The Effect of ICT on Learners' Speaking Skills Development

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Abstract

The prosperity of humanity has been advanced and modernized due to the constant growth of science and technology. The innovation of modern technology is an excellent contribution to upgrading the quality and effectiveness of second language education, not exclusively to teach the understudies, yet also to make them employable individuals in higher education. In this case, ICT, Information, and Communication Technology assume an essential part in assisting students' exposure to various sources of current learning materials and authentic inputs. To clarify the impact of ICT in second language teaching, there have been several studies conducted to investigate the positive effect of the implication of ICT in teaching to enhance the speaking skills of students. This writing aims to review various related research studies in terms of methods, participants, and results.

Keywords: ICT, Speaking skills, effects, language teaching, language learning

Introduction

In the age of globalization, learning a second language is essential. Speaking seems to be the most crucial and challenging to acquire in language learning (Nunan, 1995; Bueno, Madrid, & Mclaren, 2006). According to Ur (1996). One's understanding of a language can be shown by his verbal ability explicitly. A person's speaking skills will be evaluated outside the classroom rather than reading, writing, or listening (Brown & Yule 1983). A speaker is only successful if listeners can understand his talk. Speaking comprehensively and fluently is a key to effective communication, not only to impress others in everyday interaction or job interviews. According to Van et al. (2021), using technology in learning English, the students will see the effectiveness on the four macro skills, including listening, speaking, reading, and writing.

Yet, many learners find it hard to transfer their thought instantly into verbal in a second or foreign language. It requires learners to acquire a quite great deal of vocabulary as well as an understanding of grammar structure. Pronunciation is also a key to produce a confident talk. Moreover, the initial function of speaking is to deliver an accurate message. Hence, teaching and learning speaking have faced many challenges and have been received much concern from educators and learners. In the past, communicative activities were neglected in schools and universities due to various reasons. The main teaching method used then was grammar-translation that oral accomplishment was not emphasized. Lack of materials and authentic inputs also led to struggles in teaching and practicing speaking the language. Developing learners' speaking ability has been a topic attracting many researchers. Tran and Nguyen (2021) assert that with the Corona Virus' epidemic, implementing elearning at universities in Vietnam has been an essential measure to remain the students' learning

achievements. However, Bui et al. (2021) found that while some students find collaborative blended learning beneficial, other ELF students still struggled in interaction and concentration.

With the spread of science and technology, the world is modernized and digitalized. There have been tons of inventions born to develop and transform the ways things are done, which help the process faster and easier. Education is not an exception. Nowadays, students can learn, especially second language, more effectively and more enjoyable with the help of Information and Communication Technology (ICT). ICT is the combination of communication and telecommunications, which refers to the media used to process information, share images and audio such as smartphones, televisions, network transmission, etc. This writing aims to collect experts' ideas about the possibility of applying ICT into second language teaching and learning to enhance students' speaking skills.

Literature review

Sherine et al. (2020) investigated the effect of Mobile Assisted Language Learning (MALL) on the development of speaking skills, segmental and suprasegmental features of pronunciation, and how to Bring Your Own Device (BYOD) approach enhanced listening and speaking skills. Twenty-five Electronics and Communication Engineering freshmen were chosen to be the participants of the study bringing personal devices to the lab. Data was collected from a pre-test and post-test based on IELTS speaking test format and semi-structured personal interviews after a 15-week semester. As resulted in the alternative hypothesis and the interviews, after the training program, participants' speaking performance, as well as pronunciation, were significantly improved. The BYOD approach was also approved by the majority (64%).

In a study conducted by Aryani (2019), the purpose was to accomplish an advanced audio-visual media to improve speaking skills called SCREAMBLE. The subject of the research was nine boys and nine girls from Kindergarten B preschoolers in Cahaya Bangsa School. The media was designed and developed through a procedure including ten steps in which tests, evaluations, and refinements were made to reach standard quality. The researcher gathered data from behavior observation and a verbal test consisting of pre-test and post-test. The outcome of using the media was positive. SCREAMBLE had brought certain improvements in the speaking skill of the participants.

