CHAPTER I

INTRODUCTION

In this chapter, the researcher elaborates the introduction of research context, research focuses, research objectives, significance of study, definition of key terms, and previous study.

A. Research Context

English as the international language is taught as a foreign language in Indonesia. As a result of the fact that English is a unifying language for all people around the world, learning English has become an important thing for the students. Therefore, In Indonesia's formal education, English is taught to the students from the basic level such as Elementary school until the advance level such as University. Furthermore, the English teaching-learning process is also conducted with several methods and systems in order to make the students can learn appropriately in the different circumstances.

Online learning is one of the alternative systems used to help teaching-learning activities continue normally during the Covid-19 Pandemic. According to Dabbagh and Bannan-Ritland, online learning is an open and distributed learning environment that uses pedagogical tools, enabled by Internet and Web-based technologies, to facilitate learning and knowledge building through meaningful action and interaction.[1] Through online learning, teacher and students are able to conduct teaching-learning activities in distance and without meeting physically. It is very useful in preventing the spread of corona virus so that it does not get worse.

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[1] Nada Dabbagh and Brenda Bannan-Ritland, *Online Learning: Concepts, Strategies, and Application* (Upper Saddle River, New Jersey: Pearson/Merrill/Prentice Hall, 2005), 15.

In line with the definition stated by Dabbagh and Bannan-Ritland above, online learning uses technologies to facilitate the process. In this era, technology is developing rapidly and either teachers or students can have access to it. Furthermore, the development of technology then facilitates the online learning system by providing many devices, online media and applications that can support teachers and students in carrying out their teaching and learning activities without direct meeting. One of the application that can support online learning for teachers and students is WhatsApp application. WhatsApp is an instant messaging application created by Bryan Anton and Jan Koom.[2] WhatsApp has been widely used by people because it is simple, secure, and reliable. It also provides many services and features such as text message, group text message (group chat), voice note (voice message), voice call, video call, etc. Those features can help the users to communicate by texting or chatting and video calling as well as sharing media such as pictures, video and voice with individuals or groups.[3] Even though it's not created intentionally for education, the features that provided in WhatsApp obviously can support the online learning process in education.

In several education institutions especially higher education institutions, group chat that supported by WhatsApp makes lecture can communicate with students in a group which becomes their virtual class. In the group chat, lecture can deliver materials using several media features that provided. One

[2] Fakhri Anisahril Walidaini, "THE USE OF WHATSAPP APPLICATION FOR LEARNING ENGLISH ONLINE DURING CORONA VIRUS DISEASE-19 PANDEMIC," *RETAIN: Research on English Language Teaching in Indonesia Journal* 09, no. 1 (2021): 168.
[3] Dhiana Shilvina Salsabila, Meiga Ratih Tirtanawati, and Yuniarta Ita Purnama, "ENGLISH STUDENTS PERCEPTION ON THE USE OF WHATSAPP GROUP IN SPEAKING CLASS," n.d., 2.

of them is Voice Note. Voice note is a term for voice message in WhatsApp application. According to Blanchard & Lewis, voice message or voice mail is a computer application integrated with the voice telephone network that allows people to receive, send, and store recorded audio messages.[4] It allows users to record voices which can be sent to other users to be listened to. Lecturers can use this feature to deliver materials in the form of their voice while explaining the materials. Not only that, students can also use voice note to ask question or deliver opinion dealing with the materials.

In English Teaching Learning Program at IAIN Madura, the 5th semester students of Academic Year 2021/2022 in C class already had experience in using WhatsApp voice note. Voice note feature in WhatsApp is the one that were mostly used in their TEFL online learning. The lecturer of TEFL explained the material using voice note in full English. Not only that, the students were also required to give their reviews dealing with the materials using voice note in full English. To give their review, students have to listen to the lecturer's explanation in the voice note and read the texted material given. After that, they have to give their review by recording their voices and sending it as soon as they are finish. In this case, the students experienced the English language being used in spoken and written form so that they have to learn it by using their listening and reading skill. In addition, they also have an opportunity to give their reviews through voice note so that they have to perform it by using their speaking skill.

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[4] Harry E. Blanchard and Steven H. Lewis, "Voice Messaging User Interface," in *Human Factors and Voice Interactive Systems*, Signals and Communication Technology (Boston, MA: Springer US, 2008), 193–229, https://doi.org/10.1007/978-0-387-68439-0_7.

As stated by Harris, speaking skill is a complex skill that requires the different abilities which often develop at different rates.[5] It is concerned with several aspects and one of them is grammar. According to Larsen-Freeman, Grammar is a meaning-making resource. It is made up of lexicogrammatical form, meaning, and use constructions that are appropriate to the context and that operate at the word, phrase, sentence, and textual levels.[6] It is actually the broader definition of grammar. Commonly, grammar is defined as a set of rules that describes the structure of sentences or parts of them. In Indonesia, English is taught as a foreign language. Therefore, grammar of English language can be a crucial part in speaking for English foreign language learners. Speak with a good English grammar is difficult for them because it is not their first language. As a result, grammatical errors can frequently occur on their speaking performance. Corder as cited in Ellis stated that analyze learner's errors could be significant in three ways which are it can provide teacher with information about how much the learner had learnt, provide the researcher with evidence of how language was learnt, and serve devices by which the learner discovered the rules of the target language.[7]

In line with the explanations above, the phenomenon that occurred in TEFL online learning of 5th semester students is dealing with the grammatical errors they made in reviewing the learning material given by the lecturer of TEFL. This problem happened at the C Class where there are some of the

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[5] David P. Harris, *Testing English as A Second Language* (United States of America: McGraw-Hill Book Company, 1969), 81.
[6] Diane Larsen-Freeman et al., *The Grammar Book: Form, Meaning, and Use for English Language Teachers*, 3rd ed. (Boston, MA: National Geographic Learning, Heinle Cengage Learning, 2015), 2.
[7] Rod Ellis, *The Study of Second Language Acquisition* (Oxford, England: Oxford University Press, 1999), 48.

students who made grammatical errors in their reviews. For instance, based on the researcher pre-observation, a student made grammatical error in the use of tense that is simple past tense. She said "In 1963, Edward Antony identify three levels mutual conceptualization and organization such as approach, method, and technique". Based on the year at the beginning, the sentence is in the form of past tense. However, she used verb base 'identify' instead of verb 2 'identified'. It is categorized as a grammatical error because there is a deviation in the use of verb element in a specific tense which makes the sentence is grammatically incorrect.

