

## **The effect of voice recording as a tool to improve speaking skills**

*El efecto de la grabación de voz como herramienta para mejorar las habilidades de hablar*

**Nelly Beatriz Idrovo Maldonado, Tammy Fajardo Dack**

### **ABSTRACT**

This research studies the effects of voice recording technology as an educational tool to enhance speaking skills with a group of 15 students of the first bachelorette at a public high school in Paute, Ecuador. The methodology applied a mixed-methods approach in which a pre and post-test were applied to gather quantitative data and a questionnaire with eight open-ended questions to collect qualitative data and analyze participants' perceptions. During the intervention between the tests, students had to follow some steps to complete voice recording activities. Learners planned the speaking part, practiced the main components like fluency, pronunciation and intonation, vocabulary and grammar, and content and organization, then recorded the audio, and finally uploaded it to the WhatsApp group. Learners received guidance, feedback, and personalized instruction based on their recorded performances. Moreover, after the study, students perceived the voice recording activities as a significant benefit and considered this tool as an opportunity to improve their speaking skills. making the learning process more meaningful. Results revealed that voice recording provides a practical and effective tool for the development and continuous improvement of communication skills.

**Keywords:** Speaking skills; technological tools; digital voice recording; WhatsApp application.

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## RESUMEN

Esta investigación estudia los efectos de la tecnología de grabación de voz como herramienta educativa para potenciar la habilidad de hablar con un grupo de 15 estudiantes de primer bachillerato de un colegio público de Paute, Ecuador. La metodología aplicó un enfoque de métodos mixtos en el que se aplicaron una prueba previa y posterior para recopilar datos cuantitativos y un cuestionario con ocho preguntas abiertas para recopilar datos cualitativos y analizar las percepciones de los participantes. Durante la intervención entre las pruebas, los estudiantes tuvieron que seguir algunos pasos para completar las actividades de grabación de voz. Los alumnos planificaron la parte oral, practicaron los componentes principales como fluidez, pronunciación y entonación, vocabulario y gramática, contenido y organización, luego grabaron el audio y finalmente lo subieron al grupo de WhatsApp. Los alumnos recibieron orientación, comentarios e instrucción personalizada basada en sus actuaciones grabadas. Además, después del estudio, los estudiantes percibieron las actividades de grabación de voz como un beneficio significativo y consideraron esta herramienta como una oportunidad para mejorar sus habilidades para hablar, haciendo que el proceso de aprendizaje sea más significativo. Los resultados revelaron que la grabación de voz proporciona una herramienta práctica y eficaz para el desarrollo y mejora continua de las habilidades comunicativas.

**Palabras clave:** Habilidades orales; herramientas tecnológicas; grabación de audio; aplicación WhatsApp.

## Introduction

According to Burns (2019), speaking is a complicated and active skill that includes cognitive, physical, and socio-cultural aspects. In addition, the author mentioned that speaking requires the swift activation of a speaker's knowledge and skills in real time. Accordingly, Burns (2019) argued that it is significant to teach speaking in language classrooms, engaging students in speaking activities and strategies for effective communication. Additionally, Wahyuni and Utami (2021), stated that speaking skills are to take control of their speaking skills since the effectiveness of learning to speak can be determined by their capacity to articulate ideas verbally. When students speak, they articulate their thoughts and emotions, certifying that the listener comprehends their message. Furthermore, Wahyuni and Utami (2021) clarified that "learning to speak also requires a lot of practice and when students can communicate in a good way it means they have achieved the goal of mastering speaking skills" (p. 2).

Thus, if speaking skills are important for various reasons, they are essential for language learners to communicate effectively and learn a language; as mentioned by Iza (2022), transmitting thoughts in a different language is essential across various domains, including social, cultural, and professional contexts. Then, educators should guide their students in developing and improving their speaking abilities. Proficiency in a foreign language enables individuals to articulate their ideas, thoughts, and experiences effectively when interacting with diverse groups of people.