In 2012, Pereira, Sanz-Santamaría, Montero, and Gutiérrez examined the potential of taking advantage of technology to implement interactive videos and Rich Internet Application, Babelium, into increasing learners' exposure to second language oral practice. The respondents of the research were selected from two groups of students doing the subjects English II and English III from the BA of Pre-Primary and Primary Education at the Public University of Navarre, Spain, including 30 students (level B2.1. initial stage of CEFR) and 60 students (B2.2. advanced stage of CEFR). The result of the study was obtained from a survey including two questionnaires. It was clarified that the students taking part in the trial test had intended to practice speaking English more frequently.

Apriyanti et al. (2018)evaluated the impact of using Instagram as the public environment to perform the second language on students' ability in the real world. The researcher chose 25 senior students in a public speaking class of Politeknik Negeri Padang. The research applied the descriptive-qualitative method. Students' talks were analyzed and scored with five levels using a public speaking quick references card. The result showed that the students had put effort

successfully into their performance, well-organized content, controlled voice, and appropriate body movement. Thus, students still needed to develop English knowledge such as lexical and grammatical points.

 In 2019, Eissa conducted a study to reveal reasons why adult learners in the Kingdom of Saudi Arabia could not produce fluent English speaking as a foreign language and to test whether Digital Story Telling (DST)can be effectively applied in teaching English as a foreign language to help students improve speaking ability. The quality of the approach was examined through pre-test, post-test, and a questionnaire at the end of the experiment. Participants were girls only aged from 18 to 22 who had been training English for four years. The result indicated that applying DST could help the learners who had found oral skills complicated have more confidence in speaking English.

Romlah (2018) aimed to help learners achieve communicative competence on transactional/ interpersonal text by remedial teaching using 'Talking Stick.' The researcher examined 44 students of class VIIA of SMPN 1 Kabupaten Cirebon Kedawung – Kabupaten Cirebon, on – Jalan Cideng Raya Jaya. Kemmis and Taggart cycle model with four stages including planning, implementation, evaluation - observation, and refection was used in the experimental classroom. Speaking tests, observation, and a questionnaire were used to collect data. The outcome of cycle 1 was not satisfactory, which did not meet the goal. After some improvement with cycle 2, it could be said that Talking Stick was an accomplishment that developed learners' speaking proficiency, engaged learners in orally using the language, and also provided a different learning environment.

The purpose of Mohammadi and Safdari (2015) was to indicate the possibility of online mobile-assisted activities enhance intermediate English learners' speaking skills. Samples of the research were 90 students from English classes in Simin institutes, Tehran. All participants, including 44 males and 46 females, are at the same level, aged from 13 to 16. They were fairly divided into three categories interactive (learners-learners interaction), non-interactive (learners-teacher interaction), and conventional groups. Only the two interactive and non-interactive groups experienced online speaking activities through WeChat mobile application, while the conventional one was lack of the help of technology. The researchers used pre-tests and post-tests based on Cambridge Preliminary English Test speaking section to collect statistics. The result demonstrated that the speaking performance of interactive learners surpassed the others.

In a study by Chen and Yunus (2016), the authors aimed to examine the feasibility of STARS, known as 'star table', a motivational program, on inspiring learners speaking English. A quantitative method was employed using a survey questionnaire to collect the data. The study participants were 30 average students in grade 3 (9 years old) from a rural area school in Sarawak, Malaysia. In conclusion, the program helped promote learners' desire to speak English within the classroom and in general, even in public. The program a success which increases learners' motivation for learning a second language.

