



<https://jurnal.unsur.ac.id/index.php/cp/index>
<https://jurnal.unsur.ac.id/index.php/cp/issue/archive>

EXPLORING STUDENTS AND TEACHERS' PERSPECTIVES ON INTEGRATING VOICETHREAD IN ENGLISH SPEAKING CLASS

M. Reza Abdurohman¹, Pandu Crezhna Mitra²,
Siti Najmi Fadiatul Ulya³, Ghita Sita Dewi Sopyan⁴

rezaa12124@gmail.com¹
rizkygnwn227@gmail.com²
najmifadiatul@gmail.com³
ghitasitadewi@gmail.com⁴

Suryakancana University, Cianjur, Indonesia

ABSTRACT

This qualitative study investigates the implementation of VoiceThread as a technological tool to enhance the speaking skills of senior high school students. Grounded in a multifaceted theoretical framework encompassing Communicative Language Teaching (CLT), the Cognitive Theory of Multimedia Learning (CTML), and Self-Determination Theory (SDT), the research explores the integration of this tool within the TPACK (Technological Pedagogical Content Knowledge) framework. Conducted at SMAN 1 Sukaresmi with students and a teacher, the study addresses two central questions: first, what kinds of VoiceThread features help students enhance their speaking skills, and second, what the perceived benefits and challenges are for students when using VoiceThread for speaking tasks. Data were collected through classroom observations and student questionnaires. The findings provide a rich, descriptive account of how the platform's multimedia capabilities—particularly asynchronous voice commenting and the re-record function—can foster a more communicative, cognitively engaging, and motivationally supportive learning environment by promoting autonomy and reducing anxiety. Furthermore, the study highlights the teacher's crucial role in scaffolding this technology use. This research contributes valuable dual-perspective insights for educators and institutions seeking to effectively leverage digital tools to address the challenges of teaching speaking skills in EFL classrooms.

Keywords: Speaking, Multimedia, Communication, VoiceThread, EFL



<https://jurnal.unsur.ac.id/index.php/cp/index>
<https://jurnal.unsur.ac.id/index.php/cp/issue/archive>

INTRODUCTION

The shift to digital learning, accelerated by the pandemic, has not resolved enduring obstacles to spoken English proficiency in Indonesia's high schools. Key impediments to communication include grammatical inaccuracies (50% of problems), pronunciation issues (25%), and a restricted lexicon (15%), compounded by students' lack of confidence and few chances to practice beyond the classroom (Nazri, 2021). For beginners, especially those learning English as a Foreign Language (EFL), achieving spoken fluency is often challenging. A primary difficulty stems from perceiving English structures as more complex than those of their native tongue (Wahyuningsih & Afandi, 2020).

Beyond linguistic accuracy, effective speaking requires sociocultural competence. This involves navigating participant roles, managing conversational turn-taking, and adapting language to specific situations. In this regard, teachers are essential in cultivating students' spoken proficiency by integrating activities that mirror the dynamics of real-time, interactive communication (Wahyuningsih & Afandi, 2020). VoiceThread, a versatile online tool supporting asynchronous video, audio, and text comments, emerges as a promising solution to foster interactive speaking practice. Research shows it enhances EFL learners' fluency, motivation, and self-assessment by enabling repeated recordings, peer feedback, and teacher guidance, shifting from passive learning to active engagement (Utami & Santosa, 2023). Across the research, VoiceThread was integrated in various ways, revealing distinct patterns of collaboration. The predominant model featured students creating and sharing presentations to receive both peer and instructor commentary (Chang & Windeatt, 2023).

Student perceptions of collaborative VoiceThread use were largely favorable. They reported benefits for enhancing presentations, public speaking, pronunciation, vocabulary, and overall fluency. The peer-learning dimension proved valuable, as reviewing classmates' recordings boosted both their learning and their confidence in independent English practice. (Chang & Windeatt, 2023). Students viewed VoiceThread as a practical tool for presenting and assessing work, noting its role in lowering anxiety and boosting their drive to learn (Nguyen & Takashi, 2022). Research on VoiceThread for fluency development shows that despite varied implementations—such as weekly presentations, microteaching, or assessments—systematic collaborative patterns emerge. These consistently rely on three elements: asynchronous recording/rehearsal, structured peer feedback, and multimodal instructor support (Chang & Windeatt, 2023). While existing research has established the efficacy of VoiceThread for enhancing student fluency and motivation, these investigations have predominantly focused on **the learner's experience**. Consequently, there is a significant lack of **dual-perspective analysis** that incorporates the insights of

educators—those responsible for designing, implementing, and assessing technology-integrated speaking tasks.

