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Study of the Information and Communication Technology (ICT) on Learner English Speaking Skill

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Abstrak

Penelitian ini ditulis untuk mengetahui segala ICT yang ada dalam aspek speaking skill dan untuk mengetahui perkembangannya. dengan pendekatan kualitatif Penelitian ini menggunakan studi literatur. Penelitian berfokus dengan mereview literatur terdahulu, kemudian hasil review dikelompokkan dan dianalisa demi mencapai tujuan penelitian. dari hasil studi menunjukkan bahwa jenis ICT yang di implementasikan meliputi Video recorder, Video Taped, Smartphone, Tablet, Youtube, Instagram, TikTok, Facebook, WhatsApp, Zoom, Flipgrid, Duolingo, Quizlet, Speaklanguage, SmallTalk2Me, Elsaspeak. Kemudian hasil studi menunjukkan bahwa perkembangan ICT pada speaking skill secara garis besar dipengaruhi oleh perkembangan teknologi pada masanya dan sesuai tren penggunaan suatu teknologi baik dalam bentuk software maupun hardware.

Kata kunci: *Information and communication technology, ICT, Speaking skill*

Abstract

This research was written to find out all the ICT that exists in the aspect of speaking skills and to find out its development. with a qualitative approach, this research uses a literature study. The research focuses on reviewing previous literature, then the results of the review are grouped and analyzed in order to achieve the research objectives. the results of the study show that the types of ICT implemented include Video recorder, Taped Video, Smartphone, Tablet, YouTube, Instagram, TikTok, Facebook, WhatsApp, Zoom, Flipgrid, Duolingo, Quizlet, Speaklanguage, SmallTalk2Me, Elsaspeak. Then the study results show that the development of ICT in speaking skills is largely influenced by the development of technology in its time and according to the trend of using a technology both in the form of software and hardware.

Keywords : *Information and communication technology, ICT, Speaking skill*

INTRODUCTION

Technology is critical history of a concept, by Eric Schatzberg from book what is technology, Technology is a complex and confusing term that has been used throughout humanity's history, dating back to the Palaeolithic. While humans have used technologies since the Palaeolithic, the term has recently gained popularity as an actor category, with cognate terms like techne and arts having a longer history. Despite its historical significance, the term has often embraced conflicting meanings (Agar, 2019).

The technologies environment was not only had an impact on the field of education, but they have also enlarged and challenged our understanding of what constitutes a learning environment. It is irrefutable that technology has exerted a significant influence on our lives. In contemporary society, technology plays a paramount role in societal advancements (Muhammad Bello Nawaila, 2019). Technology is essential in facilitating the teaching and learning process, especially for students learning English as a second language who require continual practice in listening, speaking, reading, and writing to enhance their skills and proficiency. Technology is one of the important factors of progressing the teaching/learning process in the schools and universities especially for the English language teaching (Altun, 2021). Thus, to undertake this task, must use a variety of tools in order to learn the language effectively and conveniently, language students need to utilise technology.

Technology can use science to solve the problem make new contrivance. using technology and science have different goal for learning. the goal of science is can answer question and increase knowledge. the goal of technology is to discover solution in practical problem. The researcher wants to promote technology and the role of technology in teaching and learning is so enormous that researchers now believe that only the mix of teacher and technology will lead to great learning success.

The technology utilised for communication, information creation, management, and distribution is known as information and communication technology (Mawardi, 2015). Computers, the internet, phones, televisions, radios, and other audiovisual devices are typically included in the category of information and communication technology (ICT). The method, use of tools, manipulation, and management of information are all fundamental to information technology. In the meanwhile, the main focus of communication technology is on employing instruments to handle and move data across devices.

ICT is mainly classified into four main categories, which include Computing and Information Technology, Broadcasting, Telecommunications, and Telecommunications. The major type components of the ICT system have as follows: Software, Hardware, Cloud

Computing, Transaction, Data, Internet, and Communication Technologies (Alexander N. Chen, 2015).

