THE APPLICATION OF AUDIO RECORDING IN A SMARTPHONE TO ASSIST STUDENTS' SPEAKING SKILLS IN SENIOR HIGH SCHOOL

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Abstrak

Dalam penelitian ini, peneliti tertarik untuk mengetahui bagaimana guru menggunakan strategi rekaman audio untuk membantu siswa dengan keterampilan berbicara mereka. Siswa dapat menggunakan rekaman audio untuk menganalisis keterampilan berbicara mereka dan mengeksplorasi bagaimana berbicara dengan lancar dengan teman sekelas mereka. Karena rekaman audio berisi jeda dan pengulangan, siswa lebih siap untuk mengatakan dengan percaya diri. Akibatnya, itu akan mendorong siswa untuk lebih sering menggunakan bahasa Inggris. Pengumpulan data dilakukan melalui rubrik observasi dan komunikasi kinerja. Hasil penelitian menemukan bahwa guru menggunakan rekaman audio untuk membantu kegiatan berbicara mereka. Peneliti berharap bahwa penerapan strategi ini akan membantu siswa dengan kemampuan berbicara mereka.

Kata Kunci: Kemampuan berbicara, media belajar, rekaman audio.

Abstract

In this study, the researcher is interested in knowing how the teacher uses the audio recording strategy to help students with their speaking skills. Students can use the audio recording to analyze their speaking skills and explore how to speak fluently with their classmates. Since the audio recording contains pauses and repetitions, students are better prepared to say confidently. As a result, it would encourage students to use English more often. The data was gathered through observation and communicating rubric performance. The results found that the teachers used the audio recording to assist their speaking activities. The researcher hopes that implementing this strategy will help the students with their speaking abilities.

Keywords: Speaking skills, learning media, audio recording.

INTRODUCTION

Today, technology plays an essential role in our existence (Ottenbreit-Leftwich et al. 2010). Anything with technology looks so easy and less wasting time. Therefore, we should have to think more carefully about technology when involving it while teaching the students. One of the influences of technology in education (Li, Sun, and Jee 2019), likely media technology is a tool to assist students in the learning process (Li et al. 2019).

Learning that is carried out appropriately and adequately will make a high contribution to students. Meanwhile, the learning process that is in the wrong way will cause the difficulty of students to develop their skills. Traditional learning is emphasizing the importance of mastering the whole learning material. Media offers excellent potential as a powerful learning technology such as audio to enhance students' quality. The good thing is students nowadays are getting used to using the media because in this era everything depends on technology. The response of the students toward the teachers that applying media audio in class is quite acceptable. It will trigger the curiosity of students when they are being taught in a situation they never feel. They seem to feel exciting because they can express their ideas freely. One of the reasons it is better to apply media audio compares to the traditional learning methods that only teachers as the focus of the class will cause boredom. The use of media audio would also activate the interest of the learners and engage them. Besides, the teacher should provide innovative methods to help students gain a deeper understanding in the classroom while the learning process also might expand their ability (Samra 2013).

By including media audio on smartphones, the teachers may get students' attention and know more about it (Zin et al. 2013). After the students applying the audio recording that they have been taught and understand. The students' courage slowly begins to imitate the dialogue and try to speak up with their friends during the class. Don't forget that the teachers' role in the learning process is stimulus in learning strategies, guidance, and assistance when the students are having trouble or learning media and

materials. As a result, the students may get motivated and interested in the learning process. This research aims to make teachers consider applying smartphones (Audio Recording) during the learning activities. The impact of this media is relatively high to help students with their speaking abilities. Mobile learning is defined only by the capacity for learning. People tend to learn new portable devices rather than devote time to the traditional method in such a situation (Miangah 2012).

The students need to download the audio from the teacher to use their cellphones to find the journal or article (Yang 2013). Audio recording is a device system to record and playback the sounds that already track through the smartphone (Logan and Rd 2004). Furthermore, the applications from the smartphone, such as recorders, audio files, and memo pads, will assist the students in improving their speaking skills (Jarvis and Achilleos 2013).

Audio recording is a great tool to help students enhance their learning abilities. For example, audio recording allows learners to record their voices while speaking can replay them many times as long as they like.