Even though the 5th semester students are expected to master the speaking skill with the correct grammar, it's not impossible that the grammatical errors still occur since they are not native English speaker. Because it was in online learning, they might not always focus on listening the TEFL lecturer's explanation from voice note in order to get comprehension before they review it. Although the grammatical error cannot be avoided by students, there are still many ways to help them commit less grammatical error. One of them is knowing what the grammatical errors that are often committed by the students. It will be useful for both the teachers and the students. Teachers can use it to understand which grammar that their students need to learn more so that they will create a better way to teach them and improve the students' grammar knowledge. Same as the teachers, students can also use it to know which grammar they often commit wrong so that they will be careful to perform language skill using that grammar in the future. As a result, it will

build more awareness of using structured and standardized English rules, especially when they learn how to teach English as a foreign language.

Based on the description above, the researcher is interested to know about the grammatical errors done by students when they were required to perform their speaking skill by reviewing the material conveyed by the lecturer especially at the 5th Semester Students of English Department of IAIN Madura in their TEFL online learning activities. Therefore, the researcher is interested in the research with the tittle "Grammatical Errors Done by Students in Reviewing the Material Conveyed by The Lecturer of TEFL through WhatsApp Voice Note".

B. Research Focus

Research focus is a set of specific questions that the researcher would like answered and addressed in the research.[8] In other word, research focus is a set of questions that will be researched and answered by collecting some of the essential data for the research. Each of the question must be based on the research problem.[9] The researcher found the phenomenon of grammatical errors done by students in reviewing the material conveyed by the lecturer of TEFL. Therefore, this research is focused on the formulation of the problem as follows:

1. What are the grammatical errors done by the students of TEFL in reviewing the material conveyed by the lecturer through WhatsApp voice note?

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[8] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 60.

[9] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2013), 35.

2. What kind of grammatical error dominates the errors done by the students of TEFL in reviewing the material conveyed by the lecturer through WhatsApp voice note?

C. Research Objective

Research objective elaborates the goals that the researcher plans to achieve in the study. In this case, the goals are related to the formulation of the problem that has been stated in the research focus as the researcher expects to obtain the problem solving of the research. Therefore, based on the formulation of the problem above, this research provides the following objectives to be achieved:

1. To know the grammatical errors done by the students of TEFL in reviewing the material conveyed by the lecturer through WhatsApp voice note.

2. To know kind of grammatical error that dominates the errors done by the students of TEFL in reviewing the material conveyed by the lecturer through WhatsApp voice note.

D. Significance of Study

Significance of study explains what can be learned from the study and why is it important as well as states the implications of the findings for educational practice and theory. Thus, there are two types of significance of study which are theoretically and practically. The researcher describes significance of this study as follows:

1. **Theoretical Significance**

The result of this study is expected to contribute in providing information and knowledge as the reference for evaluating and improving students' English learning achievement especially their English grammar knowledge and speaking skill. This study also contains analysis about grammatical errors that can be used as a reference.

2. Practical Significance

a. For The Lecturers

This research can give information dealing with students' grammatical errors in speaking that the lecturers can use to evaluate and improve students' speaking skill with grammatical correct.

b. For The Students

The research can give feedback for the students as the additional knowledge about grammatical errors that can be used to improve their speaking skill especially in speaking English with grammatical correct.

c. For Next Researchers

The research is expected to be the useful reference for the next researchers to conduct further research dealing with the related problem.

E. Definition of Key Terms

Definition of key terms or operational definitions are required to avoid differences in meaning or lack of clarity of meaning. In order to prevent misunderstanding and word difficulty about the topic, the researcher want to provide some explanations of the key terms, as follows:

1. **Grammatical Errors**

   Grammatical error is a deviation in constructing or combining words into the larger unit that produces incorrect forms, structures, and constructions of a grammar.

2. **Reviewing**

   Reviewing is an activity of thinking over something and giving a review of it as the discussion, commentary, or appraisal.

3. **Speaking**

   Speaking is an interactive process of using language to communicate orally. Speaking is one of the most important language skills that is required to perform a conversation

4. **WhatsApp Voice Note**

   WhatsApp voice note is a feature in the WhatsApp application that allows users to record voices which can be sent to other users to be listened to.

F. **Previous Study**

   Previous study serves as material for theoretical analysis and differentiating from research that has been done previously as well as determining the position of research in the aspect of similarities and differences with the previous research**.** In this research, the researcher provides some relevant previous study conducted by other researchers. There were many researchers that conduct research about grammatical errors but the researcher only take two previous studies.

The first previous study is written by Rasani Triani Putri entitled "An Analysis of Students' Speaking Grammatical Errors at The Second Grade SMA N 10 Jambi Academic Year 2017/2018". The objective of this study is to find the grammatical errors made by the students in speaking at the second grade SMA N 10 JAMBI Academic year 2017/2018. The result of this study states that when the students speak English, they do have major difficulties in using the tenses grammar. Most of the grammatical errors they have are errors in omission errors and misinformation errors.[10] The similarity of this previous study with the present study is about the grammatical errors made by students when they use their speaking skill to perform English language orally. The difference between the previous study with the present study is this previous study focus on the grammatical errors made by the high school students while the present study will dig further about the grammatical errors done by the college or higher education students exactly at the TEFL online learning of the 5th Semester Students Of English Department In Iain Madura Academic Year 2021/2022.

The second previous study is a thesis entitled "Grammatical Errors in Speaking Faced by The Fourth Semester Students of English Language Education Department at University of Muhammadiyah Malang" written by Oky Fitriani. The objectives of this study are to describe the types of grammatical errors in speaking that faced by the fourth-semester students of English Language Education Department at University of Muhammadiyah Malang and to know the factors that influenced. The result states that in

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[10] Rasani Triani Putri, "An Analysis of Students' Speaking Grammatical Errors at The Second Grade SMA N 10 Jambi Academic Year 2017/2018" (Jambi, Batanghari University, 2017), 48.

speaking, the students of English Language Education Department at University of Muhammadiyah Malang often made seven kinds of grammatical errors in using part of speech, which are in using noun, verb, pronoun, adjective, adverb, preposition, and conjunction.[11] The similarity of this previous study with the present study is about the higher education students' grammatical errors in speaking. The difference between this previous study with the present study is this previous study focus only on the grammatical errors in using part of speech while the present study that researcher will dig further about the grammatical errors in using tenses based on the error analysis.