Lailatuzzakiya et al. (2020) questioned the influence of listening to English songs on students' speaking proficiency. A kind of quantitative method was used to examine if there was any correlation between listening habits to English songs and the speaking skills of learners. The researchers employed a questionnaire and an English-speaking test to collect the data. The study population was 30 3rd semester students of the English Education Department at State Islamic University of Sunan Ampel Surabaya. The outcome stated that there was no equivalence between the two variables. In other words, listening to songs is not a factor that affects speaking skills.

In 2017, Machmud and Abdulah explored the effectiveness of a modern smartphone teaching method on supporting learners to overcome their anxiety of speech. A quasi-experimental design was employed in this study. Using a foreign language anxiety classroom scale questionnaire, the researchers selected 20 highly anxious and lowly anxious students; and divided each group into two. One experienced a new teaching method using a Smartphone-integrated model, and one was applied with the conventional method. After collecting data from an oral test, the result showed that in the new teaching model class, both high and low anxiety students receive a higher score in comparison to the conventional class. It proved that the Smartphone-integrated teaching model was a success in helping students conquer their speaking anxiety in a second language.

Mortaji (2018) investigated learners' viewpoint on how videotaping influences English as a foreign language public speaking skills of college students. Twenty random first-year students aged 18 to 20 from a Public Speaking course at Al Akhawayn University in Ifrane, Morocco were chosen to participate in the study. The data was collected from various methods videotaped speaking performances, pre, and post-videotaping surveys, and a self-reflective essay. The outcome revealed that the public speaking capabilities of the students adjusted positively. The result of this study confirmed that videotaping and self-reflection brought a significant impact on the enhancement of students' public speaking abilities and helped encourage their learning autonomy and confidence.

Zulhermindra and Hadiarni (2020) researched to develop students' public speaking skills at the English Education Department (JTBI) of IAIN Batusangkar by applying Videotaped Feedback. The investigators used a Classroom Action Research method to collect statistics via observation, test, and interviews. The data were analyzed quantitatively and qualitatively. Participants of the study were all 98 students of the English Education Department. The result showed that students' public speaking score had risen from 6.95714 (Mid Term Test) to 7.026 (Final Test), which meant that videotaped feedback method successfully helped students enhance their speaking capacity level from deficient to efficient.

To support second language learners to reach their goal in the target language, a study by Almarshadi et al., 2019 illustrated the benefit of Mobile devices in language learning (M-learning), particularly with speaking skills. A quantitative method was employed in the study. A well-organized questionnaire was designed to gather the source of fundamental data. Another source of data was obtained through the consultation of previous studies. The researcher selected undergraduate students of English courses at the College Languages and Translation at King Saud University, Riyadh, in The Kingdom of Saudi Arabia, with a population of 200 to join the study. The efficiency in developing English speaking skills of M-learning was clarified in the result.

Farmana's (2018) 's goals were to investigate the effectiveness of software called Learn to Speak English to improve students' speaking competence and increase students' interest in speaking class through the software. Sixty-eight students from 2 classes (B class and D class), 34 students each, of the Mahummadiya University of Makassar were chosen to join the study. The study applied the Quasi-Experimental method. To collect student's speaking skill data, both the experimental group (B class) and controlling group (D class) went through a process of 3 steps, including a pre-test, treatment, and a post-test. The data later were analyzed using descriptive and inferential statistics. A questionnaire was designed and analyzed using the Likert scale to gather data on students' interests. The result demonstrated that the software positively affected both variables, students' speaking skills and interests.

Sherine, Seshagiri, and Sastry (2020) aimed to identify 1) the effect of integrating Whatsapp, a mobile application, and informal learning to develop learners' communicative skills based on some IELTS test criteria fluency and coherence, lexical resource, grammatical range, and accuracy, and pronunciation.,2) explored how students interpret the improvement in their speaking competence. The researchers combined two research methods in the study, quantitative and qualitative. A pre and post-test procedure clarified the first objective. A pre and post-survey questionnaire was carried out to obtain data for the second objective. One hundred and ten undergraduate engineering students from rural areas were randomly selected to be the experimental group. The results signified improvement in their speaking skills, and it also proved that students' viewpoint toward speaking skills had changed.