The audio recording may help students listen for sound and tone, which students might find difficult to understand. In addition, the audio recording offers students the opportunity to hear the more the detail since it is recorded can be replay many times, then it will give the students vision to recognize the sound they hear. Moreover, the audio recording offers students a chance to listen to their voices through pauses and repetition (Hudspeth 2000).

The audio recording gives students one step early to boost their confidence and ease they need. When students' playback their recordings, they have a new method for having a place for revising their work. Furthermore, audio recording can function as a self-assessment so the students can practice their speaking more.

The teacher also needs to apply basic competence (KD 3.7 and 4.7) about descriptive to embed audio recording techniques into the classroom activities. So, the teacher gives a topic relevant to the description of something, someone, or even places. Upon receiving the subject, students are asks to explain it while recording their audio recording voice. Besides, this method affects students' speaking skills depend on teachers, and students may or not be able to use it. To what extent might students help their speaking ability by using audio recording on a smartphone?

Moreover, with general information that has been explained so far, this research has the purpose of explaining more details about:

1. How does audio recording in a smartphone assist students' speaking skills in pronunciation aspect?

2. How does audio recording in a smartphone assist students' speaking skills in vocabulary aspect?

3. How does audio recording in a smartphone assist students' speaking skills in accuracy aspect?

4. How does audio recording in a smartphone assist students' speaking skills in fluency aspect?

METHOD

The researcher used a qualitative research design to describe how audio in smartphones assists students speaking skills. The researcher selected one class in tenth grade after selected the subject that implemented audio recording in the smartphone in students speaking activities. This study involved 30 participants who fulfilled the audio recording files. The participants of this research were the students from X-IPA 5 in SMA Kemala Bhayangkari 1 Surabaya. First, the teacher sends a message to the students through WhatsApp, reminding them to participate in the Google Meet learning process. Then, the class was held online because of the impact of covid 19. For example, comments and activities in the teaching and learning process used the audio recording technique and were document on a smartphone throughout the student recorder. The teacher gives the students an assignment to construct descriptive text and record it on their smartphones after explaining the material to them regarding the descriptive text.

This study used rubric speaking performance to obtain data to learn more about the audio recording strategy. After the students described and recorded the audio, the researcher assesses the students' work through rubric speaking. The rubric speaking includes four factors: pronunciation, vocabulary, accuracy, and fluency as a research instrument. The social function or content of the basic competence should be concluded when the students record the audio. The basic competence used in this study is descriptive text. Then, the learners should describe specific objects (famous tourist spots and historical buildings). For the research analysis, the researcher uses Familiarizing and Organizing, Coding and Reducing, Interpreting and Representing from Ary et.al (2010).

RESULTS AND DISCUSSION

The class situation

The class was the tenth grade of one of the senior high schools in Surabaya. The number of students in the class is thirty students that consist of ten males and twenty females. The synchronous meeting was using Google Meet. For the asynchronous discussion meeting, the teacher uses WhatsApp Group.

Pre-teaching activity

The researcher conducted the observation in three meetings. First, the teacher starts the lesson by greetings the students through a virtual meeting. Then, the teacher checks the students' attendance by calling their names and asking them to turn on the camera. After that, the teacher starts to stimulate the students by giving a picture and asking several questions related to the material to explore students' background knowledge. Finally, the teacher briefly explains the material that the students will learn the descriptive text before starting the whilst-teaching session. The teacher spent about ten minutes on pre-teaching activities.

The teacher begins the first observed meeting by calling the students' names one by one and asking them to turn on the camera. Next, teachers continue to inquire about their health conditions (1). Then, the teacher displays a picture of the Borobudur Temple. After that, the teacher asked the students to answer a few questions about the historic building they had just seen and describe what they had seen. In the end, the teacher explains the learning objectives (2).

(1) T: Good Morning, my beloved students. How are you today?
S: Fine, ma'am, how about you?
T: I'm good, thank you. I hope you all remain safe and remember to follow the health protocols.
S: Alright, ma'am.
T: Excellent, now do you ready to start our lesson?
S: Ready, ma'am.
T: Alright then, let's start our lesson by praying together, but before we pray, please turn on your camera to make sure that you are following this lesson.