G. Review of Related Literature

Review of related literature or literature review refers to a written summary of journal articles, books, and other documents that elaborates the past and current state of information on the topic of the research study. In other word, literature review contains the theories which are relevant with the topic of the study and can be used as a theoretical basis in examining research findings. Therefore, this part presents literature review of this study, as follows:

1. Errors

a. Definition of Errors

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[11] Oky Fitriani, "Grammatical Errors in Speaking Faced by The Fourth Semester Students of English Language Education Department at University of Muhammadiyah Malang" (Thesis (Undergraduate (S1)), Malang, University of Muhammadiyah Malang, 2019), 28, http://eprints.umm.ac.id/id/eprint/49426.

According to Ellis, an error is a deviation from the norms of the target language.[12] In line with this definition, Dulay, Burt, and Krashen state that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. They add that making errors is an inevitable part of learning.[13] Regarding the two definitions above, it can be seen that error refers to a deviation in the spoken or written use of language that is normally produced by second and foreign language learners in the process of their learning.

Errors can caused by various aspects. Dulay in Language Two book explains that there are two types of errors according to the factors affecting it. The first is errors caused by Chomsky's competence factor such as lack of knowledge of the rules of the language and the second is errors caused by Chomsky's performance factors such as fatigue and inattention.[14] Errors that caused by performance factors are called mistakes while errors that caused by competence factors are still called errors. Furthermore, the difference between errors and mistakes is also pointed out by Ellis. He states that errors reflect gaps in a learner's knowledge in which they occur because the learner does not know what is correct, while mistakes reflect occasional lapses in performance in which they occur when the

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[12] Ellis, *The Study of Second Language Acquisition*, 51.
[13] Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), 139.
[14] Dulay, Burt, and Krashen, 139.

learner is unable to perform what he or she knows.[15] Thus, errors occur when students have less-understanding competence or knowledge of the foreign language they learned and mistakes occur when students are unable to perform their language competence. However, it is still difficult to determine whether an error is a competence error or a performance error because it requires a careful analysis to identify the nature of the deviation. In order to facilitate reference to deviations that have not yet been determined as competence or performance errors, the term error is universally used to refer to any deviation from a selected norm of language performance, no matter what causes that influence it.[16]

Based on the explanations above, it can be concluded that error is a deviation that is normally produced by second and foreign language when they speak or use new language in the process of their learning. There are many various factors that can caused errors. Two of them are lack of knowledge of the language rules and lack of performance competence such as being fatigue and inattention. In this case, error is divided into two terms which are error and mistake. When students produce deviation because they have less-understanding competence of the language, it called as errors. Meanwhile, when students produce deviation because they are unable or fail to perform their language competence, it called as mistake.

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[15] Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 1997), 17.
[16] Dulay, Burt, and Krashen, *Language Two*, 139.

Dulay, Burt, and Krashen classified types of errors into four classes, which are:

1) Error based on Linguistic Category[17]

Errors based on linguistic category are errors that based on language components or particular language constituents. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Particular language constituents include the elements that involve each language component.

2) Error based on Surface Strategy Taxonomy

This classification of errors is based on the way surface structures are altered. It includes:

a) Omission[18]

Omission is the loss of an essential item that must appear in a well-formed utterance. It is indicated when learners omit the certain item that makes the sentence becomes less structured. There are two types of morpheme that are frequently omitted, which are the content morpheme and grammatical morpheme. Content morphemes are morphemes that carry the essential meaning of a sentence, such as nouns, verbs, adjectives, and adverbs. Grammatical morphemes are morphemes that play a minor role in conveying the meaning of a sentence. It includes noun and verb inflections, articles, auxiliaries, and preposition.

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[17] Dulay, Burt, and Krashen, 146–50.
[18] Dulay, Burt, and Krashen, 154–55.

b) Addition[19]

Addition is the error that is indicated by the presence of an item that must not appear in a well-formed utterance. It is the opposite of omission errors. In other words, addition errors is the errors made by learners when they add an unnecessary item that is not needed in a sentence. This errors usually made by second and foreign language learners who have already required some target language rules.

c) Misformation[20]

Misformation is the error that is indicated by the use of wrong form of the morpheme or structure. In misformation errors, learners made an utterance but it is incorrect because they choose the wrong item of morpheme.

d) Misordering[21]

Misordering is the error that is indicated by the incorrect placement of a morpheme or group morphemes in an utterance. In other words, misordering error is made by the learners when they present an utterance with the correct items but in the incorrect sequence.

3) Error based on Comparative Taxonomy[22]

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[19] Dulay, Burt, and Krashen, 156–58.
[20] Dulay, Burt, and Krashen, 158–62.
[21] Dulay, Burt, and Krashen, 162–63.
[22] Dulay, Burt, and Krashen, 163–72.

This classification is based on the comparisons between the structure of the second language and certain other types of constructions. It includes:

a) Developmental Errors

Developmental errors are errors that similar to the errors made by children who are learning the target language as their first language.

b) Interlingual Errors

Interlingual errors are errors that similar to the structure of phrase or sentence who is semantically equivalent in the learner's native language.

c) Ambiguous Errors

Ambiguous errors are errors that reflect the structure of learner's native language. This type of error can be classified as well as developmental or interlingual error.

d) Other Errors

Other errors refer to error that is made when the learners used neither their native language structure nor their second language developmental form.

4) Error based on Communicative Effect Taxonomy[23]

a) Global Errors

Global errors are errors that affect the whole sentence organization in which it hinders communication significantly.

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[23] Dulay, Burt, and Krashen, 191–92.

b) Local Errors

Local errors are errors that affect only single item in a sentence which does not hinders communication significantly.

