaking Skills According to Experts

According to Atar Semi, speaking skills are skills in producing currents of articulation sound systems to convey wishes, ideas, feelings and experiences to others. Guntur Tarigan argues that speaking is the ability to pronounce articulation sounds or words to express, state or convey thoughts, ideas and feelings. So, essentially speaking is an expression of one's thoughts and feelings in the form of language sounds. Speaking ability is the ability to say words to express thoughts, ideas and feelings. In relation to the purpose of speaking, Mudini and Salamat explained in general the purpose of the conversation was as follows:

- a) Encourage or stimulate
- b) Convincing

- c) Move
- d) Inform
- e) Entertain

Furthermore, there are several factors that need to be considered that will determine the success or failure of speaking activities, namely the speaker and listener factors:

1. Speaker

What the speaker should pay attention to is:

- a. The topic of discussion should be useful, interesting, in accordance with the listener's grasp and at least already known by the listener.
- b. Language The relationship with language is divided into two, namely linguistic factors and non-linguistic factors.

1. Language Factor

linguistic factors related to speaking skills include:

- a) Accuracy of pronunciation or pronunciation of sounds
- b) Placement of stress, pitch, pause, intonation and rhythm
- c) Good choice of words and expressions, concrete and varied
- d) The accuracy of the narrative structure.

2. Non-linguistic factors

Non-linguistic factors include:

- a) A reasonable attitude, calm and not stiff
- b) The gaze directed at the interlocutor
- c) Willingness to respect the opinions of others
- d) Willingness to self-correct
- e) Courage to express and defend opinions
- f) Appropriate gestures and expressions
- g) Loudness

h) Smoothness

i) Reasoning and relevance and Mastery of topics.

2. Purpose of a speaker

In conveying messages to others, you must have a purpose, want to get a response or reaction.

3. Facilities

The means in speaking activities include time, place, atmosphere and media or props. The selected topic of discussion should be adjusted to the specified time. The place to talk really determines the success of the conversation. In this case, it is necessary to pay attention to the location factor, the number of listeners, the position of the speaker and listener, light and air. Talking in a certain atmosphere will affect the success of speaking such as in the morning, afternoon or evening. Media or props will also help clarity and attractiveness of the description.

4. Interaction

Ongoing speaking activities indicate an interaction relationship between the speaker and the listener. Interaction can be one-way, two-way or multi-way.

5. Listener

A good listener should pay attention to the following:

- a) Have a good physical and mental condition so that it is possible to carry out listening activities; focus and concentrate on the conversation.
- b) Have specific listening goals that can mobilize and encourage listening.
- c) Strive to be interested in the content of the conversation that is heard.
- d) Have linguistic and non-linguistic skills that can improve listening success.

- e) Have extensive experience and knowledge that can facilitate understanding and understanding of the content of the conversation.

B. Voice Note

Voice notes are one of the features that are quite helpful in conditions of not being able to type messages. In contrast to voice calls, voice notes are often used to send short messages when does not support for typing. The instant messaging application WhatsApp (WA) allows users to send messages or Voice Notes easily. With this feature, users No need to type messages to be sent to other users or in group conversations. Feature it can be used to convey important or sensitive information.

Voice notes can be used as ideas in practicing speaking skills, such as conveying opinions or simple ideas using voice notes, it can help students in assembling words. It is hoped that these activities can increase students' vocabulary and courage, so that students can know how to express an opinion, idea, or feeling that students feel or think. In general, the benefits of using WhatsApp as a distance learning medium are as follows: (1) whatsapp facilitates collaboration and collaboration of connected students from school or home in distance learning; (2) WhatsApp is a free application and easy to use; (3) WhatsApp has a chat group service that makes distance learning easier, students who are members of the group can easily discuss the material being delivered in the group; (4) provide opportunities for students to make class publications by publishing their work in groups; (5) information and knowledge can be easily shared via WhatsApp messages; (6) provide convenience for users who have limited time to study, with the WhatsApp application they can learn anytime and anywhere, as long as the user is still part of a group that provides learning.