Therefore, this qualitative study aims to explore students' and teachers' perspectives on integrating VoiceThread in English speaking classes at the senior high school level. Specifically, the study seeks to investigate the VoiceThread features that support students' speaking skill development, as well as the perceived benefits and challenges encountered by students in completing speaking tasks using the platform. By employing interviews, and classroom observations this research is expected to provide a rich and contextualized understanding of how VoiceThread's multimedia capabilities can create a communicative, cognitively engaging, and motivationally supportive learning environment. The findings of this study are anticipated to contribute meaningful implications for English teachers, educational institutions, and future researchers in effectively leveraging digital tools to enhance speaking instruction in EFL classrooms.

METHOD

The methodology used in this research was a qualitative approach. Creswell (2014) defined that in a qualitative approach the researcher attempts to deduce the meaning of a phenomenon from the perspectives of participants. The characteristics of a qualitative approach is observing participants' behaviour while they are engaged in activities. The qualitative approach was considered suitable for obtaining the answer to the research questions of this research.

PARTICIPANTS

This study involved 30 students from Class XI IPA 8 of SMAN 1 Sukaresmi in West Java, Indonesia. Participants ranged in age from 16 to 17 years with 16 females (55%) and 14 males (45%). Participants were selected using purposive sampling to ensure representation of varied academic performances and perspectives on the research topic (e.g., classroom motivation). Inclusion criteria required regular class attendance and ability to participate in Indonesian-language interviews; no students were excluded as all met these criteria. Recruitment occurred during a class session in October 2025, facilitated by the homeroom teacher who introduced the study.

INSTRUMENTS

Data were gathered using two complementary qualitative methods: non-participant classroom observations and open-ended questionnaires administered via Google Forms. These approaches allowed for contextual insights into student behaviors and in-

depth exploration of their perceptions on [research topic, e.g., learning challenges during remote sessions

DATA ANALYSIS TECHNIQUE

This study employs a **qualitative thematic analysis** (Braun & Clarke, 2006) of interview data, framed within a **mixed-methods triangulation design** (Creswell & Plano Clark, 2018). The purpose of this design is to integrate different data types to strengthen the validity and depth of the findings.

The analysis proceeded in three concurrent, interactive phases:

1. **Analysis of Observation Data:** Data from the structured observation checklist were compiled and summarized descriptively. The frequency of observed behaviors (e.g., use of the "re-record" function) was noted to establish patterns of student interaction with the platform.
2. **Thematic Analysis of Interview Data:** Interview transcripts were analyzed inductively. This involved familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming them, and producing the report. The constructs of Self-Determination Theory (autonomy, competence, relatedness) served as a sensitizing lens during this process.
3. **Data Integration through Triangulation:** In the final interpretive phase, the findings from the two data strands were integrated. The behavioral patterns from the observations were compared and contrasted with the thematic patterns from the interviews. This process allowed for the validation of themes (e.g., confirming that valued features were actually used) and provided a more nuanced explanation of the research problem by linking student perceptions with their observed behaviors.

RESULTS

Students' Perspective:

Finding 1: The Re-Record Feature as a Tool for Autonomous Practice and Confidence Building

The ability to self-correct was a central motivational affordance of the platform. Students explicitly valued the "rekam ulang" (re-record) function for the control it provided. For instance, Participant A stated, "*Iya, jika salah akan bisa*



<https://jurnal.unsur.ac.id/index.php/cp/index>
<https://jurnal.unsur.ac.id/index.php/cp/issue/archive>

mengulangnnya" (Yes, if wrong, I can repeat it), while Participant B described a process of iteration: "*aku sempat beberapa kali mengulang rekaman karena merasa kurang percaya diri*" (I repeated the recording several times because I felt less confident) (Interview Data). This subjective value was directly manifested in student behavior. The observation checklist confirmed that students actively utilized the 'Rekam Ulang' function after listening to their initial audio (Observation Item 2). This convergence of data demonstrates that the feature effectively supported learners' need for **autonomy**, transforming the act of making mistakes from a source of embarrassment into a private, manageable step in skill development, thereby contributing to increased confidence.

