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The Use of *Voicespice* Platform to Improve Speaking Skills

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Abstract

Speaking proficiency remains a challenge for non-English major students, particularly those in Informatics Engineering programs, due to limited opportunities for meaningful oral practice in English classes. To address this issue, the research aims to examine the effectiveness of voicespice to be a digital media platform for improving students' speaking skills. Employing a quasi-experimental design, the study involved 25 Informatics Engineering students at Universitas Aisyah Pringsewu, with pre - test and post - test assessments used to analyze variations in speaking proficiency subsequent to the intervention. The collected data were analyzed using a paired samples t-test. The findings reveal a statistically significant improvement in students' speaking skills, with a mean gain of 22.52 points ($p < 0.05$). These results indicate that integrating Voicespice into English instruction provides a practical and innovative approach to enhancing speaking practice, promoting learner autonomy, and increasing students' confidence in English. This research contributes to the increasing body of scholarship in technology-assisted language learning by highlighting the potential of audio-based platforms in supporting speaking development among non-English major students.

Keywords: VoiceSpice, Language learning technology, Speaking Skills, EFL, Media Platform

Introduction

Speaking is a crucial skill in English language learning, as it plays an essential role in academic, interpersonal, and professional communication in the global era (Harmer, 2007; Richards & Renandya, 2002). In an increasingly interconnected world, English has become the primary medium for international communication across various domains, including education, technology, business, and scientific research. As English functions as an international lingua franca, students are expected not only to understand the language receptively through listening and reading but also to use it productively through speaking and writing in meaningful communicative contexts. Among these productive skills, speaking is often regarded as the most challenging yet most visible indicator of language proficiency, as it requires learners to simultaneously manage vocabulary, grammar, pronunciation, fluency, and pragmatic appropriateness in real-time interaction.

In academic settings, speaking competence enables students to participate actively in classroom discussions, presentations, seminars, and collaborative projects. In professional contexts, speaking skills are indispensable for job interviews, workplace communication, teamwork, and professional networking. Consequently, speaking proficiency has become a key indicator of successful language learning and an important competence for students' future academic and career development. For university students, particularly those in non-English majors, the ability to communicate orally in English is increasingly valued as a complementary skill that enhances employability and global competitiveness.

Despite its importance, many students experience persistent difficulties in developing speaking skills, especially in English as a Foreign Language (EFL) contexts. Common challenges include limited vocabulary, inadequate grammatical control, pronunciation problems, low self-confidence, and fear of making mistakes (Thornbury, 2005). These difficulties are often compounded by affective factors such as speaking anxiety, lack of motivation, and negative previous learning experiences. As a result, students may become reluctant to participate in speaking activities, preferring to remain silent rather than risk making errors. This situation frequently leads to passive classroom participation, where only a small number of confident students dominate speaking activities while the majority remain disengaged.

In many EFL classrooms, opportunities for authentic speaking practice are limited. Students may have little exposure to English outside the classroom, making the classroom the primary or even the only space for oral language use. However, traditional classroom settings often do not provide sufficient time or supportive conditions for all students to practice speaking extensively. Large class sizes, limited instructional time, and curricular demands can further restrict opportunities for meaningful oral interaction. Consequently, learners may complete language courses with a solid understanding of grammatical rules but without the ability to communicate effectively in spoken English.

Conventional language teaching approaches frequently emphasize grammar instruction, vocabulary memorization, and written exercises, often prioritizing accuracy over fluency. While these components are undoubtedly important, an overemphasis on form-focused instruction can result in insufficient attention to communicative competence. Even when speaking activities are included, they are often conducted in a teacher-centered manner, such as controlled drills or short question-and-answer sessions, which limit students' opportunities for extended speech and spontaneous expression. Moreover, classroom time constraints and the need to manage diverse proficiency levels can prevent teachers from providing individualized feedback on students' oral performance. As a result, many learners receive limited guidance on how to improve their speaking skills, particularly in terms of pronunciation, fluency, and discourse organization.

To address these limitations, technology-enhanced language learning (TELL) has been widely adopted as an alternative or complementary approach to traditional classroom instruction. Advances in digital technology have transformed the way languages are taught and learned, offering new opportunities for flexible, interactive, and learner-centered learning environments (Chapelle & Sauro, 2017). Through technology, learners can access authentic language input, engage in self-paced practice, and receive feedback beyond the constraints of classroom time. Technology integration is particularly beneficial for speaking instruction, as it can provide learners with additional opportunities to practice oral communication in less anxiety-provoking settings.

One form of technology that has gained increasing attention in speaking instruction is the use of web-based voice recording platforms. These platforms allow students to record, replay, revise, and submit their spoken responses asynchronously. By enabling students to practice speaking independently, voice recording tools can reduce performance anxiety associated with speaking in front of peers and teachers. Learners can take time to plan their speech, practice multiple times, and reflect on their performance before submitting their recordings. This process supports learner autonomy and self-regulated learning, which are essential components of effective language development (Levy & Stockwell, 2006).