Information and communication Technology (ICT) in teaching the English language has become vital, especially considering the remarkable breakthroughs in various fields and disciplines. Using contemporary technological tools like computerization, multi-media devices, mobile phones, audio/visual effects apps, and social media, the education sector can keep up with the global technological revolution and optimise English language learning while preparing teachers to interact with language learners in the classroom in a methodical and sophisticated way.

English speaking skill is one of the most important abilities skills to be obtained since it serves as a global communication tool (Mohamad & Paneerselvam, 2019). Even though the value of speaking, listening, reading, and writing is comparable, speaking is frequently more important than the other talents since speaking is a skill that is used frequently in both official and casual setting.

The obstacles that keep EFL students from becoming proficient in speaking can be lessened by using ICT in the speaking domain (Suganthi & Manimozhi, 2022). ICT facilitates their learning; it raises their interest levels and improves their classroom performances as well as their speaking and listening abilities.

The use of ICT in EFL instruction enabled language instructors to design authentic and practical lessons. Learners are able to absorb multiple concepts at once when audio, visual, and spoken are integrated into a single device. Skilled educators may instruct kids in all four subjects at the same time while they are writing, reading, and listening. learners also learn how to talk by listening to speakers and by using sounds and pictures to help them write. The art of public speaking can be taught to the pupils after the power point presentation. Students can find a wealth of educational resources on the internet, including voice recordings, games, audio, video, radio, TV shows, quizzes, and more, similar to this learners, spark their interest in the target language and support them in honing their speaking abilities.

From these phenomena the researcher conducted this research in order to study and explore more deeply related to the english language teaching technology and the objective of the research are; what is information and communication technology (ICT) in English speaking skill have existed and what have been the developments in information and communication technology (ICT) in English speaking skill, then Based on the research problem of the study, the objective of this study to find out the information and communication technology (ICT) that have been in existence in the article journal review and

To find out how to use information and communication technology (ICT) in English speaking skill has developed.

Information and communication technology (ICT) describes the various ways that technology is used to create, process, store, transfer, and share information using electronic means. ICT encompasses a wide range of tools, including computers, mobile phones, and televisions, among others. In the context of online learning, common tools for delivering learning materials include blogs and videoconferencing. Blog and videoconferencing are also considered as services. Learning tools can be classified into two types: web-based and non-web-based tools (Bareq Raad Raheem, 2020).

When technology is used in language learning, particularly information and communication technology (ICT), both teachers and students are more motivated to study. Students can use computers to complete their assignments, and software platforms can facilitate work completion (Bareq Raad Raheem, 2020).

The development of communication skills, which include the ability to listen, talk, read, and write proportionately, is the aim of English teaching and learning in Indonesia. It is hence the teacher's responsibility to assign speaking assignments and allow the students opportunities to interact with others in the target language.

There are numerous definitions of "speaking" that have been put forth by researchers who study language acquisition. Speaking is defined by the Webster New World Dictionary as saying things out loud, communicating by talking, making a request, and giving a speech (Nunan, 1991).

Information processing, information generation, and information reception are all involved in the interactive meaning-construction process of speaking. Fluency and accuracy are crucial components of the communicative method, as the speech's shape and meaning are determined by the context in which it occurs, which includes the individuals themselves, their shared experiences, the physical surroundings, and the speech's intended meaning. Classroom practice can support learners develop their communicative competence by designing activities that balance fluency and accuracy achievement, and learners should have a clear understanding of how the language system works (Mazouzi, 2013).

Yuan notes that organised quantitative analysis and non-structured qualitative analysis are both included in "literature research methodology." They obtain and examine material found in literature from various angles (Lin, 2009). Literature generally describes the properties, attributes, and nature of objects. Researchers typically utilise logical reasoning to investigate the logical relationships among items rather than the quantity relationship

because these qualitative descriptions rarely reveal the variable relationship of the research subject.