The WhatsApp application has a service called Voice Note, where the service functions when it is not possible for us to type messages in text

form, but send messages that we want to convey verbally which will then be recorded via voice note services, so that messages will be sent to the recipient of the message. in the form of sound recordings (Whiteside, 2019;1)

Voice notes may be new and different for students in providing the guidance students need to improve speaking skills during distance learning, it can also motivate students to try something new because by recording their speaking activities using voice notes can increase the level of intensity of students in learning. speaking (Whiteside, 2019;1). Voice notes can also encourage student focus if students are encouraged and guided to prepare, practice, record, listen and check, and re-record until they are satisfied with the end result, the activity also aims to develop a "critical ear" so that students are able to evaluate their own performance. more effectively (Whiteside, 2019;1).

C. Review And Related Finding

This research related to previous studies that discuss about the research voice note as media on speaking skill. They are giving contribution to this research. To make convincing the originality of the others research which have close relationship will be present by researcher.

The first, research from Mulhimah Riyadoh (2018) with the title "The Effectiveness of Guided Practice Using Voice Message on WhatsApp on Student Ability" which states that WhatsApp has many benefits to help teachers In providing media to improve students' skills, WhatsApp also provides voice note services that can be used in speaking skills. With this feature students and teachers can communicate without seeing each other face to face, they only need to record their own voice with a voice note and send it to make communication happen. It can also reduce the anxiety students get when speaking in English face-to-face

The Second, WahyuAryanata (2021) conducted a researcher entitled The implementation of voice note on WhatsApp for Teaching speaking English. This study aimed to learn how a teacher at SMA CandimasPancasari implement voice note to teach speaking skills to tenth-grade students, as well as the challenges that the teacher faces in implementing voice note. In addition, the researchers also studied students' opinions were during the implementation of voice notes in the classroom. This research was designed using a descriptive qualitative method (Nassaji, 2015). Therefore, the data were analyzed descriptively.

The Third, In line with Riyadoh's opinion, SaidnaZulfiqar Bin Tahir (2015) in his research "Improving Student Speaking Skill Through Voice Chat at University of Iqra Buru" that the application of voice chat in teaching speaking skills can improve students' speaking skills, the most visible is the comparison of students who use voice chat well in communicating actively or passive from an English story that might help them understand the speaker's attention. All student results can exceed the indicators of accuracy, fluency, and comprehensiveness.

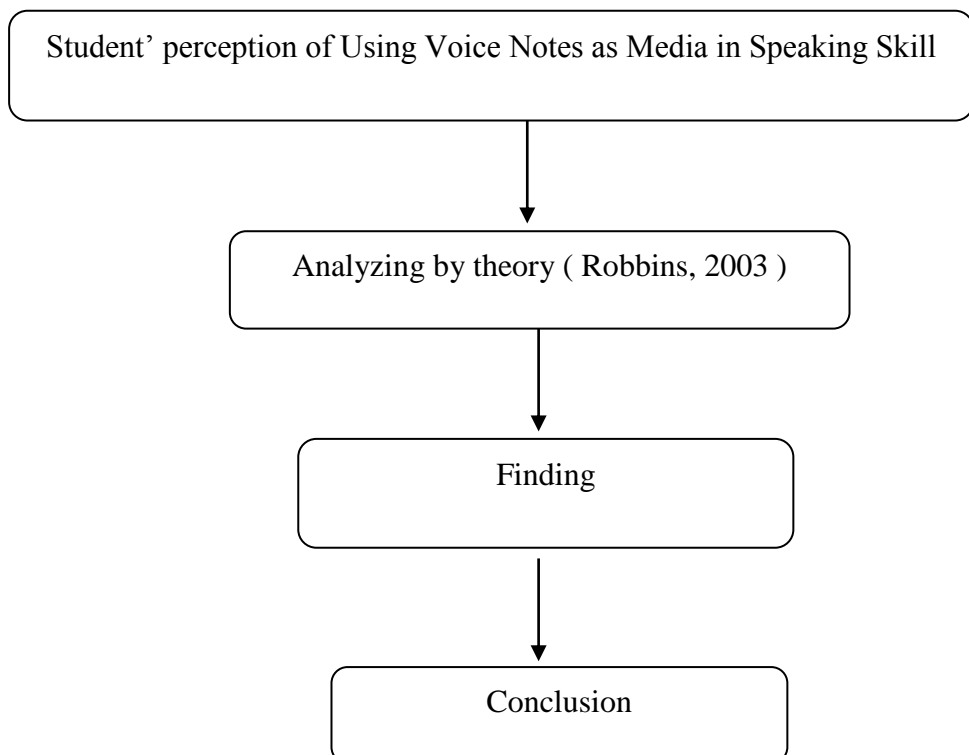
The fourth, Rina Susi Cahyawati (2021) conducted a researcher entitled The Combination of Voice Notes and Mind Mapping in Indonesian Language Learning Online During the Covid-19 Pandemic. The assumption is that most of the participants currently have a WhatsApp application so that it will not make it difficult for them with regards to devices or quotas. Meanwhile, for making mind mapping students can make their versions according to their respective versions so that they will get the sensation of learning while playing. Therefore, the problems of this article are Indonesian language learning technical with a combination of voice notes and mind mapping; and strengths and weaknesses of the implementation of learning Indonesian with a combination of voice notes and mind mapping. The research method used is descriptive qualitative with content analysis. The result of the research is that a combination of

