

**English Education Department Students' Perception on Using ICT to
Enhance Speaking Skill**



**Submitted as Partial Fulfillment of the Requirements for Getting Bachelor Degree of
Education in English Department**

by:

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**DEPARTEMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2021

APPROVAL

**ENGLISH EDUCATION DEPARTEMENT STUDENTS' PERCEPTION ON
USING ICT TO ENHANCE SPEAKING SKILL**

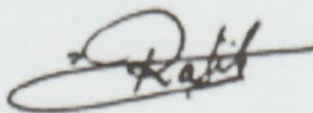
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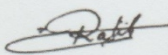
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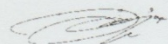
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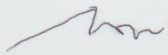
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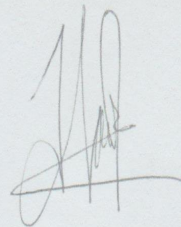
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Surakarta, 23 February 2021

The Researcher



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English Education Department Students' Perception on Using ICT to Enhance Speaking Skill

Abstrak

Penelitian ini focus pada penggunaan ICT sebagai media untuk meningkatkan keterampilan berbicara mahasiswa semester 3 yang mengambil mata kuliah speaking. Tujuan dari penelitian ini adalah untuk mengetahui persepsi pengalaman siswa menggunakan ICT dalam proses pembelajaran speaking. Jenis penelitian yang digunakan adalah deskriptif kualitatif dengan menggunakan pendekatan fenomenologi. Subject dari penelitian ini adalah 9 mahasiswa yang sedang menempuh mata kuliah speaking. Data diperoleh dengan metode wawancara dan mengisi beberapa kuesioner. Hasil dari penelitian ini diperoleh dari persepsi dan pengalaman siswa selama menempuh mata kuliah speaking dengan menggunakan ICT. Hasil dari penelitian ini menunjukkan bahwa siswa merasa lebih enjoy ketika menggunakan ICT, siswa merasa lebih percaya diri ketika menggunakan ICT, siswa merasa terbantu ketika menggunakan ICT.

Kata Kunci : ICT, Persepsi, Speaking Skill.

Abstract

This study focuses on the use of ICT as a medium to improve the speaking skills of the 3rd semester students who take a speaking course. The purpose of this study is to determine students' perceptions of using ICT in the speaking learning process. The type of research used is descriptive qualitative using a phenomenological approach. The subjects of this study were 9 students who were taking the speaking course. Data obtained were by interview method and filling out several questionnaires. The results of this study were obtained from students' perceptions and experiences during the speaking course using ICT. The results of this study indicate that students feel enjoy more when using ICT; students feel more confident when using ICT, students feel helped when using ICT.

Keywords: ICT, Perception, Speaking Skill.

1. INTRODUCTION

In the education aspect, the growth and development of information and communication technology (ICT) is increasing rapidly. Everyone needs the quality and reliable information. The education aspect intensively makes innovations in applying information and communication technology to develop students' motivation to learn. One aspect affected by technological developments is education aspects. As the source of unlimited information. Internet is suitable for one of learning resources in education aspects. Even some well-known universities have launched a learning system based on network technology, such as the birth of the concept of distance learning, web-based education, and e-learning, which when viewed from their implementation have almost the same form,

namely utilizing internet network facilities as one a means and media in education and teaching.

English is an important language after Bahasa Indonesia. Based on the importance to learning English, the students are required the four skills which are frequently used at the same time. In the teaching learning English, there are many skills that must be mastered. From that who are using a communication to improve English skills for continuing further studies. In the process of teaching and learning skills there are four skills such reading, listening, speaking and writing skills (Thanyalak, 2012).

In this research, researcher focused in speaking skill. Speaking skill is the important aspect. However, the purpose of the teaching speaking skill is how the teacher can improve the students' motivation and communication skills as the way to express themselves and also can go with the flow of social development and technology. Speaking also requires mentality to interact with others. The ability to speak in class or on other occasions is a challenge because speaking represents our grammar in composing sentences, representing pronunciation, fluency, and so on. People must understand the art of speaking in learning a foreign language and it's proven if they can communicate by having conversation in the target language, so students should master the learning foreign languages because it's the important aspect. Nunan (1991: 51) also stated that mastering foreign language learning is a good achievement in speaking skills.