(2) T: Last week, we already learned about expressing an intention to do something. Today, we will move to the new material. First, I want to ask you about this picture (The teacher showed a picture of Borobudur Temple). Can you describe something in this picture?
S17: It's a historical building in Magelang Central Java, ma'am.
T: Good, this picture is Borobudur Temple. Students, do you know what this place?
S17: I think it's a place of Buddhist Temple.
T: Great, does anyone ever visit the Borobudur Temple?
S30: Me, ma'am. I ever visited it last year with my family.
T: Do you enjoy going there?

S30: Of course, ma'am, the view was so beautiful, there are so many unique statues, and the structure of the building is fantastic.
T: Thank you, S30, for describing to us, now from the picture and your friends' answer. Can you guess what we are going to learn today?
S: Descriptive text ma'am
T: Excellent. We will learn the descriptive text today. You should describe the descriptive text's social role, language features, and generic structure by the end of the learning process.

After greeting and praying, the teacher checked the students' comprehension by asking several questions about the previous material in the second observed meeting. The teacher's behaviors were generally similar in the second meeting, but the students' responses to the teacher's questions were more rational. The teacher also asks the students to describe Raja Ampat, a popular tourist destination in West Papua (3).

(3) T: Alright, students. We learned about descriptive text last week, and we continue to learn about descriptive text today. Could you tell us a little about Raja Ampat?
S14: Raja Ampat is well-known for the underwater place in West Papua province, ma'am.
T: Okay, good. What else?
S25: The four main islands in Raja Ampat are Batanta, Misool, Salawati, and Waigeo. The beauty of Raja Ampat is not only about the underwater treasures but also the landscapes.
T: Excellent. Does anyone want to add something?
S10: It's said that the water is clear blue, and that place is also famous for the thick jungle that is the home of various species of birds.
T: That's great, my students. All of you already can describe it very well after you know how to speak something. Do you know what the social function of descriptive text is?
S14: To describe someone, place, or even animal, specifically ma'am.
T: Okay, good.

The teacher begins the third observed meeting by greeting and checking the students' attendance. Then, the teacher asked the students to describe one of the famous lakes in Sumatra, Toba Lake (4).

(4) T: Okay, students, we learned about famous tourist spots and historical buildings in Indonesia last week. Do you still remember what the places that we learned about last week are?
S: Raja Ampat and Borobudur Temple ma'am.
T: Good. Can you still describe the characteristic of those places?

S25: Raja Ampat is famous underwater in West Papua, while Borobudur Temple is a place for Buddhists with many unique statues and sculptures.

T: That's right, maybe anyone wants to add something?

S: No, ma'am.

T: Alright, then next question. Can anyone describe Toba Lake, or in Indonesia, it's called Danau Toba?

S29: Toba Lake is the largest volcanic lake in Indonesia. There is a small island in the middle of the lake. An island that settles in the lake is called Samosir Island.

T: Excellent, it seemed that all of you begin to understand how to describe famous tourist spots. So today we are going to learn about Toba Lake. Just a reminder that today's activity will be evaluated and scored. Remember to record your speaking activities in audio recording and send it to me by email after the class. Any question?

In the first observation, the teacher used Google Meet to show a picture related to the content. Then, the teacher expected students to describe what they have seen in the picture. While the second and third observations, the teacher asked several questions about the previous material related to the famous tourist spots and historical buildings to explore the students' understanding.

The teacher's method of explaining the content is attractive. As a result, students seemed enthused and engaged in the learning process. They are also active in answering the teacher's question and describing specific locations based on a picture.

Whilst-teaching

In whilst-teaching, the teacher implements and evaluates "Audio Recording" as an effective teaching tool to assist students speaking skills.

Implementation

This part described when the teacher applied the Audio Recording strategy in the smartphones during the learning process, especially in teaching descriptive text. The implementation occurs in the first and second meetings, where the teacher asks the students to record their speaking activities about describing a place on a smartphone. It will answer the fourth research question of this study. Moreover, this part focused on the students' pronunciation, vocabulary, accuracy, and fluency after applying the audio recording on a smartphone.