voice notes and mind mapping can be used for learning Indonesian online by following the proper technical implementation.

Based on some of the findings above, this study is different from previous studies. In this study, researchers focused on the use of voice notes as a media on speaking skills. The researcher observed the teaching and learning process in learning English and focused on the use of voice notes as a media used by teachers and students in schools.

D. Conceptual Framework

In this research, a conceptual framework, the researcher explains to the readers about the main line of the concept of this research. It can be seen from the following figure.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the introduction of the research methodology. The research methodology is a way to find out the result of a given problem on a specific matter. It is consist of the research design, setting of the research. And this chapter also discusses about technique of collecting data. The last consist technique of analysis data.

A. Research Design

This research was descriptive qualitative research. Sugiyono (2007, p.62) stated that the qualitative research is aimed to understand phenomenon about what is in the subject of research naturally, such as motivation, perception, behaviour, and so on. It is mean that the research focused on the understanding the concept of the research.

Qualitative analysis was also about the form of data that is used, Qualitative is usually explained through words. Qualitative is related with something implicit that cannot be counted in number. “Qualitative research is ‘word view’, not a single reality, based upon perceptions and change over time, within a given situation context” (Wahyuni, 2012).

Qualitative research was utilized for this study because it wanted to ascertain students' perceptions using Voice Note on Speaking Skills. The study included first grade students from SMA Negeri 1 Pagaran Tapah Darussalam. Students' Perception on

B. Setting of the Research

The research has been held on July 2022. The researcher interested to analyzing students' perceptions using Voice Note on Speaking Skills.

C. Population and Sample of the Research

The research conducted on first graders students of SMA N 1 Pagaran Tapah Darussalam with a focus on how students' perceptions using Voice Note in teaching speaking skills to class X IPA2 students at SMA N 1 Pagaran Tapah Darussalam. The researcher only chooses one class from Class first graders for the sample to be analyzed in this study. The total population of class IPA2 first graders students at SMA N 1 Pagaran Tapah Darussalam were 12 students.

D. Instrumentation of the Research

For this research instrument, the researcher used questionnaire. In addition, the researchers collected student perception through a questionnaire distributed by using google form.

E. Technique of Collecting the Data

According to Widoyoko (2012:33) collecting data of the research is intended to get the data, explanation, facts, and accurate information. It means, the purpose of collecting the data was to find the data and to get information about research.

There are the steps of collecting data of this research:

1. The researcher informed the students about the questionnaire and scheduled the time for the questionnaire
2. The researcher shared a link perception through a questionnaire distributed by using google form.

F. Technique of Analyzing Data

There are the steps of analysis data of this research:

1. The researcher collected the data in form of questionnaire
2. The researcher read the data that has been recieved
3. The researcher analyzed the questionnaire transcripts
4. Last, the researcher made result based on the research findings.