Technology application can improve the usefulness, informatics, and efficiency of knowledge understanding. Technology enables us to effectively address a wide range of human problems. However, instructional technology is viewed as a method of application and knowledge acquisition. Teaching technology plays a decisive role in increasing the success rate of English teaching. It is broadly divided into categories of ICT, as explained in the previous discussion. To determine the types of teaching technology and their development, researchers conducted a study using the literature research method. Researchers will begin by conducting literature research to collect relevant data. The collected data will then be analysed, and the findings will be presented in a clear and concise manner. Finally, the conclusions drawn from the analysed data will be described.

RESEARCH METHOD

Types of the Research

A literature study using a qualitative methodology is this kind of research. Specifically, gathering information about scientific publications pertaining to the research topic or gathering information about literature or reviews completed for analysis, which is primarily concerned with a critical and thorough evaluation of pertinent literature resources. The previous description is confirmed by a statement from Zed Mestika 2014 book *Metode Penelitian Kepustakaan*, which states that library study is a set of actions linked to library data gathering methods, reading and recording, and processing research resources (Maya Rama, 2022).

In addition, literature study research is included in the category of descriptive research, this is indicated by the characteristics inherent in it, such as the object of research is information documented in pictures, recordings, literacy etc, then the subject of research is goods, books, magazines etc, finally the main characteristic is the main data source in the form of documents or literature (Hardani, 2020).

In this study the data used is data obtained from scientific articles and journals. this is supported by a statement stating that the literature study focuses on reviewing literature or journals related to the problem formulation. In addition, it is also explained that the literature research method is carried out based on written works, which are secondary data, namely data obtained indirectly. Also, basically literature research limits activities to literacy without requiring field research (Maya Rama, 2022). So that the data and data sources in this study are in the form of literacy such as scientific journals or books.

In research, it is mentioned as an object of research consisting of objects, humans, animals, plants, phenomena, and so on that have certain characteristics, while samples are some members of the population, this definition is quoted from a book written by Margono in his work entitled *Metodologi Penelitian Pendidikan* published in 2004. Referring to this opinion, this literature research uses purposive sampling techniques, where the sample is selected specifically based on the research objectives, where the samples in this study are journals and articles that are relevant to the objectives of this study (Hardani, 2020).

The data collection technique that will be used in this research is carried out by collecting literacy that is relevant to the research objectives, namely in the form of literacy journals or articles arranged into a matrix. The journals and articles used as data are 10-20 items published in the last five year (Maya Rama, 2022). The matrix used as a research instrument is an adaptation of the work written by Maya Rama Yana and Dini Maielfi published in 2022.

Three parts make up the data analysis approach utilised in this study: data reduction, data display, and conclusion drawing. It was created by Miles and Huberman (1992). The selection of data relevant that is pertinent to this study is referred to as data reduction. in data reduction, researchers will select, categorise and discard unnecessary data. then compile the most ideal and most relevant data and present it as needed. finally draw conclusions by describing relevant data in order to answer research problems (Meylan Ulina Br Siahaan, 2022)

In this research, the data reduction process is the most decisive process, so the data reduction process is described as follows. Starting with examining the research results from the most relevant, and quite relevant, data analysis begins. This is followed by looking at the years of research from the most recent to the older years. To find out whether the problem addressed in the research is appropriate or not, the researcher reads the abstract of each study first. Next, noting important and relevant elements to the research topic.

in its implementation, this research begins with research planning, in the planning stage making a research matrix containing the formulation of problems and research concepts, after all the topic ideas are organised, Researchers will begin by conducting literature research to collect relevant data. The collected data will be analysed, and the findings will be presented in a clear and concise manner. Finally, the conclusions drawn from the analysed data will be described.

FINDING AND DISCUSSION

After the researcher collected all of the data, the researcher got some results. This section consisted of findings and a discussion of the research. An further explanation of the results is provided by the research discussion.