The extent of the audio recording helps students' speaking skills in pronunciation aspect

After explaining the application of the audio recording strategy in the first observation (5), the teacher shows the students a photo of Monas (National Monument) and gives them ten minutes to think about what they'll describe on their smartphone recorder audio. It means that students should gather information about the image and write a rough outline of a summary relevant to the topic before speaking and recording it.

(5) T: Today, we will learn descriptive text using the audio recording.

S1: What does it mean, ma'am?

T: First, I will show you a picture of one of the historic buildings in Indonesia. Then, I'll give you ten minutes to create a summary of the description. Then, describe it by recording it on your smartphone. Do you understand?

S8: *Jadi kita menulis gambaran yang akan dijelaskan, lalu kita deskripsikan gambaran tersebut sambal direkam ya* ma'am?

T: That's right. Please remember, try to use your language.

S19: *Maksudnya gimana* ma'am?

T: *Saat kamu menjelaskan in English gunakan basaha kalian sendiri tidak tidak boleh* copy paste *dengan text yang ada di* internet. Any question?

S: No, ma'am.

Following the teacher's presentation of the picture, the students began to create an outline before describing it in the first observed meeting. After completing the description, students will try to explain it using a smartphone recorder. After all of the students finish the recording. Then, the teacher asked one of them to play their audio in Google Meet while others listen to the audio (6).

(6)T: Times up, now I would like to choose one of you to play their recording here. S16, let's get this conversation going. Please upload your file audio recording here so your friend can hear your description of the picture I showed.

S16: Yes, ma'am.

From the observation, student number sixteen can describe the specific object. Moreover, student number sixteen can pronounce the words in describing the historical buildings of Monas correctly. The teacher also asked the students to repronounce together, which will help students learn how to pronounce it correctly (Morley 1991). Moreover, the students seemed to feel excited and enjoy the learning process, and most of them are active in response to the teacher's questions and instructions.

In the second observed meeting, the teacher instructed the students to do the audio recording strategy again, but the topic was Lawang Sewu (7). This meeting went off without a hitch. All of the students seemed to be focused, and the teacher did an excellent job instructing them.

During this meeting, the teacher asked the students to discuss and listen to the audio recording together.

> (7) T: Ten minutes to prepare the summary of the description, and when you finish it, you may begin to record it.
> S: Yes, ma'am.
> T: All right, students. I believe the time limit has passed, so is there someone willing to offer to share your task?
> S21: Me, ma'am.
> T: Alright then, class, please pay attention.

After the students listen to the audio recording from student number twenty-one, the teacher gives apricate to that student since the task is excellent. First, they are discussing how well the pronunciation of student number twenty-one. Then, the teacher also asked students to imitate the words and pronounce them together.

The extent of the audio recording helps students' speaking skills in vocabulary aspect

The researcher discovered that the teacher used the audio recording strategy to assist students with their vocabulary skills during the observation. For example, after asked the students to repronounce the words of historical buildings, the teacher instructed students to focus on the diction and parts of speech that are voiced or voiceless (8). Furthermore, they need to express themselves when speaking about the topic and pay attention to the word choice because it should be accurate.

The teacher and students discuss new vocabulary during the learning process in the first observed meeting. At first, the students seemed too shy to mention the new words they have learned, but the teacher supports and encourages those students who are bold enough to list them.

> (8) T: After listening to the audio from your friend about describing the Monument Nasional. Do you hear new vocabulary?
> S: Yes, ma'am.

The students became more confident in themselves in the second observed meeting while exploring the new vocabulary. Therefore, the teacher's goal for this meeting is to teach the students how to express themselves while speaking (9).

> (9) T: Students, now that we've learned about vocabulary, we'll look at how to express ourselves when describing the Lawang Sewu.

During the discussion portion, all of the students were cooperative, according to the researcher's observations. It means that the students were concentrating on learning new vocabulary through historic buildings using the audio recording. According to (Pikulski and Templeton 2004), most students can recognize the words when they listen.