Furthermore, voice recording platforms facilitate more individualized and detailed feedback from teachers. Instead of providing brief oral comments during class, teachers can listen to students' recordings and offer targeted feedback on specific aspects of speaking, such as pronunciation, intonation, fluency, and grammatical accuracy. This type of feedback can be revisited by students, allowing them to reflect on their mistakes and monitor their progress over time. In this way, voice recording technology has the potential to bridge the gap between limited classroom interaction and the need for extensive speaking practice.

One such platform that has been utilized in language learning contexts is Voicespice. Voicespice is a web-based voice recording tool that allows users to record and share audio files easily without requiring complex technical skills. In educational settings, Voicespice can be used to assign speaking tasks, collect students' oral submissions, and provide feedback asynchronously. Its simplicity and accessibility make it suitable for integration into university-level English courses, particularly for students who may not have advanced technological backgrounds.

Several studies have reported positive perceptions and outcomes related to the use of voice recording tools in language learning. For example, Bastian, Yunianti, and Ariyani (2025) found that the use of Voicespice supported speaking practice by offering flexibility, ease of use, and increased learner confidence. Other studies on similar voice-recording technologies have indicated that students appreciate the opportunity to practice speaking at their own pace and perceive improvements in fluency and pronunciation. However, much of the existing research has focused primarily on learners' attitudes, perceptions, or general effectiveness of voice recording tools, rather than providing in-depth analyses of their pedagogical implementation.

Moreover, limited research has explicitly examined how Voicespice is implemented as a teaching medium to support speaking development in specific classroom contexts, particularly among non-English major students. Students in disciplines such as Informatics Engineering often prioritize technical skills and may perceive English as a secondary subject. As a result, they may have lower motivation or fewer opportunities to engage in communicative English practice. Investigating how voice-recording technology can be effectively integrated into English courses for such students is therefore essential to understanding its pedagogical value and practical applicability.

Based on this gap, the present study focuses on the integration of Voicespice as a teaching medium in English courses for Informatics Engineering students. This study seeks to move beyond general perceptions by examining both the instructional implementation of Voicespice and its contribution to students' speaking development. The objectives of this study are to examine (1) how Voicespice is implemented in speaking instruction and (2) how its use

contributes to the improvement of students' speaking skills. By addressing these objectives, this research intends to elucidate pedagogical perspectives on integrating voice-recording technology into English language education and to provide empirical insights for English instructors seeking innovative strategies to enhance speaking instruction in higher education contexts.

Method

Using a pre-test and post-test quasi experimental design, this research examined whether the use of Voicespice contributed to improvements in students' speaking skills. The research took place in the English class of the Informatics Engineering Study Program at Universitas Aisyah Pringsewu. The participants consisted of 25 Informatics Engineering students enrolled in the English course for that academic semester from March until prior to the mid-term examination. Total sampling was applied, involving all students in the class.

The research procedure started with the administration of a pre-test to assess students' initial speaking proficiency. The speaking assessment instrument was a performance-based speaking test evaluated using an analytic scoring rubric. The rubric assessed four key indicators of speaking proficiency: pronunciation, vocabulary use, grammatical accuracy, and communicative effectiveness. Each component was scored on a defined scale to ensure consistent and objective evaluation of students' speaking performance.

To ensure the quality of the instrument, content validity was established through expert judgment by English language teaching specialists, who reviewed the relevance and clarity of the assessment indicators in relation to the study objectives. The reliability of the speaking assessment was examined using internal consistency analysis, indicating that the instrument was reliable for measuring students' speaking proficiency.

Following the pre-test, Voicespice was implemented as a learning medium for speaking practice during the intervention period. The intervention was conducted over several instructional sessions prior to the mid-term examination. During this period, students were assigned structured speaking tasks using the Voicespice platform. They were required to record their spoken responses, submit their recordings asynchronously, and revise their performances based on reflection and teacher feedback. Students were allowed to record their speech multiple times before submission, enabling repeated practice and self-monitoring.

Subsequent to the intervention, a post-test was conducted using the same speaking assessment tool to examine changes in students' speaking proficiency. Pre-test and post-test scores were processed using SPSS, and a paired-samples t-test with a significance threshold of $p < 0.05$ was conducted to identify significant differences in students' speaking skills after the Voicespice intervention. The results demonstrated that Voicespice significantly improved students' speaking performance.