Based on the explanations above, it can be concluded that there are 4 types of errors. First is error based on linguistic category that focus on the deviations within the language components or particular language constituents. Second is error based on surface strategy taxonomy that focus on the deviations when the surface structures are changed. This type of error include omission, addition, misformation, and misordering. Omission is when an essential item of the structure that must appear is omitted whereas addition is when an unnecessary item is added in an utterance. Misformation is when the wrong form of the structure is used whereas misordering is when there is an incorrect placement of a word in an utterance. Third is error based on comparative taxonomy that focus on the aspects of the errors by comparing between the structure of errors that are commonly produced by second language learners and other types of constructions made by children when learning their first language. Fourth is error based on communicative effect taxonomy that focus on errors that effect the listener or reader in a way it can cause a miscommunication.

b. **Error Analysis**

According to Brown, error analysis is the study of observing, analyzing, and classifying errors to reveal something of the system

operating within the learner.[24] In addition, Khansir states that error analysis is a type of linguistic analysis that focuses on the errors learners make. It emphasizes the importance of learners' errors in second and foreign language.[25] In conclusion, error analysis is a study to identify, classify and describe errors made by learners in using language such as writing or speaking. Error analysis can help to investigate the errors that need to be observed and analyze in order to find the solution and improve the language learning process.

As implied by Corder, the learners' error can be important in three ways. First, it provides information for the teachers about how far the learner had learnt and progressed toward the goals. Second, it provides evidence of how language was learnt or required, that can be useful for the researchers. Third, it can be the devices in which the learners can use to discover and learn the rules of the target language by themselves.[26] In accordance with the importance of learners' error stated by Corder, Dulay implied that there are two major purposes of studying learners' errors. The first purpose is to provide data from which inferences about the nature of the language learning process can be made. The second purpose is to indicate to the teachers and curriculum developers about which part of the target language students have most difficulty producing correctly and which error

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[24] H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (White Plains, NY: Pearson Longman, 2007), 259.

[25] Ali Akbar Khansir, "Error Analysis and Second Language Acquisition," *Theory and Practice in Language Studies* 2, no. 5 (May 1, 2012): 1029, https://doi.org/10.4304/tpls.2.5.1027-1032.

[26] S. P. Corder, "The Significance of Learner's Errors," *IRAL: International Review of Applied Linguistics in Language Teaching* 4 (January 1, 1967): 167.

types detract most from a learner's ability to communicate effectively.[27]

In analyzing the learners' errors, there are several techniques or procedures that can be followed. As suggested by Corder in Ellis, those procedures are including the following:

1) Collecting a Sample of Learner Language.[28]

The first stage in error analysis is selecting what samples of learner language to use for the analysis. There are three types of size of the sample which are massive sample, specific sample, and incidental sample. A massive sample involves collecting several samples of language use from a large number of learners in order to compile a comprehensive list of errors as the representative of the entire population. A specific sample involves one sample of language use collected from a limited number of learners. An incidental sample consists only one sample of language use produced by a single learner. Not only that, collecting a sample of learner language also be done by considering the factors that influence the students' errors.

2) Identification of Errors.[29]

After collecting the sample in the form of a collection of written texts, the errors in the collection of written texts have to be identified. To identify the errors, compare the sentences that was made by students to the sentences with the correct provisions

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[27] Dulay, Burt, and Krashen, *Language Two*, 138.
[28] Ellis, *The Study of Second Language Acquisition*, 49–50.
[29] Ellis, 50–54.

and formulas in the target language. In this process, the distinction between error and mistake should be considered. Errors occur because students do not understand the correct rules while mistakes occur because students are unable to perform their language competence because of inattention, fatigue, etc.

3) Description of Errors.[30]

The next procedure after identifying errors is describing the errors. This step involves classifying the errors that have been identified into the types of errors in order to be able to describe them based on their types. The simplest type of errors is one based on linguistic categories. An alternative to a linguistic classification of errors is to use a surface strategy taxonomy.

4) Explanation of Errors.[31]

After identify and describe errors, this step involves how to explain them. Explanation of the errors is concerned with the sources of errors. In order words, this step explain why the errors occur. According to Taylor as cited by Ellis, the sources of error may be psycholinguistic, sociolinguistic, epistemic, or may reside in the discourse structure. On the other hand, Richard as cited in Ellis distinguishes three types of sources of errors, which are interference errors, intralingual errors (overgeneralization, ignorance of rule restrictions, incomplete application of rules), and developmental errors (false concepts hypothesized).

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[30] Ellis, 54–57.
[31] Ellis, 57–63.

5) Evaluation of Errors.[32]

This step involves the evaluation by considering the effect those errors have on the learner(s) addressed. For some errors that are considered more serious than other, the design of the evaluation involves decisions on who the addresses will be, what errors they will asked to evaluate, and how they will be asked to evaluate them.

Based on the descriptions above, it can be concluded that error analysis deals with a study to identify, classify, and describe errors made by learners in using language. It is impossible for them to learn new language without making some errors and mistakes first. Those errors need to be observed, analyze, and classify by using error analysis. Through error analysis, teachers are able to know what kind of errors made by their students as well as the reason why their students make those errors. As a continuation, the analysis of those errors can be the references for the teachers about what kind of correction and material that the students need to acquire in order to not committing the same errors in the future. Students can also use the analysis of their errors to learn more about the proper rules of the target language they need to master.

2. **Grammar**

a. **Definition of Grammar**

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[32] Ellis, 63.

Generally, grammar is defined as a set of rules that describes the structures and other parts of sentences. There are many definitions about grammar defined by the experts. Greenbaum states that grammar is the set of rules that allow us to combine words in our language into larger units. It is the central component of language.[33] According to Larsen-Freeman, grammar is a meaning-making resource. It is made up of lexicogrammatical form, meaning, and use constructions that are appropriate to the context and that operate at the word, phrase, sentence, and textual levels.[34] In addition, Richards defines grammar as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.[35] Considering all of the definitions above, it can be concluded that grammar is a set of rules that describes the appropriate constructions of how words, phrases, and other linguistic elements are combined into larger units. Furthermore, grammar also exists as the rules on how language can be used for the appropriate context and function in communication.

In conclusion, it can be seen that grammar is an essential component of language. It plays a significant role in the use of language. It also plays a role as meaning-making resource which means that grammar is a set of rules that can produce meaningful

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[33] Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar*, 2. ed., [Nachdr.] (London: Longman, 20), 1.
[34] Larsen-Freeman et al., *The Grammar Book: Form, Meaning, and Use for English Language Teachers*, 2.
[35] Jack C. Richards and Richard W. Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed (Harlow: Longman, 2010), 251.

sentences or texts. For foreign language students, grammar of their target language is a very important thing to learn in order to be able to create the understandable sentence in the foreign language they learned as well as perform and use it properly.