Finding 2: The Physical Setup Facilitating a Low-Pressure Learning Environment

Students consistently reported feeling more comfortable practicing speaking through the platform compared to live presentation. Feelings of being "*santai, karena tidak malu*" (relaxed, because not embarrassed) and avoiding being "*ditaliti banyak orang*" (scrutinized by many people) were common (Interview Data). The observational data provides the contextual explanation for this reported psychological safety. It was noted that students used headphones and maintained appropriate, low speaking volumes at their desks during recording (Observation Items 1 & 4). This physical setup created individualized, private practice spaces within the classroom, directly enabling the reduced anxiety students described. Therefore, the **environment structured by the task** was as crucial as the digital tool itself in supporting a sense of security and lowering affective filters.

Finding 3: Persistent Environmental Barriers Affecting Engagement and Flow

Despite the motivational design of the activity, external environmental factors emerged as significant demotivators. In interviews, multiple participants identified "*suara berisik*" (background noise) and unstable "*koneksi internet*" as primary challenges (Interview Data). The observational data corroborates the impact of these barriers. The researcher recorded visible signs of student frustration and distraction linked to ambient classroom noise (Observation Items 5 & 8). While the overall workflow was smooth (Observation Item 9), these intermittent disruptions highlight a key constraint. This triangulation shows that **technical and environmental prerequisites** are critical; when not met, they can undermine engagement and the very autonomy the platform seeks to promote, presenting a practical challenge for implementation in real-world classroom settings.

Teacher's Perspective:

Finding 1: Teacher-Enabled Autonomy through the Re-Record Feature

The path to autonomous practice was explicitly scaffolded by the instructor. The teacher observation notes show that the educator introduced the VoiceThread platform and demonstrated the audio commenting features, including the re-record button (Teacher Checklist, Items 1 & 2). This direct instruction translated into observable student behavior, as noted in the student observations where multiple learners actively utilized the 'Rekam Ulang' function during the session (Student Observation Item 2). In interviews, students confirmed the value of this teacher-modeled strategy, explaining that it allowed them to self-correct privately. As Participant A stated, "*Iya, jika salah akan bisa mengulanginya*" (Yes, if wrong, I can repeat it). This triangulation reveals a clear pedagogical chain: the teacher's strategic introduction of a tool feature directly enabled the student behaviors that fostered a sense of control and competence.

Table 1. Thematic Analysis Table

Integrated Theme	Evidence from Teacher Checklist (The Setup)	Evidence from Student Observations (The Behavior)	Evidence from Student Interviews (The Perception)	Synthesis: The Complete Story
1. Strategic Tool Introduction for Autonomous Practice	Teacher demonstrated platform features, including the re-record button (Item 2).	Students actively used the "Rekam Ulang" function (Your Obs. Item 2).	Students valued the control, stating: " <i>Iya, jika salah akan bisa mengulanginya.</i> "	The teacher's explicit instruction on the re-record feature empowered students to use it autonomously, which they perceived as key to building confidence.



<https://jurnal.unsur.ac.id/index.php/cp/index>
<https://jurnal.unsur.ac.id/index.php/cp/issue/archive>