In a traditional classroom, it becomes challenging for teachers to spend enough time with each student; teachers note that in speaking activities involving pairs or groups, the emphasis needs to be on fluency rather than the precision of spoken words (Jaber, 2021). This challenges teachers to provide effective guidance and feedback to students looking for improvement in their

speaking skills (Jaber, 2021). As technology advances, voice recording tools have become a potential solution to address these challenges. Alsyouf (2021), highlighted that voice recording techniques enhance the vocabulary and fluency of students. Moreover, Alsyouf (2021), proved that “the voice recording method improved the learners’ speaking skills and increased their motivation and confidence” (p. 484). Moreover, Alsyouf (2021), determined that voice recordings have an important impact on speaking skills, especially pronunciation.

In consequence, this research will be conducted to analyze the impact of using voice recording as a tool to enhance students’ speaking skills in the first year of the Baccalaureate, in a public high school in Paute, Ecuador. At the same time, learners’ attitudes toward the use of voice recordings as a means of practicing speaking skills will be examined.

## **Conceptual Framework**

### ***Speaking skills***

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Kayi, 2006, p. 1). Therefore, speaking is a fundamental form of communication. It involves transmitting thoughts, ideas, emotions, and information to others; however, speaking is not only transferring information, it is actively constructing meaning. According to Kayi (2006), speaking skills have been taught as a repetition of words or memorization of conversations. Though, nowadays the goal of teaching speaking is enhancing students’ communicative skills; this change is crucial for enabling students to articulate their thoughts effectively to be able to understand various communicative situations and develop proficiency in oral communication.

In the classroom, speaking is considered to be an active or productive skill (Rao, 2019). In this respect, Rao (2019), stated in his investigation that speaking is considered the most significant skill among the four key skills competencies in learning a foreign or second language. Moreover, Rao (2019), mentioned speaking is the main skill during real-life scenarios since students are primarily evaluated based on communicative competence. Even with its importance, the instruction of speaking skills has been overlooked, with many EFL/ESL teachers persisting in their approach, emphasizing memorization of dialogues or repetitive drills.

### ***Technological tools***

Incorporating technology into language learning-teaching processes gives access to diverse resources and opportunities for speaking practice. In this regard, Ochilovna and Sameyevna (2021), stated,

Speaking is the most basic means of communication right now. So, through technology, we can not only develop speech but also communicate with different people through it and the help of technology is considerable through communication we can make our speech clear, accurate, and attractive. (p. 367)

According to Alzatma and Khader (2020), “students get benefits from technology that enriches their learning, self-regulation, and motivation” (p. 2). Furthermore, Azim (2020) expressed that including technology in lessons can carry enthusiasm and better connect with students. The use of graphics, audio, and videos supplies diverse learning styles more effectively, proving to be an appreciated aid for English language learners. The choice to integrate technology into teaching not only facilitates the achievement of a second language but also increases motivation and self-confidence among students.

### ***Digital Voice Recording***

Digital voice recording involves using specialized recording technology to capture audio. Learners have the option to use online voice recording to practice their foreign language speaking skills. The recorded audio could be useful for activities such as comparison, assessment, and receiving corrective feedback. Concerning its impact on foreign language learning, Shadiev and Yang (2020) found that integrating digital voice recording innovates language classrooms, facilitating students to actively participate in self-monitoring which is an essential element for improving speaking skills across various levels of foreign language education. In this regard, YanJu et al. (2017), mentioned,

Digital audio recording is a useful tool in foreign language classrooms where a primary goal is for students to practice speaking the target language, hear how they sound, and improve their speaking proficiency. This kind of self-monitoring is an important part of language production for all levels of foreign language learners. (p. 57)

A common tool that is increasingly prevalent in smartphone apps, is voice recorders, which has made them a popular instrument for students to practice speaking skills and capture their speech. Students can listen to their recorded speech before submitting it to their language teacher, offering an opportunity for self-review and critique of their language production. This permits students to evaluate various aspects such as tone, accent, grammar, and fluency. The assistance of voice recordings gives the students the opportunity to students compiles sets of recordings that showcase their progress over time, which they can easily share with their teachers and classmates. (YanJu et al., 2017). Therefore, voice recording tools are powerful aids for enhancing speaking skills in various contexts, from language learning to public speaking and professional development. These tools enable individuals to practice, evaluate, and refine their spoken communication abilities.