This research purposed to investigate the student's perception on using ICT to enhance their speaking skills. The positive and significant result is expected in this research, because if we understand how the student's perspective on using ICT to enhance their speaking skills, then the student's speaking skills will also increase. With the positive perception about ICT to enhance the speaking skills, ICT can be considered more seriously as the main medium for learning speaking skills.

In this research, the researcher conducted the research in students of the third semester of Department of English Education Muhammadiyah University of Surakarta (UMS). The researcher chooses this topic because based on the condition that requires students to learn in using ICT, so that researcher is interested in examining students' perceptions when learning to use ICT to improve their speaking skills.

2. METHOD

The Type of this research is descriptive qualitative research. Sukmadinata (2011: 73) suggests "Research qualitative descriptive is intended to describe the existing phenomena,

both natural and human engineering. In addition, descriptive research does not provide treatment, manipulation, or changes to the variables studied, but rather describes a condition in its condition".The subjects of this research are students of the Department of English Education UMS who have already received speaking course. The researcher took 9 students for this research.

3. FINDING AND DISCUSSION

In the finding and discussion, the data are taken from third semester students who have taken with speaking course. The researcher shows the results of the data from questionnaire and interview that have been analyzed. The researcher focuses on the data collection of the students' perceptions while studying speaking course by using ICT.

3.1 FINDING

The followings are some of the findings that the resesarcher gets from some of questions the researcher has asked respondents about their experience in using ICT to enhance their speaking skills.

- a. Students enjoyed when using ICT to enhance speaking skills.

Data 1:

"Saya cukup menikmati dan memahami materi yang disampaikan, meskipun tidak se-intens seperti pembelajaran secara langsung tetapi penggunaan ICT cukup meningkatkan kemampuan speaking saya karena saya lebih merasa percaya diri saat berbicara bahasa inggris secara virtual."

[I'm quite enjoy and understand the materials that was delivered, although not as intense as direct learning but the use of ICT simply improve my speaking skills because I feel more confident when speak English virtually.]

From the data above, researcher could know that students simply enjoy learning with ICT, although it is not as intense as conventional learning, but ICT is sufficient to help increase students' self-confidence.

Data 2 :

“Sangat enjoy karena fleksible, kita bisa berekspresi apapun sesuai keinginn kita tanpa paksaan orang lain. Soalnya kalo dikelas gitu suka ga pede mas malah kayak ngerasa tertekan gitu takut salah ngomong.”

[Really enjoy it because its flexible, we can express whatever we want whitout coercion other people. Because if in the class sometimes feel not confident, sometimes also feel confused and afraid to speak wrong.]

Based on students' experiences, they really enjoy learning ICT because its more flexible and they can express anything without the pressure like when they are in conventional learning.

Data 3:

“Saya sih enjoy saja karena pada dasarnya saya suka dengan teknologi dan mengikuti perkembangan dunia. Makanya saya kadang mencari apa yang bisa meningkatkan kemampuan saya, tidak hanya untuk speaking saya kadang cari2 referensi pembelajaran bahasa inggris lainnya.”

[I feel enjoy because I like technology and following the world development technology. Therefore sometimes I looking for what can improve my skills, not only for speaking sometimes I looking for English learning references others.]

From this understanding, students argue that ICT can be used as a means to find other learning references.

Data 4:

“Enjoy saja karena terkadang waktu offline juga coba menggunakan ICT untuk meningkatkan speaking skills. biasanya sih kayak nonton youtube kalo ga nyanyi2 yang lagu2 barat gitu mas, lumayan ngebantu sih itu.”

[Enjoy, because sometimes when offline class also trying to using ICT to improve speaking skills. like watching youtube or singing western song, its quite helped.]

From this statement it can be seen that ICT can also be used to improve speaking skills during conventional learning as well.

- b. Students feel confident when using ICT to enhance speaking skills.

