

# CHAPTER I

## INTRODUCTION

### A. Background of the study

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. Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (“UU No.20 Thn 2003 - Sistem Pendidikan Nasional,” ).

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 of means and media in education and teaching.

One of the lessons applying ICT as a learning resource is English. In the education aspects in Indonesia, 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. In the process of teaching and learning skills there are four skills, such: reading, listening, speaking and writing skills (Thanyalak, 2012).

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 grammar in composing sentences, representing pronunciation, fluency, and so on. People must understand the art of speaking in learning a foreign language and it is proven if they can communicate by having conversation in the target language, so students should master the learning foreign languages because it is 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.

Based on the background above, researcher is very interested in investigating the perception of students in English Education Department at Muhammadiyah University of Surakarta. Therefore the researcher decided to carry out the research entitled :**“Students’ perception on using ICT to enhance speaking skills in English Education Department at Muhammadiyah University of Surakarta”**

## **B. Problem Statements**

Based on the background of the study, the researcher stated the problems as follows:

1. What makes students interested in improving speaking skills by using ICT?
2. How are the students' perceptions in improving speaking skills by using ICT?

### **C. Limitation of the Study**

Based on the problem identification, the researcher focused on the students' perception on using ICT to enhance their speaking skills. It is conducted in English Education Department at Muhammadiyah university of Surakarta.

### **D. Objective of the Study**

The objectives of the study are as follows

1. to find out the interests of students in using ICT to develop their speaking skills in English Education Department, and
2. to describe the students' perception in using ICT to improve their speaking skills.

### **E. Significances of the Study**

The researcher hopes the result of this study to be useful for the theoretical and practical significance.

#### **1. Theoretical Significance**

The result of the study can be made a reference about learning strategy to other researchers who intend to analyze and conduct the speaking learning strategy.

#### **2. Practical Significance**

##### **a. For Teachers**

This study can be a reference for teachers to consider using ICT as a medium in developing learning process.

##### **b. For Students**

The students are expected to be able to enhance their speaking skill in using ICT.

##### **c. For the Readers**

The researcher expects the readers to be able to get more information about less or more benefits of using ICT for the medium to enhance their speaking skills.

##### **d. For the Researcher**

For the researcher this research might be a new experience and new knowledge about student's perception on using ICT to enhance their speaking skills.

## **F. Research Paper Organization**

This research paper is taken from the third semester English department students' responses on the use of ICT to enhance students' speaking skills as subjects in teaching English. The research is organized systematically in five chapters. Each research chapter is divided into further divisions, including the following:

Chapter I discusses the introduction. This chapter explains the main problems of this research paper. This chapter consists of research background, research boundaries, problem statements, research objectives, and research benefits.

Chapter II is related literature. This chapter discusses previous research related to this topic and the basic theories used in this study.

Chapter III discusses research methods. This chapter contains the types of research, research subjects, data and data sources, data collection techniques, data analysis techniques and data credibility.

Chapter IV is the research findings and discussion. This chapter consists of research findings and discussion.

Chapter V discusses the conclusions, implications and research suggestions. In this chapter, the researcher concludes the results of the study, the pedagogical implications of the study and provides suggestions related to the results of the study