## **WhatsApp Application**

There are a number of applications that could be used in an attempt to benefit from the pedagogical potential of using mobile phones in our classroom. One of them is the application WhatsApp which seamlessly works on devices and operating systems. It has become a tool for communication as it can be easily downloaded for free and is compatible with several platforms and devices. In addition, WhatsApp allows people to connect effortlessly, allowing users to exchange messages making voice and video calls and sharing multimedia content without any hassle. “WhatsApp is a smartphone application that operates on nearly all current types of devices and operating systems. It is a free downloadable app that allows the user to keep in contact with other WhatsApp users” (Amelia, 2020, p. 153).

Amelia (2020), stated that users can employ a variety of characteristics offered by WhatsApp, including audio and video competencies. WhatsApp allows file sharing and streaming of messages in addition to standard text chatting. This platform offers a pleasant learning environment that is especially helpful for students to improve their speaking skills connected to speech disciplines. It is particularly excellent for learning and information sharing.

Within a WhatsApp group, students can share their speaking performances through various multimedia features offered by the platform; learners can share voice messages, with the group, which enables them to demonstrate their speaking abilities and receive feedback from their peers and instructors.

Akkara et al. (2020), stated that studies on WhatsApp have unequivocally highlighted its affordances as the real reason for its popularity. They include real-time messaging, easy accessibility, quick information-sharing, free voice, and video calling facilities, belongingness, and sociability, offering students opportunities to practice, self-assess, and improve their speaking abilities. WhatsApp provides a platform that could be used to enhance the speaking skills of its users through voice recording. Learners and instructors can record and send voice messages giving suggestions, corrections, and providing feedback in general, within the WhatsApp group. This method of using WhatsApp could allow students to share their spoken language exercises, presentations, or speeches with peers.

## **Literature Review**

This literature review aims to examine the effect of voice recording on improving speaking skills and its implications for language learning. Numerous studies have validated the effectiveness of voice recording in improving speaking skills. Vega (2022), in her research presented as the main objective to “determine the level of improvement in fluency when speaking in the English as a foreign language classroom through voice recording” (p. 4). The author proposed a methodology to carry out with 34 students using quantitative and qualitative research where a pre-test and

post-test were applied to assess the participants' speaking skills. Moreover, qualitative data gathered showed a promising impact on students' self-confidence. The students' perspectives towards implementing the speaking technique in the class indicated that it helped them improve their self-confidence when trying to develop a speaking activity; as a result, using voice recording had an influence on developing participants' EFL speaking skills. Results also showed that the implementation of voice recordings through the use of technological tools increases fluency, interaction and communication, pronunciation, grammar, and vocabulary in general.

An essential element of speaking skills is fluency as Sánchez (2019), mentioned in her study. Equally, Le (2018), worked on fluency and complexity in his study which was conducted to explore how students practiced their language when recording their voice and the effects it has on their language proficiency. As a result, Le (2018), showed students were satisfied with the use of this tool because they could improve public speaking effectively. Similarly, Nuñez and Lorenzo (2023), found in their study through quantitative and qualitative data collection that pupils' and educators' perceived gains and positive attitudes towards communicative tasks with voice recordings.

Jaber (2021), mentioned that modern technological aids, such as digital audio recordings, provide incomparable comfort in collecting voice recordings from students within educational environments. Besides, the utilization of digital audio recording is recognized as an efficient tool for teaching foreign languages in classrooms, which also indicates that the primary objective is to enhance speaking skills. To maximize the benefits of voice recording for speaking skill improvement, it is important to consider that according to Jaber (2021), "audio recording is regarded as an effective tool for teaching foreign languages in the classrooms wherein the main goal was to practice speaking the foreign language, listen to the sound of the words and thus increase their speaking proficiency" (p. 252). In Jaber's (2021), mixed-method study, the researcher collected qualitative data by means of classroom observations and interviews with the students. On the other hand, quantitative data were collected through questionnaires. The study helped the researcher determine the students' viewpoints regarding the self-voice recording process and e-learning in L2 speaking. Results indicated that the use of self-voice recording techniques in e-learning classes positively influenced the EFL students' oral skills. The students also presented a positive perspective towards the use of these techniques.