Data 1:

“Pastinya saya lebih percaya diri ketika menggunakan ICT karena tidak langsung bertatap muka (bertemu dalam satu tempat) jadi saya lebih percaya diri, hal ini membuat saya menjadi terbiasa berbicara didepan orang dan lama kelamaan saya cukup percaya diri untuk berbicara didepan oranglain secara langsung (di satu tempat yang sama)”

[Actually I feel more confident when using ICT because not directly face to face so I feel more confident, its make me become accustomed to speaking in front of others directly.]

From the data above, it can be seen that students are more confident when learning using ICT because they do not have to meet face to face directly.

Data 2:

“Iya saya merasa lebih percaya diri karena tidak adanya banyak mata yang memandangi dan setidaknya saya bisa meminimalisir kesalahan dengan mengakali video ataupun menggunakan naskah”

[Yes I feel more confident because no more staring eyes and at least I can minimize mistakes with video manipulation or using scripts.]

Students feel more confident when using ICT even though they use the script in the video.

Data 3:

“ Lebih percaya diri sih karena hanya berhadapan dengan kamera tanpa melihat langsung dengan banyak org. soalnya saya kadang demam panggung mas hehe “

[Feel more confident because just face to face with the camera without see with multiple people directly. Because sometimes I feel stage fright.]

Students with stage fright are greatly helped by learning using ICT because they are feel more confident.

Data 4:

“Iya lebih merasa percaya diri. Meski kurang efektif, mahasiswa cenderung lebih percaya diri, karna demam panggung yang dirasakan tidak sebesar ketika kuliah offline, dan kita kadang juga bisa mengontrol diri kita saat menggunakan ICT dibanding saat kuliah offline.”

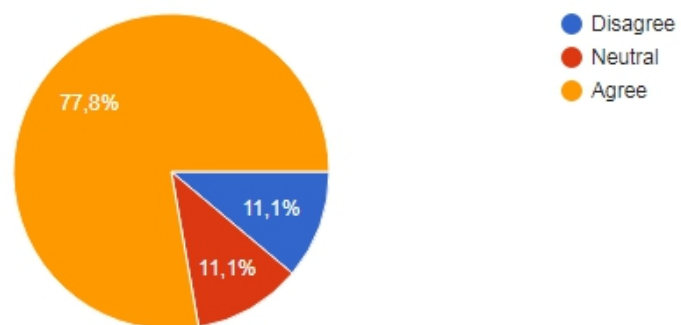
[Actually feel more confident. Although less effective, students tend to be more confident, because the stage fright is felt not as big as when offline class, and we also can control ourself when using ICT than when offline class.]

From this statement, even though students felt less effective, ICT was sufficient to help increase their self-confidence.

- c. Students need ICT to enhance speaking skills.

Do you think ICT needed to help improve your speaking skills?

9 tanggapan



Picture 1. Data Observasi

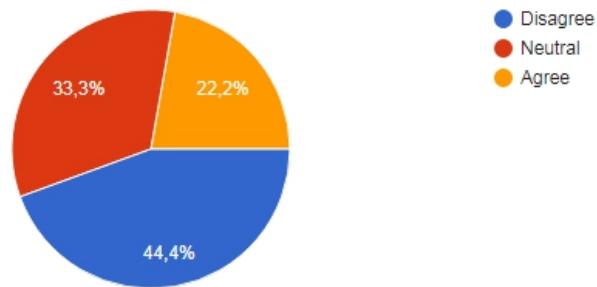
Based on the data above, some students think that they need ICT as a media to improve their speaking skills and they are feel that learning to use ICT is

quite effective and helpful. Some students who disagreed they did not feel the feeling when interacting directly.

d. Students' run into some problem in using ICT.

Do you think your environment support improving speaking skills by using ICT? (environment / internet connection)

9 tanggapan



Picture 2. Data Observasi

From the data above, students have several problems in their environment when using ICT in the learning process, the most common is internet connection problems; they sometimes have difficulty getting a good internet connection so sometimes they have difficulty implementing learning with ICT.

3.2 DISCUSSION

3.2.1 Students feel enjoy when using ICT

From the data presented above, students get learning experiences that make students enjoy English lessons more, especially speaking from the use of ICT. when students enjoy the lesson, it will create motivation for students and also increase their commitment to study harder. This finding is supported by the theory of Watson, (1993) that stated the effect of using ICT in students 'learning motivation. He also found that students' commitment to their work also increased with the use of ICT. This statement proves that when students use ICT it can increase their learning motivation and ICT becomes their own attraction for students to learn.

