The Perception of Students EFL Class in English Language Learning after Using *Voicespice* Platform in A Speaking Class

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Abstract

This study aims to evaluate the effectiveness of VoiceSpice as a language-learning tool, focusing on its usability, advantages, limitations, and overall impact on students' speaking practice by the students' perceptions. Moreover, much of the current literature focuses on quantitative measures or general outcomes, leaving a gap in understanding students' personal experiences and challenges with recording technology. Without exploring these individual perspectives, it is difficult to address the barriers that may prevent students from fully leveraging these tools for reflective and autonomous learning. The sample in this study consisted of 15 EFL students who studied English at Universitas Aisyah Pringsewu. Data was collected through observation to get a direct picture of the learning activities carried out, then questionnaires were given to all students and to get more in-depth information, after that doing interview were conducted with 15 students. The survey and feedback results indicate that voice recording has proven to be a useful tool for supporting speaking practice in language learning, with user feedback indicating ease of use, convenience, and support for speaking skill development. The conclusion of VoiceSpice has demonstrated its utility in supporting speaking practice, with users praising its ease of use, convenience, and positive impact on speaking skills. While effective for basic language practice, limitations such as unstable sound quality and the absence of advanced features, including pronunciation checking, were noted. This study suggests that improvements in audio quality and the addition of accuracy-checking features could enhance its effectiveness and usability.

Keywords: VoiceSpice, Language learning technology, Student feedback, Language learning effectiveness

1. Introduction

The integration of recording technology in speaking classes has become an increasingly popular approach in language education, particularly in enhancing students' speaking skills in English as a Foreign Language (EFL) context. Recording tools offer significant benefits, including promoting self-assessment, reducing reliance on immediate teacher feedback, and fostering student autonomy in learning. Previous studies, such as those by Aoki (2014), Nguyen

(2013), and Thompson and Milligan (2021), highlight the advantages of these technologies in helping students improve their pronunciation, fluency, and reflective learning. Aoki utilized speech recognition software and computer-based language learning applications to enhance students' speaking skills. Nguyen employed interactive e-learning platforms that provided real-time feedback and enabled repetitive practice to improve students' fluency. Thompson and Milligan used mobile applications specifically designed for reflective learning, allowing students to record and review their speaking practice for further improvement.

However, despite their growing popularity, the use of recording technologies in EFL education is not without challenges. First, many students face difficulties in effectively utilizing these tools due to a lack of technical skills or familiarity with the platforms, which can hinder their learning experience. Second, while recording technology offers opportunities for self-directed learning, students may struggle with maintaining motivation and discipline when feedback is not immediately available or guided by an instructor. Third, the absence of contextualized training or guidelines for integrating these tools into diverse learning environments may result in inconsistent or suboptimal outcomes. Finally, demographic factors, such as age, language proficiency, and prior exposure to technology, significantly influence how students engage with and benefit from these tools, yet these factors are often overlooked in existing research.

Moreover, much of the current literature focuses on quantitative measures or general outcomes, leaving a gap in understanding students' personal experiences and challenges with recording technology. Without exploring these individual perspectives, it is difficult to address the barriers that may prevent students from fully leveraging these tools for reflective and autonomous learning.

A qualitative approach was chosen for this study because it allows for an in-depth exploration of individual experiences and perceptions. By understanding how students utilize and respond to recording technology, this study seeks to provide richer insights into the factors influencing their learning. For instance, rather than merely measuring outcomes such as scores or grades, this approach facilitates an understanding of how students process their mistakes, respond to feedback, and develop independent learning strategies. This aligns with the study's aim of exploring students' subjective experiences with VoiceSpice, a voice recording platform designed to facilitate reflective and autonomous learning.

Furthermore, this study does not merely focus on students' experiences but also analyzes how specific features of VoiceSpice, such as transcription and playback functions, support their learning. By emphasizing qualitative data, this research seeks to uncover how the technology aids students in engaging in self-reflection and making adjustments to their language use in a more profound way. This approach also provides more detailed insights into the interaction between students' demographic characteristics and the tool's effectiveness.

This research makes an important contribution to the existing literature by demonstrating how a qualitative approach can complement previous quantitative studies. By delving into students' subjective experiences, this study provides a more holistic understanding of how recording technologies, such as VoiceSpice, can transform language learning. The practical

implications of these findings are also relevant for educators, who can use these insights to integrate technology more effectively into EFL teaching.

