

**THE EFFECT OF FEEDBACK VOICE RECORDING ON EIGHTH
GRADE STUDENTS' SPEAKING ABILITY AT MUHAMMADIYAH
JUNIOR HIGH SCHOOL WULUHAN IN THE 2015/2016 ACADEMIC
YEAR**

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ABSTRACT

Key Word: Voice Recording, Feedback, Speaking Ability.

Voice recording is a technique in which learners can take turns to record themselves talking about pastime. This technique is appropriate to be implemented in speaking. The feedback from teacher is needed to correct their records. Therefore, it is important to do a research entitled "The Effect of Voice Recording Feedback on Students' Speaking Ability".

In this research, the problem is "is there any significant effect of feedback voice recording on eighth grade students' speaking ability at Muhammadiyah Junior High School Wuluhan in the 2015/2016 academic year?" and the objective of the research related with the problem is to know the effect of feedback voice recording on students' speaking ability. Based on the problem of the research and the relevant theory, the hypothesis of this research is there is significant effect of feedback voice recording on eighth grade students' speaking ability at Muhammadiyah Junior High School Wuluhan in the 2015/2016 academic year. The design of the research is experimental research. The research subject is VIII A as experimental group and VIII B as the control group. Each group consists of 40 students. The data are collected by using test, and the instrument used is subjective test. In order to analyze the data (students' speaking score), independent sample t-test is used in SPSS version 16. The P-value (sig 2 tail) is used to test the hypothesis. Significance 5% is used to test the hypothesis.

The implementation of feedback voice recording is done by giving feedback after the students record their voice telling about recount text. The students in control group are asked to make a recount text with their groups and tell the story by turns. The result of the research showed the score of significance level is 0.019.

Based on the result, P-value (significance level) is lower than 0.05 or 5%. It can be concluded that H_0 is rejected and H_a was accepted. So, there is significant effect of feedback voice recording on eighth grade students' speaking

ability at Muhammadiyah Junior High School Wuluhan in the 2015/2016 academic year.

INTRODUCTION

Mastering speaking is not easy. The main problem faced by the students of Muhammadiyah Junior High School Wuluhan is the difficulty in composing the words or sentences. The other difficulty is they are not confidence when they speak, although they prepare the material, but when they perform in front of their friends, they are nervous and 80% of the students forget what they want to say.

Therefore, the students must practice in order they can speak fluently. They must practice in the class and outside class. Another major issue is a lack of opportunities for students to speak English outside the classroom. The teacher also get difficult in providing individualized feedback. So, the opportunity for the students to learn speaking is only in the classroom.

In order to enhance students' opportunities to speak English outside the classroom, voicerecording becomes possible way to learning speaking. Voice recording is a technique which is learners can take turns to record themselves talking about a favorite sport or pastime (Thornbury, 2005 : 126). This technique is easy and fun because the students tell interesting story which is happen in their life. And this technique can be done routinely by the students in every where. By recording their voice, the students could listen to, assess, and edit their own recorded material.

Procedure

Two classes was taken to conduct the research. One group is control group and one group was given treatment is experimental group. The researcher give pretest to both group before give treatment to experimental group. The treatment was given to experimental group twice with duration 40 minutes. The procedure of treatment is explained as follows;

1. Teacher asks students to submit their records that was made by the students in their house
2. Teacher listens to the students' records and gives feedback
3. Teacher asks the students to correct the students mistake by listening a video

RESULT AND DISCUSSION

After give treatment to experimental group, the researcher gave post-test to both groups to know the effect of feedback voice recording on students' speaking ability.

The data was taken and compared using independent sample T-test, and calculated by SPSS. And the result is as follows:

Group Statistics

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	experiment	40	75.88	6.293	.995
	Control	40	72.25	7.157	1.132

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR0001	Equal variances assumed	1.942	.167	2.406	78	.019	3.625	1.507	.625	6.625
	Equal variances not assumed			2.406	76.744	.019	3.625	1.507	.624	6.626

The post-test score of experimental group increased significantly because the treatment which was given by the researcher. The researcher used feedback voice recording as a technique to assess the students' speaking ability. It is suitable with Swain and Lapkin in Aoki (2014 : 130) suggestion that to increase output from learners is by recording. As Pop et al (2011 : 1119) said that voice recording tools have been introduced and used in a variety of ways in language instruction in an attempt to provide learners with opportunities to produce oral output as they allow language students to practice and enhance their speaking skills outside the classroom while receiving feedback on their performance. Control group did not provided with voice recording tools, so, the students did not get the opportunities to practice and enhance their speaking skills outside the classroom and receive feedback from the teacher.

From the discussion above, it shows that implementing of feedback voice recording in teaching speaking has effect on eight grade students' speaking ability at Muhammadiyah Junior High School Wuluhan in 2015/2016 academic year.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of data analysis with independent t-test formula by using SPSS in the previous chapter that the post-test score between experimental and control groups is significant in level 5%, so H_0 is rejected and H_a is accepted. It is concluded that;

There is significant effect of feedback voice recording on eight grade students' speaking ability at Muhammadiyah Junior High School in 2015/2016 academic year.

Suggestion

Based on the result of the research, it is expected for the English Teacher to use feedback from voice recording technique to teach speaking. Not only an interesting way, voice recording also can minimize the time to assess the students' speaking ability.

The result of this research can be used as consideration for other researcher to conduct a research. The researcher hopes the other researcher will improve this research to further research. In assessing students' speaking score, a collaborator is needed to compare the result of test which is given by researcher in order the score was believable.

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