Sánchez (2019) presented a study to enhance fluency and self-confidence using timed monologue recordings with (A2) students' levels who were taking English modules in an English language institute. In this research the author used the Action Research (AR) method to comprehend, assess, and offer solutions to enhance speaking fluency and self-confidence. During the process, Sánchez (2019), had the following steps to complete their recordings: planning, practicing, recording, and uploading after the procedure. Sánchez (2019) demonstrated "how useful the strategy could be not only in improving speaking fluency but also in overcoming other aspects that can hinder oral communication successfully, like the absence of vocabulary, ideas, or exposure to the target language" (p. 29).

This literature review has systematically analyzed the evidence supporting the use of voice recording as a valuable tool for improving speaking skills. Its integration into language education offers a practical engagement in reflective practice.

## **Methodology**

For this study, a mixed-method approach was used. In agreement with Tegan (2023), mixed methods research combines aspects of both quantitative and qualitative research to address the research question. This approach can provide a more comprehensive perspective compared to conducting exclusively quantitative or qualitative studies, as it combines the advantages offered by both approaches. That is, there is flexibility in designing a study, allowing it to combine aspects of different types of data to draw more robust conclusions.

Employing a pretest and a post-test, quantitative data was collected. First, a pre-test before any intervention provides a baseline measure of the learners' speaking skills, and then after five weeks of intervention the post-test, serves as a measure of progress. Comparing post-test with pre-test results allows for a quantitative assessment of improvement in speaking skills. Second, to collect the students' perceptions an open-ended questionnaire was applied. This data was analyzed following qualitative conventions.

## **Context**

This study was conducted in a public school located in Paute in a little urban town called Chican. The school works with a competency curriculum where English is imparted as part of the program. There are two English teachers who work with school and high school. The English subject is taught three hours a week to each grade. This institution is a mixed gender school with 250 students. The school offers initial education, basic general education, and baccalaureate.

## **Participants**

The participants were a group of 15 students, 10 male and 5 female, from the first year of Baccalaureate who were selected through convenience sampling. According to Taherdoost (2016), convenience sampling is selecting participants because they are often readily and easily accessible; for this reason, the researcher worked with a group of students who were already assigned from the beginning of the school year. These students have an A2 language proficiency level, and they are between 15 and 17 years old.

## Data collection instruments

### *Pre-post-tests*

To assess the level of English proficiency in participants' speaking ability before and after using voice recording as a tool to improve speaking skills, a speaking pre-posttest was used. The components evaluated were fluency, pronunciation and intonation, vocabulary and grammar, and content and organization. Students were asked to introduce themselves to an imaginary foreign person who does not speak Spanish, learners had to send an audio to the WhatsApp group designed for the voice recording study, the audio had to be in a minimum of 40 seconds and a maximum of 1 minute. Students organized their ideas before recording and sending the audio message.

The pre and post-tests were graded using a rubric of over 16 points (four for each component). The four key components considered in the speaking rubric were fluency (the speaker has smooth and natural delivery throughout the recording), pronunciation and intonation (the speaker consistently demonstrates accurate pronunciation and intonation, enhancing the overall clarity and effectiveness of the recording), vocabulary and grammar (the speaker consistently uses a wide range of vocabulary and demonstrates mastery of grammar, effectively conveying ideas and messages), and content and organization (the speaker presents a well-structured and coherent message, effectively engaging the audience and demonstrating a thorough understanding of the topic).

### *Questionnaire*

Open-ended questions offer the opportunity to discover individuals' spontaneous responses, thereby minimizing the potential bias that arises from providing suggested responses, a risk with closed-ended questions (Reja et al., 2023). So, it is that individuals express their thoughts, opinions, and information without being limited by predetermined options. A questionnaire with eight open-ended questions was applied to the participants, who were authorized by their representatives. The questionnaire was shared through a Google form link with the contributors. The main aim of this questionnaire was to collect students' perceptions toward using voice recording, as a tool to improve speaking skills.