<p>2. Facilitating a Collaborative & Safe Environment</p>	<p>Teacher facilitated peer commenting and helped troubleshoot issues (Items 4 & 3).</p>	<p>Students used headphones, worked privately, but faced noise challenges (Your Obs. Items 1, 4, 5, 8).</p>	<p>Students felt "santai" (relaxed) but noted "suara berisik" (noise) as a barrier.</p>	<p>The teacher designed for collaboration and support, which students felt. However, unmanaged environmental noise remained a demotivating obstacle to the ideal "low-pressure" environment.</p>
<p>3. Focus on Fluency Processes with Varied Implementation</p>	<p>Teacher planned for formative voice feedback, multimedia tasks, and self-assessment (Items 7, 9, 10).</p>	<p>Note: Your student obs. didn't capture these specific teacher-led processes.</p>	<p>Students reported learning "kosa kata baru" (new vocabulary) and improving "pengucapan" (pronunciation).</p>	<p>The teacher's focus on fluency processes aligned with students' perceived gains in vocabulary and pronunciation, though the planned methods (e.g., voice comments) may have been adapted (e.g., to in-class verbal feedback</p>

DISCUSSION

The triangulated data reveals that the re-record feature was a crucial tool for fostering autonomy and competence. This finding is supported by contemporary SDT research in CALL, which links such affordances to improved speaking performance

and lower anxiety (Hsieh et al., 2023). A key insight from our dual-perspective design is that this benefit was actively mediated by the teacher's instructional scaffolding. This aligns with recent TPACK research confirming that teacher knowledge is a direct predictor of student engagement with technology (Tai et al., 2022). Therefore, our study extends prior research by highlighting the teacher's pivotal role, a necessary focus when integrating technology in real-world contexts with known infrastructural and pedagogical challenges (Marwan, 2023).

Regarding Autonomy & SDT: Explain how the re-record feature directly supports the SDT need for autonomy (control) and competence (mastery). It also aligns with CLT by providing a safe space for practice before communication. Regarding Environment & SDT/CLT: Discuss how the low-pressure environment supports the SDT need for relatedness (a non-threatening social context) and lowers the affective filter, a key concept in language acquisition that enables CLT.

Regarding Teacher's Role & TPACK: Analyze the teacher checklist. The teacher's actions (demonstrating features, planning feedback) exemplify TPACK in action—blending technological knowledge (VoiceThread) with pedagogical knowledge (scaffolding) and content knowledge (speaking skills).

While prior research (e.g., Nguyen & Takashi, 2022) established VoiceThread's benefits for student motivation, this study's dual-perspective design reveals the *teacher's pivotal role* in activating those benefits. Our data shows that student autonomy was not an inherent feature of the tool but was *mediated* by the teacher's explicit instruction (e.g., demonstrating the re-record button). This finding extends the work of Chang & Wendeatt (2023) by highlighting implementation as a collaborative, teacher-facilitated process, not just a student activity

Practical Implication:

- **For Teachers:** "Educators should explicitly demonstrate and incentivize the use of self-correction features like 're-record.' To mitigate environmental barriers, they should establish clear protocols for quiet recording times or provide access to quiet spaces."
- **For Instructional Design:** "Professional development should focus on the *pedagogical use* of features (the 'why') within frameworks like SDT, not just the technical 'how-to'."



<https://jurnal.unsur.ac.id/index.php/cp/index>
<https://jurnal.unsur.ac.id/index.php/cp/issue/archive>

- **For Schools:** "Investing in reliable internet and creating physical classroom layouts conducive to audio recording are essential infrastructural supports for digital speaking tasks."

This study was conducted in a single school with one teacher and one class, limiting generalizability. The short observation period may not capture long-term motivational trends. Furthermore, the study relied on self-reported data from students, which can be subject to bias.

Future studies could implement a longitudinal design to track confidence over a full semester. Research could also compare different teacher facilitation styles or investigate the impact of more structured peer feedback cycles within the platform.

CONCLUSION

This study explored the integration of VoiceThread from the dual perspectives of students and teachers in an Indonesian high school EFL context. The findings confirm that the platform's key affordances, particularly the asynchronous re-record feature, significantly support learners' psychological needs for autonomy and competence, as outlined by Self-Determination Theory (SDT). This led to increased confidence and a lower-pressure practice environment.

A central insight is that these benefits are actively mediated by the teacher. The instructor's role in scaffolding tool use—demonstrating features and structuring tasks—proves critical, highlighting the practical application of the TPACK framework. However, environmental barriers like classroom noise were found to potentially undermine engagement, emphasizing that successful digital tool integration depends on both pedagogical design and practical classroom management.