1) English Grammar Elements

a) Part of Speech

Part of speech is a traditional term to describe the different types of word which are used to form sentences.[36] Nowadays, part of speech is known as word classes. It is classified into two categories which are the major-open word classes and the minor-closed word classes. The major-open word classes include noun, verbs, adjectives, and adverbs. The minor-closed word classes include auxiliary verbs, prepositions, pronouns, determiners, and conjunction.

1 Noun

Noun is a word that refer to a person, place, or thing. Noun is also a word that can occur as the subject or object in a sentence.[37] It is divided into three types which are common nouns, proper nouns, and collective nouns. Common nouns are nouns that refer to a kind of person, thing, or idea. Proper nouns are nouns that refer to particular and unique individuals or places. Collective

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[36] Richards and Schmidt, 423.
[37] Richards and Schmidt, 402.

nouns are nouns that refer to a group of people, animals, or things.[38]

Examples:

Common nouns: phone, flower, book, cat, mango, hat, boy, house, knife, etc.

Proper nouns: Australia, Disneyland, Bruno Mars, Pacific Ocean, etc.

Collective nouns: the family, government, pack, crowd, staff, choir, etc.

2 Verb

Verb is a word that indicates an action. It occurs as part of the predicate of a sentence that carries markers of grammatical categories such as tense and aspect.[39] Syntactically, verb is divided into 6 types which are:

Transitive verbs, which are verbs that require an object.

Examples:

Raise : Dony raises a dog

Buy : I buy a new jacket

Explain : The teacher explain the material

Intransitive verbs, which are verbs that do not require an object.

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[38] Larsen-Freeman et al., *The Grammar Book: Form, Meaning, and Use for English Language Teachers*, 20.

[39] Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 625.

Examples:

Swim : I swim twice a weak

Run : He runs so fast

Sleep : Cassie slept until noon

Ditransitive verbs, which are verbs that take two objects at once.

Examples:

Bring : I bring you a flower

Give : She gave Tony the package

Send : My father send me a new book.

Linking verbs, which are verbs that link a subject to a complement (can be adjective or noun).

Examples:

Is / was : This book is big

Am : I am good enough

Are / were : We are teachers

Complex transitive verbs, which are verbs that require a direct object that is followed its complement.

Examples:

Consider : They consider the project a waste of time

Believe : We believe him a professional worker

Call : He calls me crazy

Prepositional verbs, which are verbs that require a prepositional phrase to be complete.

Examples:

Glance : Stave glanced at the headlines

Pray : I pray for you

Recover : He recovers from cancer

3   Adjective

Adjective is a word that describes the qualities of someone or something. It usually follow a noun in order to describe or modify the noun. It also usually appear between a determiner and a noun or after *to be* or other linking verbs.[40] The three functions of adjective are as pre-modifier of a noun, as subject complement, and object complement.[41]

Examples:

Old	New	Beautiful
Brave	Calm	Noisy
Clever	Cold	Polite

4   Adverb

Adverb is a word that describes or adds to the meaning of a verb, an adjective, another adverb, or a sentence, and which answers such questions as how,

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[40] Larsen-Freeman et al., *The Grammar Book: Form, Meaning, and Use for English Language Teachers*, 21–22.

[41] Greenbaum and Nelson, *An Introduction to English Grammar*, 95.

where, or when.[42] Commonly, there are 5 kinds of adverb which are adverb of place, manner, time, degree and frequency.

Examples:

Adverb of place: there, here, somewhere, everywhere, east, west, under, etc.

Adverb of manner: nicely, loudly, slowly, joyfully, badly, quietly, lightly, etc.

Adverb of time: soon, yesterday, tomorrow, later, early, forever, now, etc.

Adverb of degree: very, really, extremely, too, quite, etc.

Adverb of frequency: sometimes, frequently, usually, rarely, always, never, etc.

5   Pronoun

Pronoun is a word that is used to replace a noun or noun phrase or as direct reference to a situation. There are many kinds of pronoun which include:

Subject pronoun: I, you, we, they, he, she, it

Object pronoun: me, you, us, them, him, her, it

Reflexive pronoun: myself, yourself, ourselves, themselves, himself, herself.

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[42] Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 14.

Possessive pronoun : mine, yours, ours, theirs, his, hers, its

Demonstrative pronoun : this, that, these, those

6   Determiner

Determiner is a word that is used before a noun to limit the meaning of the noun. It is used before an adjective if the noun is modified by the adjective.[43] Types of that can be used as determiners are:

Articles : a/an and the

Demonstrative : this, that, these, those

Possessive determiner : my, your, his, her, its, our, their

Quantifier : some, many, much

Numeral : first, second, one, two, three, etc.

7   Preposition

Preposition is a word used with nouns, pronouns, and gerunds to connect them grammatically to other words. Kinds of preposition are include:

Preposition for possession: the inquiry *of* the research

Preposition for direction: *to* the market

Preposition for place : *at* the outside

Preposition for time : *before* tomorrow

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[43] Larsen-Freeman et al., *The Grammar Book: Form, Meaning, and Use for English Language Teachers*, 23.

Other common examples of preposition are: about, above, during, over, until, behind, for, past, up, since, with, through, etc.

8   Conjunction

Conjunction is a word which joins words, phrases, or clauses together that link each of them to another.[44] Conjunction is divided into two types, which are coordinating conjunction and subordinating conjunction.

Coordinating conjunction is the conjunction that used to connect units of equal status. It includes *and, or,* and *but*. E.g.: Anne *and* Judy wrote this paper

Subordinating conjunction is the conjunction that join a subordinate clause or dependent clause to an independent one. It includes *because, although, however,* etc. E.g.:It is hard to bring this book *because* it is so heavy

b) Tenses

According to Larsen-Freeman, tense is a grammatical device for situating events, states, or actions in time. In addition, Richards also stated that tense is the relationship between the form of the verb with the time of the action or state it describes. Based on these two definitions, it can be concluded that tense is a grammatical rule for the use of verb

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[44] Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 116.

depends on the time of the action. Tense is used to form a sentence based on the time of the event took place. There are many kinds of tense which include:

1   Simple Present Tense

Simple present tense is a tense used to convey something that is immediate factuality. Immediate factuality includes habitual actions, general truth, present event/action, present speech acts, etc. In short, simple present tense is used when someone want to say something that is happening and ending at the

The patterns of simple present tense are:

Verbal:

(+) S + V1 (s/es) + Complement (N/Adj/Adv)

(−) S + do/does + not + V1 + Complement (N/Adj/Adv)

(?) Do/does + S + V1 + Complement (N/Adj/Adv)

Nominal:

(+) S + to be (is/am/are) + Complement (N/Adj/Adv)

(−) S + to be (is/am/are) + not + Complement (N/Adj/Adv)

(?) To be (is/am/are) + S + Complement (N/Adj/Adv)

Examples:

Verbal:

(+) Owen writes the paper

(−) Owen does not write the paper

(?) Does Owen write the paper?