The questionnaire was applied in the participants' native language, Spanish because participants are likely to be more comfortable expressing themselves in their native language. After the process of gathering the students' perceptions, their answers were transcribed, and the transcriptions were translated into English. The description for this process is explained by Feldermann and Hiebl (2020), "translation as an act of sense-making and reconstruction of meaning, and therefore is a complex task that needs to be carried out with caution" (p. 229). In consequence, reporting should be transparent on translation processes to support the credibility and authenticity of qualitative accounting studies based on non-English questionnaires.



## Procedure

To start the process of this study, the researcher obtained the necessary permission from the institution authorities and parents. In the beginning, there was a meeting with the authority of the institution to inform them about the study to be carried out within the institution. Then with the approval of the authority, a meeting was held with parents to notify them about the study. Finally, with a signature on the authorization letter the representatives agreed.

This research was completed over five weeks. The implementation of the voice recording tool included the following steps during each class. First, students spent a few minutes (from five to ten) preparing a talk on a given topic already presented in class. During this time, students planned what they would say based on their prepared topic. Then, students practiced the basic components of fluency, pronunciation and intonation, vocabulary and grammar, and content and organization. Later, students recorded their voices and uploaded the audio to the WhatsApp group. The regular recording sessions included a variety of tasks, such as introducing themselves, answering questions, participating in dialogues, describing members of the educational community, etc. The frequency with which these activities were carried out was during a week (three class hours) thus students maintained a consistent and sustainable learning pace, promoting continuous improvement. The feedback mechanism was based on teacher and peer feedback who instantly commented, providing participants with timely and constructive insights into their performance in order to improve speaking skills during the process.

It is important to emphasize that the students' names were kept confidential throughout the whole study. Bos (2020), stated that a crucial principle of confidentiality involves an obligation for the researcher to guarantee that any use of information obtained from or shared by human subjects respects the dignity and autonomy of the participant, and does not violate the interests of individuals.

## Data analysis and results

### *Quantitative data*

For the analysis of the data collected through the pre and posttest, a comparison of parameters (average values and other measures of central tendency) of each of the variables considered for the study was carried out. Consequently, by using the entire population universe set, parameters were obtained with sample statistics and other statistical validation techniques not being necessary; "parameters are all those measures that numerically describe the characteristic of a population. They are also called true value" (Bencardino, 2012).

The study was carried out as follows: a pre-test was applied and results were obtained for 4 variables considered for the study (fluency, pronunciation and intonation, vocabulary and grammar, content, and organization), on a rating scale from 1 to 4 (4 the highest score and 1 the lowest)

and the population parameters of each of them were calculated. After 5 weeks of intervention, the same examination was used, obtaining the parameters of each variable again. Finally, the values were compared to verify if the method used generated the expected effects. The results are shown in Table 1.

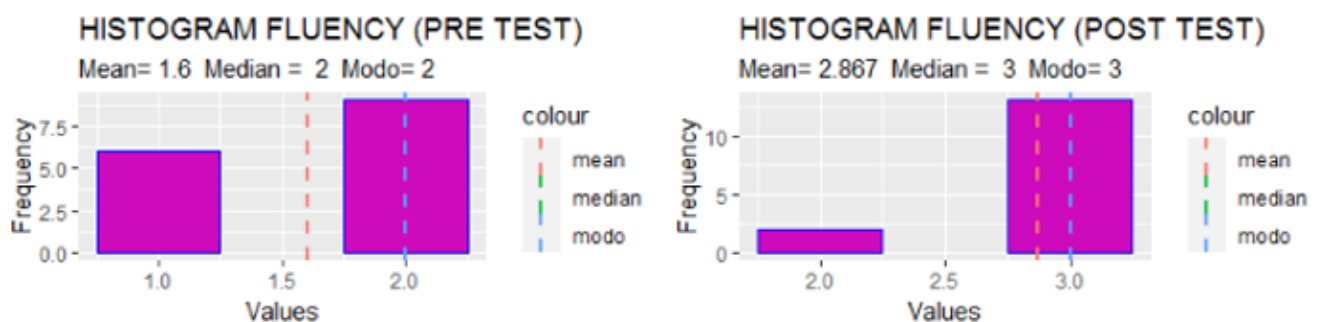
Table 1. Speaking Skills Comparison Pre and Post-Test.