Besides explaining that students enjoy learning, this finding is also confirmed by the theory Griffiths (2007) who explained that students increase cultural knowledge through ICT, they have efforts to learn on their own.

3.2.2 Students feel confident when using ICT to enhance speaking skills

Students said that using ICT was very helped to make them feel confident to improving their speaking skills. before using ICT, some students may avoid speaking to other people directly because they feel not confident. This finding was supported by the theory of Ms K Kavitharaj (2017), who explained that ICT as a tool for language learning which gives stimulus to undertake the tasks that the students may otherwise avoid.

Not only that, the use of ICT also gives students' motivation to feel more confident in speaking skills. Most of them have stage fright when speak to other people directly but they are helped by using ICT they can minimize their stage fright and its affect to their performance. This finding's supported by the theory of (Betty Sailun, 2017), who explained that the use of Information Communication Technology (ICT) increases students' motivation and their speaking performances.

3.2.3 Students needs ICT to enhance speaking skills

From the data above, it can be seen that students need ICT for the process of improving their speaking skills. They feel they need ICT because they enjoy using it and they can express their thoughts without feeling stage fright like when in offline classes, besides that they also feel they need ICT to improve their independent learning skills. This statement is in line with Ernawati (2012) who explained that students felt an increase in cultural knowledge, listening and reading skills, and independent learning skills.

3.2.4 Students' run into some problem in using ICT

From the data above, besides feeling helped by the use of ICT as a learning medium, it turns out that students also encounter problems in their environment when using ICT, namely connection or signal problems. From the data obtained, some students experienced signal problems that did not support using ICT and it affected their motivation when trying to improve speaking skills using ICT. This

statement is in line with Febrianto (2020) who stated that for some of the students' coming from rural and remote areas, using the internet facilities is still difficult. Moreover, most of the students choose to go back to their hometowns and leave their campus environment. While they can access internet network in the campus environment, it is different when they return to their homes that are often located in rural areas. Therefore these factors inhibit the students from accessing e-learning, especially those who come from lower-middle income families.

4 CLOSING

Based on this study, it can be concluded, that students' perceptions about ICT as a medium to teaching English are positive. Consequently, ICT can be accepted by students to enhance their speaking skills because they feel enjoy, confident and they feel need to use ICT to enhance their speaking skills. There are four themes based on the students' perception of ICT. First, the theme is students feel enjoy learning speaking by using ICT. The interviewees feel if using ICT they feel flexible in learning; they can express whatever they want without pressure from other people. The Second theme is students feel confident when they are speaking indirectly by using ICT. The interviewees feel that they feel more confident when using ICT because they can minimize some mistakes with make a script. They also can minimize their stage fright. The Third theme is students need ICT to help to enhance their speaking skills. From the diagram obtained, there were 9 responses obtained, 7 students felt helped, 1 student felt less helped and 1 student was neutral. This means ICT is needed for most students. The last theme is the students run into some problems. There are some problems in students' environment in using ICT. The most common is internet connection problems, students have difficulty getting a good internet connection so sometimes they have difficulty implementing learning with ICT. Based on the results of the study, the researcher gave the following implications. The implication of using ICT for students is as a reference medium that is easy to operate, enjoy to use and easy to understand. Students must have enthusiasm to enhance their speaking skills by using ICT, because through ICT students feel enjoyable and confident. The students can use ICT in speaking class by making video and uploading video on the internet. For The lecturers, the lecturers must understand the students' condition, so the learning process become interesting learning because students have different abilities and interest in learning. Besides that, lecturers also must be more caring and can give appreciation and motivation to every assignment that students have done. The lecturers also must be flexible in using

ICT because not all students have a good internet connection. Researchers hope that this research can be applied in various aspects as knowledge that ICT can also provide breakthroughs for innovation, especially in the aspect of education. From this study, the researcher hopes that the teacher is expected to give better instruction before giving an assignment to students so that students can create a better assignment to upload on internet. The teacher also needs to give more motivation to the insecure students so that the students become more confident to speak English.

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