Nominal:

(+) Mr. Rangga is a professor

(−) Mr. Rangga is not a professor

(?) Is Mr. Rangga a professor?

2   Simple Past Tense

According to Knowles in Larsen-Freeman, simple past tense is a tense that states facts and adds a sense of remoteness. Remoteness implies that the event is over and done with.[45] In conclusion, simple past tense is a tense that is used to state something that happened end ended in the past.

The patterns of simple past tense are:

Verbal:

(+) S + V2 + Complement (N/Adj./Adv.)

(−) S + did + not + V (base form) + Complement (N/Adj./Adv.)

(?) Did + S + V (base form) + Complement (N/Adj./Adv.)?

Nominal:

(+) S + was/were + Complement (N/Adj./Adv.)

(−) S + was/were + not + Complement (N/Adj./Adv.)

(?) Was/were + S + Complement (N/Adj./Adv.)?

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[45] Larsen-Freeman et al., *The Grammar Book: Form, Meaning, and Use for English Language Teachers*, 111.

Examples:

Verbal:

(+) I attended a seminar last week

(−) I did not attend a seminar last week

(?) Did I attend a seminar last week?

Nominal:

(+) They were angry yesterday

(−) They were not angry yesterday

(?) Were they angry yesterday?

3   Simple Future Tense

Simple future tense is tense that is used for the event that is conceptualized will happen in the future. In other words, it is used for the events that cannot factually knowable in the future.[46] Therefore, it can be concluded that simple future tense is a tense that is used to state an event that is predicted will happen in the future.

The pattern of simple future tense is:

(+) S + Will/Shall + V (base form) + Complement

    S + to be (is/am/are) + going to + V (base form)

(−) S + Will + not + V (base form) + Complement

    S + to be (is/am/are) + not + going to + V (base form)

(?) Will/Shall + S + V (base form) + Complement?

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[46] Larsen-Freeman et al., 112.

To be (is/am/are) + S + going to + V (base form)?

    Examples:

(+) The committee will resume this meeting later

(−) The committee will not resume this meeting later

(?) Will the committee resume this meeting later?

(+) He is going to take the exam next week

(−) He is not going to take the exam next week

(?) Is He going to take the exam next week?

4   Present Continuous Tense

    Present continuous tense is known as present progressive. It is combining a form of the auxiliary *be* with the *-ing* participle. Progressive indicates the situation is in progress.[47] In conclusion, present continuous tense is a tense that is used for stating a situation or event that is still in progress.

    The pattern of present continuous tense is:

(+) S + to be (is/am/are) + V-ing + Complement

(−) S + to be (is/am/are) + not + V-ing + Complement

(?) To be (is/am/are) + S + V-ing + Complement?

    Example:

(+) Jaden is delivering the package

(−) Jaden is not delivering the package

(?) Is Jaden delivering the package?

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[47] Greenbaum and Nelson, *An Introduction to English Grammar*, 57.

5   Past Continuous Tense

Past continuous tense is a progressive tense that is used for a situation or event that is in progress at a specific time in the past. Furthermore, it also can be used for the past event that concurrent with other event that is stated in the simple past, and past even that is a repetition at the past.[48] As a result, past continuous tense is combining a form of the auxiliary *be* in the past form with the *-ing* participle.

Thus, the pattern of past continuous tense is:

(+) S + to be (was/were) + V-ing + Complement

(−) S + to be (was/were) + not + V-ing + Complement

(?) To be (was/were) + V-ing + Complement?

Example:

(+) Mrs. Lily was monitoring our practice at 9:30 this morning

(−) Mrs. Lily was not monitoring our practice at 9:30 this morning

(?) Was Mrs. Lily monitoring our practice at 9:30 this morning?

6   Future Continuous Tense

Future continuous tense is a progressive tense that is used for an event that will be in progress at a particular

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[48] Larsen-Freeman et al., *The Grammar Book: Form, Meaning, and Use for English Language Teachers*, 115.

time in the future.[49] It means that the event will happen in the future and probably still continue.

The pattern of future continuous tense is:

(+) S + Will/Shall + be + V-ing + Complement

(−) S + Will + not + be + V-ing + Complement

(?) Will + S + be + V-ing + Complement?

Example:

(+) He will be working on his video assignment for the next two days

(−) He will not be working on his video assignment for the next two days

(?) Will He be working on his video assignment for the next two days?

7   Present Perfect Tense

As mentioned by Larsen-Freeman, present perfect tense is used retrospectively to refer to a time prior to now.[50] In line with this definition, Greenbaum also stated that present perfect refers to a situation set in some indefinite period that leads to the present.[51] In conclusion, present perfect tense is a tense that is used to refer to something that has been done in the prior time (past) and still continues to the present time.

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[49] Betty Schrampfer Azar, *Understanding and Using English Grammar, Third Edition with Answer Key*, 3rd ed. (New York: Pearson Education, n.d.), 3.

[50] Larsen-Freeman et al., *The Grammar Book: Form, Meaning, and Use for English Language Teachers*, 113.

[51] Greenbaum and Nelson, *An Introduction to English Grammar*, 56.

The pattern of present perfect tense is:

(+) S + has/have + V3 + Complement (N/Adj./Adv.)

(−) S + has/have + not + V3 + Complement (N/Adj./Adv.)

(?) Has/have + S + V3 + Complement (N/Adj./Adv)?

Example:

(+) They have debuted since 2019

(−) They have not debuted since 2019

(?) Have they debuted since 2019?