Variables	Mean	Sd	Median	Modo
Fluency	1.6	0.51	2	2
Pronunciation and Intonation	1.867	0.74	2	2
Vocabulary and Grammar	2.6	0.51	3	3
Content and Organization	2.4	0.63	2	3
Post Test				
Variables	Mean	Sd	Median	Modo
Fluency	2.867	0.35	3	3
Pronunciation and Intonation	3.33	0.49	3	3
Vocabulary and grammar	3.53	0.52	4	3
Content and organization	3.73	0.47	4	4

## Fluency

In the pretest, an arithmetic means of 1.6, a median of 2, and a modal value of 2 were obtained in Fluency. After the experiment, an arithmetic means of 2,867, a mean of 3, and a Mode of 3 is obtained. Consequently, there is a positive difference in the averages of said variable.

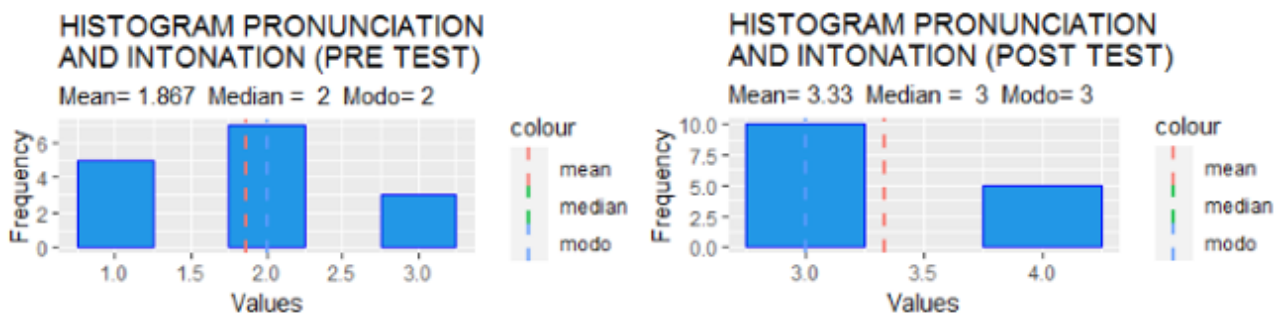
Figure 1. Fluency Histogram Pre and Post Test.



## Pronunciation and intonation

In the pretest the pronunciation and intonation component presented that there is an arithmetic mean of 1.867, a median of 2, and a mode value of 2. However, after the voice recording tool intervention, there was a significant change; the average increased to 3.3, in the median to 3, and a mode of 3.

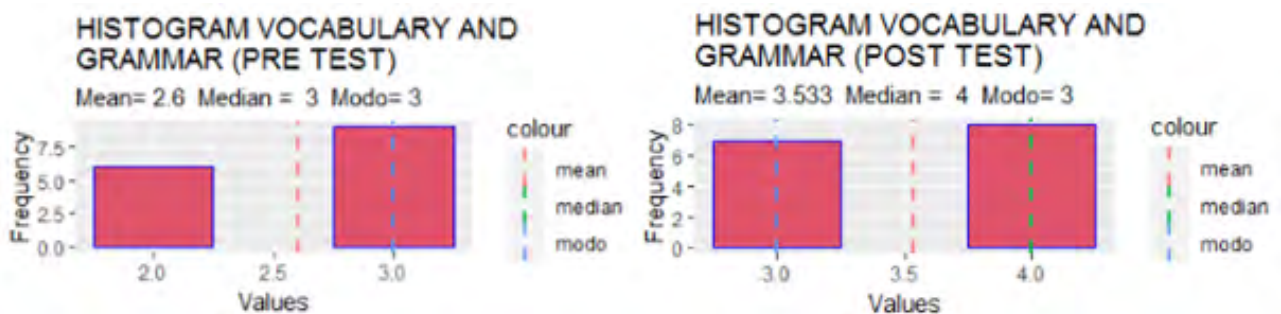
Figure 2. Pronunciation and Intonation Histogram Pre and Post Test.