Results and Discussion

Table 1. Pre - Test and Post - Test Results

Code Number Students	Pre - Test Score	Post-Test Score
S1	59	71
S2	43	66
S3	53	79
S4	53	81
S5	43	71
S6	65	76
S7	75	91
S8	45	68
S9	59	81
S10	49	86
S11	54	84
S12	55	74
S13	59	73
S14	64	83
S15	54	79
S16	67	87
S17	46	79
S18	64	83
S19	61	77
S20	59	76
S21	44	71
S22	65	80
S23	64	86
S24	44	77
S25	54	90

The analysis revealed a statistically significant improvement in students' speaking skills following the use of Voicespice. This improvement is reflected in the notable increase in mean scores from the pre-test (56.40) to the post-test (78.92), representing a substantial gain of 22.52 points. In addition, enhancements were observed in both the minimum and maximum scores. The pre-test scores ranged from 43 to 75, whereas the post-test scores increased to a range of 66 to 91. Overall, these findings indicate that the implementation of Voicespice had a positive and significant effect on students' speaking proficiency.

Table 2. Descriptive Statistics

	N	Mean	Std. Deviation	Min	Max
Pre-Test	25	56.40	8.60	43	75
Post-Test	25	78.92	6.34	66	91

Prior to conducting the t-test analysis, the Shapiro - Wilk normality test was administered to verify data distribution assumptions. The results indicated non-significant values about both pre - test ($p = 0.27$) and post-test ($p=0.90$) datasets, exceeding the $\alpha = 0.05$ threshold. This confirmation of normal distribution validated the subsequent application of parametric paired samples t-test for data analysis.

Table 3. Normality Test (Shapiro – Wilk)

	Statistic	p-value
Pre -Test	0.95	0.27
Post - Test	0.98	0.90

The paired samples t-test results indicate a significant difference between the pre-test and post-test scores. The mean score difference is -22.52, with a t-test value of -17.36, degrees of freedom (df) = 24, and a p-value of 0.000 ($p < 0.05$). This p-value, which falls below 0.05, suggests a significant improvement in the students' speaking skills following the implementation of Voicespice.

Table 4. Paired Samples T-Test

Pair	Mean Difference	t	df	p-value
Pre-Test - Post-Test	-22.52	-17.36	24	0.000

The findings of the present study demonstrate that the implementation of Voicespice led to a significant improvement in students' speaking skills in the English course of the Informatics Engineering Study Program at Universitas Aisyah Pringsewu. The results indicate a substantial increase in the mean score from 56.40 in the pre-test to 78.92 in the post-test. Furthermore, the paired-samples t-test showed a statistically significant difference between pre-test and post-test

scores ($p = 0.000 < 0.05$), suggesting that students' speaking performance improved following the intervention. Additionally, the Shapiro–Wilk normality test confirmed that the data met the assumption of normal distribution, thereby justifying the application of parametric statistical analysis in this study.

The findings of this study are consistent with those of previous research indicating voice-recording platforms can effectively support the development of speaking skills. Bastian, Yunianti, and Ariyani (2025) reported that Voicespice is a useful and convenient tool that positively impacts students' speaking performance by providing opportunities for independent practice and increased learner motivation. Similarly, theoretical perspectives proposed by Harmer (2007), Thornbury (2005), and Chapelle and Sauro (2017) emphasize the importance of integrating creative media and technology to enhance speaking practice in language learning contexts. The use of Voicespice allows students to practice pronunciation, fluency, and expressive delivery in a flexible and interactive manner, which may contribute to improved speaking proficiency.

Despite these positive findings, this study has several limitations. The small sample size restricts the generalizability of the findings, and the absence of a control group limits the extent to which the observed improvements can be attributed solely to the use of Voicespice, as other instructional or contextual factors may have influenced students' speaking performance. Additionally, the duration of the intervention was limited to a single academic period, which may not fully capture long-term effects on speaking development.

These limitations suggest that the findings should be interpreted with caution. Future research is recommended to involve larger samples, include control or comparison groups, and implement longer intervention periods to strengthen the generalizability and robustness of the results. Nevertheless, within the context of this study, Voicespice demonstrates potential as a supportive medium for enhancing speaking practice in English language learning.

Conclusion

The findings of this study confirm that the use of Voicespice as an online voice-recording medium is effective in improving the speaking skills of students in the English class of the Informatics Engineering Study Program at Universitas Aisyah Pringsewu. Voicespice provides students with opportunities to engage in speaking practice independently, receive feedback on their performance, and develop greater confidence and motivation in using English.

From a pedagogical perspective, the results suggest that English teachers can integrate voice-recording platforms such as Voicespice into speaking instruction to foster a more flexible and student-centered learning environment. By allowing students to practice speaking asynchronously and reflect on their recorded performances, teachers can support repeated practice, reduce speaking anxiety, and provide more individualized feedback, even within limited classroom time.

For future research, further studies are recommended to explore the use of Voicespice in different educational contexts, levels of education, or language proficiency groups. Future research may also consider employing experimental designs with control groups, larger sample sizes, or longer intervention periods to examine the sustained effects of voice-recording platforms on learners' speaking development. Further research in this area would enrich the current understanding of the role of technology-assisted learning in fostering speaking proficiency.

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