8   Past Perfect Tense

Past perfect tense is a tense that is used for an action completed in the past which prior to some other past event or time.[52] It is also refers to a situation earlier than another situation set in the past.[53] Therefore, it can be concluded that past perfect tense is a tense that is used to state something happened earlier before another event happened in the past.

The pattern of past perfect tense is:

(+) S + had + V3 + Complement (N/Adj./Adv.)

(−) S + had + not + V3 + Complement (N/Adj./Adv.)

(?) Had + S + V3 + Complement (N/Adj./Adv.)

Example:

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[52] Larsen-Freeman et al., *The Grammar Book: Form, Meaning, and Use for English Language Teachers*, 114.

[53] Greenbaum and Nelson, *An Introduction to English Grammar*, 57.

(+) I had heard about this issue before it went viral

(−) I had not heard about this issue before it went viral

(?) Had I heard about this issue before it went viral?

9   Future Perfect Tense

Future perfect tense is used for a future action that will be completed prior to a specific future time. It is also used for a state that will be completed in the future, prior to some other future event.[54] Regarding these explanations, it can be concluded that future perfect tense is a tense that is used to state something that will be completely finished before another time in the future.

The pattern of future perfect tense is:

(+) S + will + have + V3 + Complement (N/Adj./Adv.)

(−) S + will + not + have + V3 + Complement (N/Adj./Adv.)

(?) Will + S + have + V3 + Complement (N/Adj./Adv.)

Example:

(+) Our team will have finished all these orders by 7 P.M.

(−) Our team will not have finished all these orders by 7 P.M.

(?) Will our team have finished all these orders by 7 P.M?

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[54] Larsen-Freeman et al., *The Grammar Book: Form, Meaning, and Use for English Language Teachers*, 114.

10   Present Perfect Continuous Tense

According to Larsen-Freeman, present perfect continuous tense is used for a situation or habit that began in the recent or distant time and that continues up to the present and possibly into the future.[55] In other words, it can be concluded that present perfect continuous is a tense that is used for a situation that is in progress which happen before or until another time in the future. It usually used to express the duration of the first situation.

The pattern of present perfect continuous tense is:

(+) S + has/have + been + V-ing + Complement

(−) S + has/have + not + been + V-ing + Complement

(?) Has/have + S + been + V-ing + Complement?

Example:

(+) Daniel has been playing PS5 for two hours

(−) Daniel has not been playing PS5 for two hours

(?) Has Daniel been playing PS5 for two hours?

11   Past Perfect Continuous Tense

Past perfect continuous tense is used for an action or habit taking place over a period of time in the past which prior to some other past event.[56] To put it simply, past perfect continuous tense is a tense that is used to state an

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[55] Larsen-Freeman et al., 115.
[56] Larsen-Freeman et al., 116.

event in progress that happened in the past before or until another event in the past.

The pattern of past perfect continuous tense is:

(+) S + had + been + V-ing + Complement (N/Adj./Adv.)

(−) S + had + not + been + V-ing + Complement (N/Adj./Adv.)

(?) Had + S + been + V-ing + Complement (N/Adj./Adv.)?

Example:

(+) Carla had been drawing for two hours before her friend came.

(−) Carla had not been drawing for two hours before her friend came

(?) Had Carla been drawing for two hours before her friend came?

12 Future Perfect Continuous Tense

Future perfect continuous tense is used for durative or habitual action take place in the present and will continue into or through a specific future time.[57] In other words, future perfect continuous tense is a tense that is used to state an event that happen in the future and will be in progress before another event in the future.

The pattern of future perfect continuous tense is:

(+) S + will + have + been + V-ing + Complement

(−) S + will + not + have + been + V-ing + Complement

(?) Will + S + have + been + V-ing + Complement

Example:

(+) He will have been sleeping for three hours by the time his mom arrives

(−) He will not have been sleeping for three hours by the time his mom arrives

(?) Will He have been sleeping for three hours by the time his mom arrives?

Regarding the two grammar elements above, both of them have a very important role in English language system. Part of speech or word classes refer to the classification of words based on their functions to form a sentence whereas tenses refer to grammatical rules that are used to form sentences based on the time of the event took place. In relation with errors, part of speech and tenses become the object of errors made by students in which they often commit errors in using part of speech and because they have lack understanding of how to use tenses based on the time of the event.

b. **Grammatical Error**

Grammatical error is a deviation in constructing or combining words into the larger unit that produces incorrect forms, structures, and constructions in a sentence. According to Carl James statement,

because grammar has been discussed in terms of morphology and syntax, it can be concluded that grammatical errors can be defined as the errors at the morphological and lexical aspects. Morphological errors refer to errors that involve failure to comply with the norm in supplying any part of word classes.[58] Word classes or part of speech include noun, verb, adjective, adverb and preposition. Slightly different from morphological errors, syntactical errors refer to errors that affect items larger than the word such as phrase, clause, sentence and ultimately paragraphs.[59]

Some examples of morphology errors explained by Carl James are involving a failure to form or supply any part of a word such as third singular –s, plural –s, past tense –ed, progressive –ing, etc. On the other hand, the examples of syntax errors mentioned by him are phrase error, clause error, sentence error, etc.[60] In conclusion, morphology errors refer to the small errors of grammatical aspects because it only influences the particular words whereas syntax error refer to the larger errors of grammatical aspects because it affects the utterances larger.

Based on the explanations above, it can be concluded that analyzing the grammatical errors refer to the analysis in the form of error based on surface strategy taxonomy such as omission, addition, misformation and misordering made by students in the morphological

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[58] Carl James, *Errors in Language Learning and Use: Exploring Error Analysis*, Applied Linguistics and Language Study (London ; New York: Longman, 1998), 154.
[59] James, 156.
[60] {Citation}

aspect such as in the use of part of speech and in the syntactical aspect such as in the structures of phrase, clause, and sentence.

3. Speaking

Speaking is a part of daily life that people take it for granted. A person can produce tons of words every day through speaking. Scott Thornbury stated that speaking is so natural that people often forget how they once struggled to achieve this ability.[61] Moreover, Chaney as cited by Leong explained that speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts.[62] In other words, speaking is the natural process of producing verbal and non-verbal symbols to deliver meanings in different contexts. It also can be defined as the ability of using language to deliver meanings through talking and communicating.