In conclusion, the focus on a qualitative approach in this study aims to provide richer insights into the role of recording technology in supporting reflection-based and autonomous learning. By placing students' experiences at the center of the research, this study hopes to offer more relevant and contextualized recommendations for future language teaching practices.

2. Method

This study employed a qualitative methodology to explore students' experiences, opinions, and challenges in learning and practicing speaking skills using VoiceSpice. A qualitative approach was chosen for its ability to provide in-depth insights into participants' perspectives, capturing detailed data that may not be easily quantified. Unlike quantitative or mixed-method approaches, qualitative research focuses on understanding the subjective experiences of individuals, making it particularly suitable for investigating how students perceive and utilize digital tools like VoiceSpice in language learning. According to Creswell (2013), qualitative research emphasizes how participants express their views on a phenomenon, aligning well with the exploratory objectives of this study. Similarly, Arora & Stoner (2009) assert that qualitative methods allow researchers to obtain more detailed and comprehensive information, enriching the overall analysis.

The sample consisted of 15 EFL students enrolled at Universitas Aisyah Pringsewu, Pringsewu District in Lampung Province, all of whom were at an intermediate level of English proficiency. These students participated in three learning sessions focused on practicing speaking skills, using VoiceSpice as the primary tool. VoiceSpice was employed to record the students' speaking tasks, enabling them to review their recordings, identify errors, and improve their speaking abilities.

Data were collected using three main methods: observation, questionnaires, and interviews. Observations provided direct insights into how students interacted with the learning activities and utilized VoiceSpice in their learning process. Questionnaires, distributed to all 15 participants, included a mix of open-ended and Likert-scale questions to assess their overall experiences, challenges faced, and perceived effectiveness of the tool. Example questions included:

1. Do you have a technology device that supports voice recording learning before you used VoiceSpice?
2. Did VoiceSpice make it easier for you to participate in speaking activities?
3. Do you have difficulty using VoiceSpice?

Additionally, semi-structured interviews were conducted with 15 students to gain more detailed and personalized insights. The semi-structured format allowed flexibility in probing specific themes while maintaining consistency across participants. Sample questions included:

1. *What aspects of VoiceSpice did you find most helpful for improving your speaking skills?*
2. *Were there any features of VoiceSpice that you found challenging to use?*
3. *How did the process of recording and listening to your own voice impact your learning experience?*

Data analysis followed the three-step process proposed by Miles, Huberman, and Saldana (2013):

1. Data Reduction – Raw data from observations, questionnaires, and interviews were organized and condensed into key themes related to students' experiences, challenges, and perceptions.
2. Data Display – Findings were visualized using tables and charts, highlighting patterns and trends in students' responses.
3. Conclusion Drawing – Themes were synthesized to identify overarching insights, such as the effectiveness of VoiceSpice in supporting self-assessment and improving speaking skills.

This methodological approach ensured a comprehensive understanding of how VoiceSpice can be effectively integrated into the practice of speaking English as a Foreign Language (EFL).

3. Results and Discussion

In recent years, technology has increasingly played a significant role in language learning, especially as digital tools become more accessible and widely used for educational purposes. Among these, tools that support speaking practice, such as VoiceSpice, have gained attention for their potential to enhance language acquisition by providing learners with a platform for vocal expression and feedback. VoiceSpice is designed to allow users to record and share spoken responses, making it an ideal tool for practicing oral skills. This study aims to evaluate the effectiveness of VoiceSpice as a language-learning tool, focusing on its usability, advantages, limitations, and overall impact on students' speaking practice. By analyzing feedback from users, this research seeks to understand both the benefits and areas for improvement in VoiceSpice's functionality and how it may contribute to more effective language learning.

The following are the results and findings of data obtained through questioners distributed to students.