## Vocabulary and grammar

As in the two previous variables, the average and median increased, going from 2.6 to 3,533, 3, and 4 respectively; however, this is not the case with the modal value, which remained at 3.

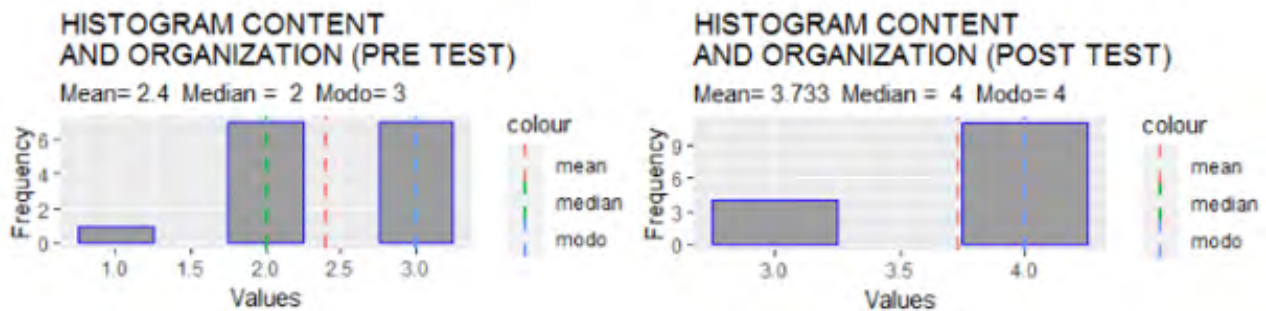
Figure 3. Vocabulary and Grammar Histogram Pre and Post Test.



## Content and Organization

Finally, in this variable the differences in the arithmetic mean are 2.4 in the pretest to 3.733 in the post-test, the pretest means of 2 to posttest mean of 4, and mode 3 to 4.

Figure 4. Content and Organization Histogram Pre and Post Test.



### Qualitative data

As mentioned above, the qualitative data for this study was gathered through an online questionnaire with eight questions. This questionnaire was divided into three sections: usage experience, perceived benefits of voice recording, and future integration. This is consistent with findings by Jenn (2006) who found that questionnaire aspects like the title and objectives are important; furthermore, dividing the questionnaire into sections is useful.

In terms of usage experience, the students' responses were positive. Most of them mentioned that they feel comfortable using voice recording. For instance, participant 3 said, *"I felt comfortable with the innovation in the teaching method."* Moreover, some students indicated some struggles at the beginning; however, they could face them and move ahead; participant 5 wrote *"At first uncomfortable, but over time I got used to it."* Also, answers detailed that the teacher provided the necessary help, by giving instructions, helping in pronunciation, and explaining; this is the participant's 3 comment who stated *"It helps us a lot by explaining well and it also helps us with pronunciation."*

The category perceived benefits focused on gathering participants' perceptions on using voice recording as an educational tool to improve their speaking skills. Students stated the benefits and/or disadvantages of using audio recordings to help them improve their speaking skills; Participant 1 responded: *"The advantage for me is that it helps me to have more understanding about the topic, because of the practicing time I have, in order to send the audio. It helps me fully."* Participant 2 said, *"In a very good way, it is educational, fun, and eye-catching"* Other learners showed that they received feedback; furthermore, they perceived they improved their speaking skills, *"I received feedback, and it helped me improve and pronounce words better"* (participant 8).