Speaking is one of the most important language skill. It is categorized as the language performance ability along with writing. Meanwhile listening and reading is categorized as the language comprehension ability.[63] Speaking is also considered as the most difficult language skill. As cited by Harris, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates.[64] This statement is associated with Goh and Burns argumentation in which speaking is a combinatorial language skill.

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[61] Scott Thornbury, *How to Teach Speaking* (New York: Pearson Education, n.d.), 1.
[62] Lai-Mei Leong et al., "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (March 1, 2017): 35, https://doi.org/10.18869/acadpub.ijree.2.1.34.
[63] Brown, *Principles of Language Learning and Teaching*, 36.
[64] Harris, *Testing English as A Second Language*, 81.

Woodrow also stated that speaking is a highly complex interactive skill that has added complexity of being very anxiety-provoking for learners of another language. In addition, Thornbury clarified that speaking is highly dynamic as learners must be able to produce language directly without planning the refection associated with other skills such as reading and writing.[65]

Regarding the explanations above, it can be concluded that speaking is one of the complex interactive language skill that requires different abilities in order to perform it properly. Learners have to require the knowledge of the language system such as phonology, grammar, vocabulary, and so on in order to develop their speaking ability. Not only that, learners also have to understand the genres of discourse and the basic skills of producing and communicating strategies to be able to manage how to speak fluently and clearly.

4. **WhatsApp Voice Note**

   a. **WhatsApp Application**

   WhatsApp is a social network and an American proprietary cross platform instant messaging client for smartphones. WhatsApp was founded by Jan Koum and Brian Acton. Since February 2016, WhatsApp had a one billion user base which make WhatsApp becomes the most popular messaging application. WhatsApp is one

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[65] Anne Burns and Joseph Siegel, eds., *International Perspectives on Teaching the Four Skills in ELT: Listening, Speaking, Reading, Writing* (Cham: Springer International Publishing, 2018), 5–6, https://doi.org/10.1007/978-3-319-63444-9.

technology that is mostly used on specific mobile phones and computers.[66]

WhatsApp application has become extremely popular in the way it attracts attention, responsiveness, and student based learning. WhatsApp also facilitates online collaboration and cooperation between teachers and online students connected from school or home. It provides users with various useful features that can support teaching and learning activities. Alshammari, Parkes, and Adlington states that teachers can use WhatsApp to take on a greater facilitation role in their teaching.[67] They can use all features of WhatsApp to facilitate and support their English teaching. WhatsApp features include message, voice call, video call, chat group, photos and videos, document, whatsapp on web and desktop, and also voice note or voice message. Furthermore, not only useful for the teachers, the students can also use many features of WhatsApp to learn learning materials.

Based on the descriptions above, WhatsApp is one of the most accessible application to use by teachers and students in conducting online learning. Many people are familiar with this application and it provides a bunch of features. Many of the features in this application are useful to facilitate teachers and students in online learning. Teachers are facilitated in delivering and explaining the learning

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[66] Olutayo K. Boyinbode, Oluwatoyin C. Agbonifo, and Aderonke Ogundare, "Supporting Mobile Learning with WhatsApp Based on Media Richness," *Circulation in Computer Science* 2, no. 3 (April 24, 2017): 37–46, https://doi.org/10.22632/ccs-2017-251-89.
[67] Dedi Jasrial, "UTILIZING WHATSAPP APPLICATION FOR TEACHING ENGLISH LANGUAGE: WHY AND HOW?," n.d., 7.

materials while the students are facilitated in accessing the learning materials and participating in the class.

b. **WhatsApp Voice Note**

Initially, voice note refers to an application for a hand-held computer that allows the creation, management, and retrieval of user-authored voice notes.[68] Voice note provides a simple digital audio file system for organizing recorded segments of speech. The user can create lists of voice notes which has a category name and a collection of associated notes.[69] From this definition, it can be conclude that voice note is an audio device which record any kind of voice to be saved as a note.

Based on the explanation above, it can be concluded that WhatsApp voice note is a savable voice recording features in WhatsApp application. This feature of WhatsApp is also called as voice message because the users can record their voice as a message they want to send to others through WhatsApp. WhatsApp users can use this feature to say what's in their mind by tapping a tap on a voicemail item in a chat room. Many communication activities can be done using this feature. In teaching and learning activities, WhatsApp voice note can be used as the audio media because it provides information in the form of voice. Teaching learning activities such as greet the students and teacher, deliver explanation dealing with the

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[68] Lisa J. Stifelman et al., "VoiceNotes: A Speech Interface for a Hand-Held Voice Notetaker," in *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems - CHI '93* (the SIGCHI conference, Amsterdam, The Netherlands: ACM Press, 1993), 179–86, https://doi.org/10.1145/169059.169150.
[69] Stifelman et al.

learning materials, give responses in the form of asking question or giving opinion, telling long stories, and many more can be done using WhatsApp voice note.

1) Advantages of Using WhatsApp Voice Note

The advantages of using WhatsApp Voice Note are:

a) Easy to use

b) Very durable because it can record for very long minutes

c) Can be stored for a long time as needed

d) Can be used repeatedly

e) The audio can be heard at the desired speed such as 0.5 times faster or 0.5 times slower

Regarding the advantages of WhatsApp voice note above, it can be seen that WhatsApp voice note is very effective in recording, saving and playing the audio materials for the students.

2) Disadvantages of Using WhatsApp Voice Note

The disadvantages of using WhatsApp Voice Note are:

a) It can produce noises.

b) It cannot be edited. So, if we make mistake while record our voice, we have to record again from the beginning.

c) In teaching and learning activities, it can cause the passive students who have a lack of confidence become more passive so that only active students who will respond to the teacher's instruction and participate to the class discussion.

Regarding the first disadvantage of using WhatsApp voice note above, teachers and students need to record their voice in a quiet place in order to avoid any noises that can be recorded by the voice note. Besides that, if the voice note is unclear because of the noises, teachers and students will find it difficult to understand the message. For the second disadvantage, it is not too harmful since it can be paused while recording so that the students and teachers can pause the recording if they feel they are starting to make mistakes. As a result, they can calm down first and continue the recording more careful without have to record again from the beginning. For the third disadvantage, it can be seen that actually WhatsApp voice note is less-effective to make students participate actively in teaching and learning activities. In conclusion, only the brave and active students who will participate in teaching and learning activities using WhatsApp voice note.