They hear the voice and understand what kind of grammatical pattern the word is going to happen. Therefore, through the combination of listening and speaking vocabularies. The students know when they hear the audio recording played and used them in their conversation. Since this strategy, the teacher used to repeat and recycle during the learning process. The teacher, in particular, asks the students to repeat and say the latest vocabulary related to historical buildings so that they can remember them (Carneiro 2014).

The extent of the audio recording helps students' speaking skills in accuracy aspect

The researcher discovered that the teacher used the audio recording strategy to assist students with their accuracy during the observation. In this part, the teacher asked the students to focus on the accuracy aspect of speaking. The teacher practices the students through how to convey accurately, such as pronounce stress at the beginning, middle, end of syllables, and rising or falling intonation. Moreover, the teacher demonstrates how to create an outline of the content before speech conscientiously (10).

> (10) T: Okay, students, before all of you doing the recording. Of course, you must first organize the content or provide a focal point for what you will describe.
> S: Alright, ma'am.
> T: Then, you sort the details about the place after searching for information related to what you described the Monument Nasional.

The teacher and students analyze how to arrange the outline of the description based on the information gathered from the first meeting. The students were enthusiastic about the teacher's explanations. That was evident when a group of students worked together to figure out how to extract the main idea from the description.

In the second observed meeting, there was no problem during this lesson. The students are still taught how to organize the description outline to create accurate content (11). All the students are focus on the teacher's explanation.

> (11) T: Students, remember what we did in the last meeting? Today, before recording the audio, you must prepare the outline so that the topic you will describe regarding the Lawang Sewu is structured.
> S: Alright, ma'am.

The capability to speak English proficiently and correctly provides broader possibilities to attain success in conversation (Beniss and Bazzaz 2014). Therefore, when the teacher focuses on teaching accuracy through the audio recording will assist their students in producing grammatically correct spoken English. In addition, drills, review, application of grammar rules, and speaking

accuracy exercises help students identify their mistakes and reduce their first language accent by focusing on accuracy (Suter 1976).

The extent of the audio recording help students' speaking skills in fluency aspect

The teacher used the audio recording technique to assist students with their speaking fluency, according to the researcher found. In this part, the teacher instructed the students to concentrate on their speaking speed so that their descriptions were consistent. As a result, the teacher teaches the students how to speak fluently, with no pauses in their speech and a smooth description of the subject (12).

> (12) T: Alright, students. After learning how to pronounce correctly, learn the newest vocabulary related to the material, and organize the content accurately. Now we are going to learn how to speak fluently through audio recording.
> S: Alright, ma'am.
> T: The only thing you should consider is to speak carefully. Take your time before you describe, so you already prepare, and it will boost your confidence when speaking. Moreover, you can listen to your recording and retake the recording if needed. You can submit your recording until you're confident it's done.
> S: Yes, ma'am.

The teacher and students discuss how to talk fluently in the first meeting using pause and repetition from the audio recording. Although the students seemed unaccustomed to the audio recording's pauses and repetition, they tried their best to speak fluently into the recorder.

While the second meeting, the students have become used to and can apply the pause and repetition technique in the audio recording strategy (13).

> (13) T: Okay, students. Today, we still used the pauses and repetitions strategy because it will make our speaking fluent. Therefore, we still used this technique for the topic we will describe.
> S: Sure, ma'am.

From the observation above, integrating the audio recording into the learning process will assist students in speaking fluency. Furthermore, students continue to describe as naturally as possible using the pauses and repetitions method (Derakhshan, Khalili, and Beheshti 2016). The teacher asks the students to keep doing this strategy because it will helpstudents' fluency even though a little bit. The longer the students apply and practice this strategy, the better their fluency will be since fluency is measured by proficiency (Beniss and Bazzaz 2014).

Evaluation

The evaluation has occurred in the third meeting. The students were asked to use their mobile recorder to record the speaking activity related to historical buildings. The teacher will then assess and analyze the review meeting. Since the students are comprehension about the historical buildings and famous tourist spots, it is reasonable to assume that they have fully understood the lesson. The students also give positive responses toward the teacher when integrating the audio recording strategy. It can seem from their participation that when the teacher asks them a question, they respond. In addition, during classroom activities, the audio recording strategy was successfully implemented by the teacher.