The last section refers to the future integration of this tool. The participants' answers demonstrated affirmative responses, and that they are motivated to continue with this useful tool in order to improve their speaking skills. The following answers are the evidence of what was said. Participant 1 mentioned, *"I would like to continue expanding my knowledge, learning more words and sentences with their respective meanings and pronunciation."* Participant 5 said, *"I consider it valuable to use voice recording because it helps us improve pronunciation and I would like to see it integrated into future classes with better dynamics."*

Finally, the learners' perceptions determined that the use of voice recording has a positive impact; students considered this tool as an opportunity to improve their speaking skills. In addition, they mentioned they improved their motivation and self-confidence when speaking. This incorporated tool could bring significant benefits to classes as students can practice fluency, pronunciation and intonation, vocabulary and grammar, and content and organization by recording content. Voice recordings can be interactive, encouraging, and engaging through discussions, debates, or responses. Learners and teachers can offer feedback or clarify doubts through voice recordings. In sum, voice recording in this study aided students to have a better performance in their speaking skills.

## Discussion

Talking about the effectiveness of using voice recording as a tool to improve speaking skills with the students of First Bachelorette, the qualitative and quantitative data served as a useful resource for the development of this research and to collect interesting information on the use of voice recording as it was the case in the studies conducted by Nuñez and Lorenzo (2023), and Vega (2022).

The quantitative results explained that there is a difference in all 15 learners after the intervention. Voice recording as a tool to improve speaking skills demonstrates a positive effect on speaking skills. To examine how using the voice recording tool in class sessions impacted students' speaking skills, the researchers analyzed both the initial and final voice recordings getting a significant result. This finding is consistent with that of a previous study, Vega (2022), which concluded after using voice recording, participants improved their speaking skills.

The use of voice recording improved speaking skills in various components like fluency, pronunciation and intonation, vocabulary and grammar, and content and organization. In this regard, Vega's (2022) results also showed similar improvements in fluency, interaction and communication, pronunciation, grammar, and vocabulary in general. Furthermore, Sánchez (2019), argued in her study that voice recording serves not only to improve fluency but also to get over other barriers that might impede effective oral communication, such as a lack of vocabulary, ideas, or limited exposure to the target language.

In terms of students' perceptions, the students' opinions clearly expressed positive results, perceiving a group of students motivated to continue learning with the use of this useful tool. Vega (2022), obtained similar results as the participants of that study improved their self-confidence when trying to develop a speaking activity in class with the use of audio recording.

This study reveals that the use of voice recording has been useful in English lessons since the students have shown interest and motivation to make continuous use of this useful tool. This result coincides with Jaber's (2021), study which mentioned that digital audio recording is established as an efficient tool for teaching foreign languages in classrooms, presenting as a main goal to practice speaking, listen to the sound of the words, and thus increase their speaking proficiency.

## Conclusion

This research study showed that voice recording could be an effective tool for improving speaking skills as speaking is considered one of the most important skills in communication. This study achieved the objective of analyzing the effects of voice recording as a tool to improve the speaking skills of the students in the first year of the baccalaureate. The data collected in this study was analyzed and results showed that voice recording could be an effective tool for improving speaking skills.

The use of technology in the classroom facilitates the learning-teaching processes giving access to speaking practice. WhatsApp was the application used to upload the voice recording to practice speaking skills. After the intervention, most students significantly improved their speaking skills. This significant improvement refers not only to speaking skills in general but also to progress in fluency, pronunciation and intonation, vocabulary and grammar, and content and organization. After using the voice recording tool, the participants demonstrated more confidence and security when speaking in English. In addition, after analyzing the qualitative data collected through a questionnaire, another significant change is evident; the students, through their responses, expressed their motivation and desire to continue using this very useful tool within the educational field.

In conclusion, voice recording is useful for capturing audio; the recorded audio could be useful for innovative language classrooms, facilitating students to actively participate in speaking skills across various levels. The use of this tool is highly recommended to improve English proficiency. Additionally, the integration of voice recording showed the students can record and take notes of any grammatical mistakes or vocabulary issues, and then work on these areas through additional practice or activities. Overall, voice recording could be considered an effective tool that can help learners improve their speaking skills and become more confident in their ability to communicate in a foreign language.

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