In practice, this suggests teacher training should focus on the pedagogical "why" behind features, not just the technical "how." For future research, longitudinal or comparative studies on different facilitation styles are recommended. Ultimately, this study positions tools like VoiceThread not as standalone solutions, but as effective components within a thoughtfully constructed, teacher-guided learning environment that addresses the affective and cognitive challenges of speaking practice.

ACKNOWLEDGEMENTS

Alhamdulillah, the researchers are able to complete this research thanks to all the efforts that had been given. Thank you to all the participants who had cooperate with



<https://jurnal.unsur.ac.id/index.php/cp/index>
<https://jurnal.unsur.ac.id/index.php/cp/issue/archive>

the researchers in completing this research. And thanks to Allah Swt for health and wellness so that this research can be completed.

REFERENCES

- Chang, H., & Windeatt, S. (2023, August 15). Enhancing short academic presentations through extended independent practice using VoiceThread. *EuroCALL 2023. CALL for All Languages - Short Papers*. EuroCALL 2023: CALL for all Languages. <https://doi.org/10.4995/EuroCALL2023.2023.16957>
- Creswell, J. W., & Creswell, J. D. (2018). **Research design: Qualitative, quantitative, and mixed methods approaches** (5th ed.). SAGE Publications.
- Creswell, J. W. (2014). **Research design: Qualitative, quantitative, and mixed methods approaches** (4th ed.). SAGE Publications.
- Dewaele, J.-M., & Dewaele, L. (2023). Foreign language enjoyment and anxiety: The dynamic interplay in the foreign language classroom. **Studies in Second Language Learning and Teaching*, 13*(2), 275–298. <https://doi.org/10.14746/ssllt.2023.13.2.3>
- Hsieh, J. S. C., Huang, Y.-M., & Wu, W.-C. V. (2023). Digital video and self-determination theory in an EFL speaking class: Effects on vocabulary, anxiety, and enjoyment. *Computer Assisted Language Learning*, 36 (1-2), 214–239. <https://doi.org/10.1080/09588221.2023.2189149>
- Marwan, A. (2023). Empowering English teachers to harness digital tools: Addressing challenges in an Indonesian context. *Teaching English with Technology*, 23 (1), 4–24. <https://doi.org/10.56297/BUKA3001/JKNM5652>
- Nazri, M. A. (2021). Communication Barriers in Speaking: Challenges Faced by Indonesian EFL Learners. *Journal of English Language and Education*, 10. <https://doi.org/10.31004/jele.v10i5.1089>
- Nguyen, T. T. T., & Takashi, Y. (2022). Online Course Design Using VoiceThread with TPACK Model to Enhance English Speaking Skills for Non-native Learners. *International Journal of Engineering Pedagogy (iJEP)*, 12(1), 33–50. <https://doi.org/10.3991/ijep.v12i1.24407>
- Tai, H.-C., Pan, M.-Y., & Lee, B.-O. (2022). Applying technological pedagogical and content knowledge (TPACK) model to develop an online English writing course for nursing students. *Journal of Educational Computing Research*, 60 (4), 1067–1094. <https://doi.org/10.1177/073563312110638>
- Tour, E., Barnes, M., & Römhild, A. (2023). Understanding technology integration into the classroom from multiple perspectives: A case study of one Australian school. *Language Learning & Technology*, 27 (1), 1–20. <http://hdl.handle.net/10125/73501>
- Utami, N. L. G. F. P., & Santosa, M. H. (2023). Using VoiceThread to develop the speaking skills of EFL learners: A systematic literature review. *Jurnal Inovasi*



<https://jurnal.unsur.ac.id/index.php/cp/index>
<https://jurnal.unsur.ac.id/index.php/cp/issue/archive>

Dan Teknologi Pembelajaran, 10(1), 83.
<https://doi.org/10.17977/um031v10i12023p083>

Wahyuningsih, S., & Afandi, M. (2020). Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia. *European Journal of Educational Research*, volume-9-2020(volume-9-issue-3-july-2020), 967-977. <https://doi.org/10.12973/eu-jer.9.3.967>