The rubric speaking test for descriptive text is to assess the students speaking task performance. Furthermore, the researchers analyzed the pronunciation, vocabulary, accuracy, and fluency components. As a representation, the researcher used the audio recording files from students' numbers 4, 5, and 6.

> *S4: Bogor Botanical Gardens is an Indonesian tropical garden located in Bogor, West Java. It is well-known for its regional flora science. The Dutch first used the 215-acre (87-hectare) site to introduce tropical plants from other parts of the world into the area. It was turned into a botanical garden in 1817 and used as a training ground for tropical botanists. The significant portion of the original rainforest on which the building was build has been retained in its natural state, providing excellent specimens for scientific research. Palms, bamboos, cacti, orchids, and ornamental trees are among the garden's best collections. The Botanical Garden is located next to a lavish palace that appears as the president of Indonesia's temporary residence.*

> *S5: The largest Hindu temple complex in Indonesia is Prambanan Temple, also known as Lara Jonggrang Temple. It's located northeast of Yogyakarta, in Central Java. It was constructed during the reign of the Sanjaya Dynasty in the ninth century and was dedicated to the three main Hindu Gods or Trimurti: Brahma, Vishnu, and Shiva. Each year, countless tourists from all over the world come to see its greatness and magnificence. On a four-square plane, Prambanan Temple was constructed. Each building is divided into four sections by four walls, with four wide gates in the middle serving as the entrance. The outer, central, and inner zones of the temple complex are divided into three main zones. The temple's bottommost*

terrace is located in the outer region, which is an open area. The middle zone, where hundreds of small temples stood, was the second place. The inner zone is the central zone. It is the temple's holiest and highest terrace.

S6: Maimun Palace is a historical and culturally significant tourist destination in North Sumatra. This palace is a representation of Medan. The building, which covers 2,772 square meters, is part of the Deli Sultanate's legacy. It was constructed in 1888 under Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli, and an Italian architect. The architecture of the palace is breathtaking. It combines Islamic, Dutch, and Malay buildings with the Malay architecture's dominating yellow. The main building, the left side, and the right side are the three elements of this two-story construction. It has 82 octagonal stone pillars and 42 wooden pillars. The first floor contains antique furniture like old furniture and ornaments, while the second floor contains sultanate families' residences.

Student	Pronunciation	Vocabulary	Accuracy	Fluency	Final Score
S4	10	9	9	9	92.5
S5	9	9	8	8	87.5
S6	7	8	8	8	77.5

Table 1. The Result of Students Speaking Performance Rubric Through Descriptive Text

According to the speaking performance rubric above, S4 is the one who has a higher final score, followed by S5 and S6. The speaking performance that S4 describes was excellent. She has an awesome pronunciation when describing the Bogor Botanical Gardens. Started from the identification and description, she was able to pronounce it correctly. One of the pieces of evidence is when she pronounces, *"Palms, bamboos, cacti, orchids, and ornamental trees are among the garden's best collections"* it sounds clear rather than the other students. Besides, she was known when to play a falling and rising intonation through her speech. Therefore, she gets a ten score on pronunciation. She receives a nine for vocabulary because she used different words and did not repeat herself in her speaking performance. For evidence, she mentions the words *"The Dutch, rainforest, and lavish palace"* in her speaking. The other students rarely use those words. The way she articulated herself in the speech was excellent, as was the word choice she produced. S4's consistency in speaking was also remarkable. Her content was well-organized and structured. Following the quality of the content, she spoke about the Bogor Botanical Garden. As a result, her accuracy rating is a nine. For the evidence, when she describes Bogor Botanical Garden, she began where is the located, the origin, and how the Botanical Garden was built, then describe the characteristic of the building in detail. She also receives a nine for fluency because she talks smoothly and fluently with no delay in communication. For the evidence, when she describes the topic above, she speaks fluently from the beginning until the end of her speaking performance.