Table 1. Result of questionnaire

No.	Questions	Answers **"YES"**	Answers "**NO"**
1	Do you have a technology device that supports voice recording learning before you used VoiceSpice?	13 (86%)	2 (14%)
2	Did VoiceSpice make it easier for you to participate in speaking activities?	15 (100%)	0 (0%)
3	Do you have difficulty using VoiceSpice?	5 (33%)	10 (67%)
4	Does quality of sound recording of VoiceSpice clear and make it easier for you to express opinions and ideas?	6 (40%)	9 (60%)
5	Would you recommend the use of VoiceSpice for future speaking classes?	11 (73%)	4 (27%)

A total of 86% (13 participants) had devices that supported voice recording before using VoiceSpice, while 14% (2 participants) did not. All respondents (100%) stated that VoiceSpice made it easier for them to participate in speaking activities. 33% (5 participants) experienced difficulties in using VoiceSpice, while 67% (10 participants) did not face any issues. 40% (6 participants) felt that the sound quality on VoiceSpice was clear and helped them express their ideas, whereas 60% (9 participants) disagreed. 73% (11 participants) recommended VoiceSpice for future speaking classes, while 27% (4 participants) did not.

The feedback after using VoiceSpice Flatform about advantaged and disadvantages.

The data below are the results of several participation interviews after using the platform.

Advantages:

1. Faster to answer questions.
2. This application helps us to record answers, then it's easier to use it because we only need to record it.
3. the application is very easy to use.
4. VoiceSpice provides technological devices that support learning voice recordings to make it easier to practice speaking, in addition to WA voice notes.
5. for its use it is simple, it seems there is no cost to operate the website and it is practical to use it.
6. The benefits of training our speaking skills.
7. The flatform did not need save memory in our device for the result our record.

Disadvantages:

1. The quality of the sound still needs to be improved because the initial time of the sound suddenly becomes fast and after that it becomes normal sound again.
2. When the sound is re-listened to, the speed tempo in the first minute is rather fast. But in the next minute, the sound is clear
3. The recording result is not stable.
4. In my opinion, there are no drawbacks at the moment.
5. Answers from other audiences who have done the work can be followed by answers from audiences who have not done the work, cannot edit the answer, single use only.
6. The downside is that it can't help check whether the pronunciation is correct or not.
7. Should open new tab or another device if we want to try or submit the records.

From the data above, researchers make some points that speed in answering, ease of use, low storage requirements on devices, and ease in recording and practicing speaking. Additional benefits included VoiceSpice's support for voice recording without significant device memory requirements, low operational costs, and usefulness for practicing speaking skills. On the other hand of disadvantages that Unstable sound quality, especially at the beginning of recordings, where it starts faster and then returns to normal, causing instability in the recording outcome. Other limitations noted were the inability to check pronunciation accuracy, lack of editing options for recordings, and the need to open a new tab or device to review or submit recordings.

The survey and feedback results indicate that VoiceSpice as a language learning tool has significant advantages in facilitating user participation in speaking activities. The study by Zou & Li (2015) shows that a simple user interface in language learning applications can significantly increase student engagement, as an easy-to-use interface reduces cognitive load and helps students focus on the task. This aligns with the feedback from VoiceSpice users, who found the application easy to use for speaking practice.

Additionally, the benefits of using simple technology in language learning are confirmed by the research of Pappas & Keeley (2020), which states that ease of access and interaction often play a key role in reducing students' language anxiety. VoiceSpice users also felt that the application was quite easy to use and did not require complex technical skills, thereby boosting their confidence during practice.

However, feedback regarding sound quality suggests that VoiceSpice has some limitations that may affect the effectiveness of language learning outcomes. According to Crystal & House (2017), clear audio quality is essential for the language learning process, particularly for developing pronunciation and listening comprehension skills. Unstable sound recording can interfere with clarity, ultimately hindering students' ability to capture phonetic details of the language.

Another limitation noted by users was the lack of pronunciation checking features. In their study, Goh & Burns (2020) found that language learning tools equipped with interactive feedback mechanisms have a significant impact on improving language skills, as they allow students to actively correct mistakes and practice correct pronunciation.

4. Conclusion

VoiceSpice has demonstrated its utility in supporting speaking practice, with users praising its ease of use, convenience, and positive impact on speaking skills. While effective for basic language practice, limitations such as unstable sound quality and the absence of advanced features, including pronunciation checking, were noted. Enhancing audio quality and integrating accuracy-checking tools could significantly improve its effectiveness. Future research should explore its applicability across diverse contexts, including varied age groups, proficiency levels, and educational settings, to assess its potential for broader and more specialized language learning applications.

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