A study carried out by Saran, Seferoglu, and Cagıltay (2009) examine the possibility of employing mobile phone in foreign language learning and teaching, mainly to help learners obtain better pronunciation in the word unit. A quantitative method, including a pre/post-test quasi-experimental design, and qualitative, consisting of post-study semi-structured interviews and a questionnaire, were applied in the study. Participants involved in the study were students from the English Preparatory School of an English-medium university in Turkey. There were divided into three groups that experience different teaching supplies mobile phones, web pages, and original handouts to make a comparison. Data collected from both methods supported the idea that mobile phones significantly contributed to learners' pronunciation perfection.

Madiyoh, Hidayanto, and Putro (2018) investigated how watching movies influences learners' speaking capability development. A quasi-experimental method with a pre-test and post-test group design was employed in the study. Thirty-three out of 203 senior high school students in the second semester of the academic year in an Islamic High School were selected to join in the research. The participants were distributed into two groups, one was an experimental class (33 students), and one was a control class (29 students). Data were analyzed using Multivariate Analysis of Variance. In conclusion, it could be seen that there was a remarkable improvement of students of the experimental group compared to the control one, and audio-visual media can be used as an authentic material to teach speaking skills.

In a study by Ashtiani and Zafarghandi (2015), the purpose was to examine the influence of English verbal songs on grown-up learners' speaking production, specifically connected speech elements. In the piloted and validated Nelson test organized to 60 intermediate English learners aged from 18 to 25 in a language institute in Tehran, 40 participants were chosen based on their communicative performance results. They were divided randomly into two groups: experimental and control. Both groups went through a process that consisted of a pre-test of English decoding and speaking, treatment in a period of 18 sessions in 7 weeks, and finally a post-test. However, only the experimental group was exposed to the new teaching method using English songs. The outcome illustrated that statistically, verbal songs positively influenced the adult learners' connected speech aspects. Nonetheless, reading aloud and speaking improvements were vague, based on insignificant different scores of the post-test.

Halimah, Lustyantie, and Ibrahim (2018) investigated EFL students' insight regarding the utilization of Oral application in the Community Language Learning method in engaging themselves in learning speaking skills beyond the classroom and also in improving their speaking ability. A qualitative descriptive method with Likert-scale questionnaires was applied in this investigation to gather huge information. Twenty-four first-year advanced level English Students of a private university in East Java, Indonesia, including five males and 19 females, were chosen

to participate in the study. The result demonstrated that the Oral application got over speaking anxiety and assisted students with better pronunciation, intonation, and steady speaking speed.

In a study conducted by Do and Dang (2014), the purposes were 1) to examine the effect of video-recorded feedback, a new teaching technique, to develop students' speaking acquisition and speaking comprehension of English as a Foreign Language, and 2) observe students' perspective on the implementation of the technique in public speaking courses. The participants of the study included 50 upper-intermediate and advanced level (based on CEFR test) students who were in the third year of a public speaking course at a university of foreign languages in Vietnam. Data was gathered utilizing video recording of students' presentations, students' reflection forms, questionnaires, and in-depth interviews. The result illustrated that video-recorded feedback effectively improved learners' speaking skills, and learners appreciated the technique as a new teaching tool.

Conclusion

Bringing positive results in previous studies, ICT should be highly recommended for language teaching and learning. Not every means of ICT could improve all the aspects of speaking skills. Thus, teachers can take advantage of rich online sources and combine different types of input with building up students' communicative competence. Teachers should also introduce useful applications or websites for students to do more practice at home. This way of learning is more amusing so that learners are engaged in the lessons more productively. It was believed that speaking is not a skill that students can learn at home alone. It could only be acquired by experiencing it. However, due to the growth of modern technology, learners can be assisted to study by themselves outside the classroom.

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