S5 describes in the audio recording was fantastic speaking performance. When it comes to describing the Prambanan Temple, she has excellent pronunciation. For the evidence, when she pronounces, *"It was constructed during the reign of the Sanjaya Dynasty in the ninth century and was dedicated to the three main Hindu Gods or Trimurti: Brahma, Vishnu, and Shiva"* it sounds clear and easy to understand. S5 has a remarkable accent, starting with its identification and description. While she sometimes speaks with incorrect intonation, her diction was generally good, and she received a nine score. She also used a wide range of words in her speaking vocabulary. Her speech output contains no repetition words, and as a result, she earned a vocabulary score of nine. For the evidence, she mentions the words *"The outer, central, and inner zones"* in her speaking which is quite unfamiliar to use in a sentence. Although she received an eight for accuracy, she spoke based on describing the Prambanan Temple, though she is sometimes out of sync with the speech. For the evidence, when S5 describes Prambanan Temple, she began by giving general information than detailed information related to the Prambanan Temple. She received an eight on the fluency scales because she had some hesitation when describing Prambanan Temple, but it did not interfere with her speaking. For the evidence, she describes the topic fluently, seems there is a little hesitation when describing the content at the end of her speaking performance.

On the other hand, the S6 speaking performance was quite good. When it comes to describing the Maimun Palace, she has exceptional pronunciation. Starting with the identification and description, she pronounces the word correctly. However, since she tends to mispronounce words, some of her intonations sound difficult to understand what she is saying or describing. As a result, she got a seven on the pronunciation score. For the evidence, when she pronounces, *"The first floor contains antique furniture like old furniture and ornaments, while the second floor contains sultanate families' residences."* When she tries to say that sentence, she makes some errors, such as speaking with an incorrect intonation. Fortunately, her vocabulary is appropriate in her speaking

output. She received an eight because she used several words related to the subject, but she made some spelling errors. For the evidence, she mentions the words *"representation and legacy"* that are rarely used by the other students. Although she received an eight for accuracy, she is quite effective in organizing the content. For the evidence, when S6 describes Maimun Palace, she began by giving the general information then followed by the characteristic of the building. She also received an eight for fluency because there is some hesitation when she speaks in an audio recording, but it does not interfere with the speech. For the evidence, she describes the topic properly, yet there is a short delay during her speaking performance when she describes the content.

Post-teaching activity

The researcher discovered that the teacher did post-teaching activities to ensure the students' comprehension of the material based on the observation. In addition, before the teaching and learning activities finished, both the teacher and the students reviewed the material they had learned in this session.

During the first meeting, the teacher asked several questions related to the material. The students gave positive responses to the teacher for answering the questions. Then, the teacher gave appreciation by giving additional scores every time they active during the lesson. Therefore, the students seemed to understand the material little by little (14).

> (14) T: After listening to your friend's audio recording, do you have any questions?
> S: No, ma'am.
> T: Then, can you give some simple description about the Monument Nasional?
> S17: Monas is an icon of Jakarta and located in the middle of Jakarta. Marble has been used to coat the whole structure. At the top is a cup with a bronze flame on it.
> T: Excellent, thank you, S17. Does anyone want to add something from your friend's description?
> S14: *Api diatas bangunan itu dibuat dari emas*, ma'am.
> T: Good, S14. It seems that all of you already know how to describe a historical building or famous tourist spot. Before we end our lesson, let's pray together. Pray start.
> T: Finish. See you next meeting and stay healthy everyone. Wassalamualaikum wr.wb.
> S: Yes ma'am. Thank you. Waalaikumsalam.

The teacher also asked some questions about the material during the second meeting to determine the students' comprehension. The student had already learned how to describe and enjoy the learning process during this study. The teacher then gave students an assignment and asked them to pray together at the end of the learning activity (15).

> (15) T: Do you have any questions regarding your friend's task?
> S: No, ma'am.
> T: Okay, then what have we learned today?
> S25: Describing the famous tourist spot.
> T: Is that all?
> S25: Yes, ma'am. We learn how to describe the Lawang Sewu then record it in our smartphone recorder.
> T: Then?
> S25: By recording, we can pause and repeat what we will describe until we are sure that our speaking is excellent.
> T: Excellent, S25. So today we have learned about the famous tourist destination Lawang Sewu and how we will describe it. Do you enjoy it?
> S: Yes, ma'am.
> T: I already sent the assignment in Google Classroom for today. In that assignment will help you to learn how to describe the object more specifically.
> T: I think that's all for today. Thank you for your participation.
> S: Yes, ma'am
> T: Please keep in mind that there will be an assessment relevant to historical buildings and famous tourist destinations next week.
> S: Alright, ma'am.
> T: Let's pray before we end our class. Pray start.
> T: Finish. Stay healthy and don't forget to join the class the next week. Wassalamualaikum wr.wb.
> S: Alright, ma'am. Waalaikumsalam.

In the third meeting, after the teacher gave the students evaluation. This session was almost similar to the previous meetings. The only difference was that there was no segment for discussion. Before ending the descriptive text lesson, the teacher reviews the material from the first meeting until now. The teacher asked them to prepare for the following learning material and pray together at the end of the learning activity (16).

> T: Alright, students, after doing the evaluation. Do you have any difficulties?
> S: No, ma'am.
> T: That's good. So today is our last meeting of the lesson about the descriptive text before we begin the following material next week. I want to make sure that all of you already understand it.
> T: Can any of you tell what is the function of the descriptive text?

S10: To describe something like historical buildings and famous tourist spots specifically.

T: You're right. How about the structure of the descriptive text?

S10: Identification and description.

T: Very well. How about S1? Can you tell me the linguistic features used in the descriptive text?

S1: Simple present tense, ma'am.

T: Good job, all of you. Before we end our class, let's pray together. Pray start.

T: Finish. Thank you for your participation. See you in the next meeting with the new lesson material, and stay healthy, everyone. Wassalamualaikum wr.wb.

S: Yes, ma'am. Thank you. Waalaikumsalam.

Most of the students were very eager to engage in the learning activities during this post-teaching activity. In sum, the students have a clear understanding of the descriptive text material based on this observation. In addition, when a student correctly answered a teacher's question, the teacher often expressed gratitude as a form of motivation.

In conclusion, the audio recording strategy was effectively applied in the teaching of descriptive text, as shown by the observations. Furthermore, by implementing this audio recording technique, the classroom environment supports the teaching and learning process. Additionally, the audio files can help students with their speaking abilities (Jarvis and Achilleos 2013).

CONCLUSION

Based on the results and discussion, it can be confirmed that the audio recording strategy used to help students understand the descriptive text worked well. Receiving the teacher's topic, creating a description outline, and then starting to describe it while recording it with the mobile phone's recorder were used to implement this strategy. Thus, the teacher utilized this system to assist students in comprehending the descriptive text and gaining confidence in the classroom. As a result of the teacher's audio recording, the students can develop their speaking skills. They develop their speaking skills by using the pause and repetition technique to describe historical buildings and famous tourist spots. Because it appears that the student does more recording or re-record of their audio because they want to submit the best file possible, it's tough only to record it once. Besides that, based on the descriptive speaking performance results of the students, the researcher can conclude that the implementation of the audio recording strategy was effective. The students were able to use their languages to describe historical buildings and famous tourist spots. Furthermore, the students did not just give a general description during the recording; they gave a detailed description. As a result of the students' speaking performance, the students get help from the audio recording strategy by speaking more confidently through descriptive text.

Based on the results of this study, the researcher wishes to make suggestions to high school teachers, particularly English teachers, and other researchers or future researchers. English teachers can use the audio recording strategy to help students with their speaking skills. Rather than using traditional teaching methods, the teacher could suggest using an audio recording to allow the students to learn the descriptive text. Students can learn how to organize before going to describe something specifics by using this audio recording strategy. Furthermore, by using pause and repetition, students can re-record and keep listening to their recordings as often as needed to ensure their speaking is satisfactory. They will do their best to pronounce the words correctly, add new vocabulary relevant to the content, organize the structure of the content for speaking performance, and most importantly, speak fluently. Conducting the audio recording can potentially help students to talk more confidently. In addition, future researchers should use different types of learning material if they choose to pursue a similar strategy. Future researchers may apply more complex learning materials, such as narrative text, recount text, or review text, instead of descriptive text. Future researchers have attempted to develop new ways to update this strategy to have a beneficial impact on the teaching and learning activities.

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