Tabel 1. Result of journal analysis

No	Category of ICT	Journal Years	Type of ICT
1	Video	2014,2020,2021	Video recorder Video Taped
2	Mobile technology	2019,2020	Smartphone Tablet etc
No	Category of ICT	Journal Years	Type of ICT
3	Video-sharing websites	2020,2023	YouTube
4	Social media	2019,2021,2023	Instagram TikTok Facebook WhatsApp
5	Video conference	2021,2022	Zoom
6	Online communicative platform	2023	Flipgrid
7	Artificial intelegence based platform	2023	Duolingo Quizlet Speaklanguage SmallTalk2Me Elsaspeak

From the table above Result of journal analysis, the researcher concludes that related to ICT implemented in teaching speaking skills, there are general categories that include Video, Mobile technology, Video-sharing websites, social media, Video conference, online communicative platform, and Artificial intelligence platform. The grouping of these categories is based on the characteristics of each category listed.

The characteristics related to the first category refer to the type of ICT used, namely video recorders. Where the utilization that is implemented refers to the activities of students who do self-recording then the results of their recording reflect it (Zulhermindra & Hadiarni,

2020). The characteristics of the second category are mobile technology which is easy to use anytime and anywhere, also students in this era are closely tied to the use of mobile technology (Poláková & Klímová, 2019). then ICT in the video-sharing websites category refers to a platform that allows users to share videos created on the platform (Xiuwen & Razali, 2021).

Then, social media is a platform that is implemented into teaching speaking with characteristics for social interaction with fellow users in the form of comments on user posts, exchanging messages, and even making calls (Wulandari, 2019). However, social media platforms have video sharing features (Ariantini, Suwastini, Sri Adnyani, Dantes, & Jayantini, 2021). The fifth category, video conferencing, is a platform for conducting virtual realtime video meetings or discussions (Bawanti & Arifani, 2021). The last two categories are online communicative platforms that have characteristics where users can create, edit and share videos made in a discussion forum hosted by various communities, most of which are based on educational aspects (Philomina & Deivam, 2023), and the category of AI-based platforms basically has characteristics where the platform user performs all interactions that will be responded to by Artificial Intelligence which is applied as the core of the platform (Zhang, Sun, & Deng, 2023). so that basically researchers categorize ICT implemented into teaching referring to the characteristics of use and interfaces provided by the platform.

In addition, in each of these categories there are ICTs that are specifically implemented in teaching, namely the types of ICT that fall into the video category are all devices that have features for recording videos, for example, video recorders (Zulhermindra & Hadiarni, 2020). Meanwhile, all technologies that make it easy for users to carry anywhere and anytime refer to the mobile technology category, namely smartphones, tablets etc (Sherine, Mallikarjuna, & Seshagiri, 2020). Furthermore, between video-sharing websites and social media, the understanding is almost similar, namely the platform used to share videos or moments (Wahyuni & Utami, 2021). but there is a striking difference where video-sharing websites focus on sharing videos and have minimal interaction features with fellow platform users (Ilyas & Putri, 2020). in contrast to social media which has many features for interaction with fellow users such as chat, voice calls and video calls.

Video conferencing platforms are basically developed with the aim of similar uses such as video calls, but over time the platform provides a share screen feature and allows mass video conferencing in one room that is created, making video conferencing platforms implemented in the scope of teaching aspects such as zoom (Kaniadewi, 2022). next is the category of online communicative platforms and Artificial Intelligence platforms. Online communicative platforms refer to platforms with interfaces that allow to create and share

videos, as well as provide features to create a discussion related to a particular topic (Vurdien, 2023). Finally, Artificial Intelligence-based platforms refer to software, applications and websites with interactive interfaces but all feedback or responses provided by the platform are focused and controlled by AI. AI platforms that are familiar in the implementation of speaking skills are Duolingo, Quizlet, Speaklanguage, SmallTalk2Me, Elsaspeak (Zhang, Sun, & Deng, 2023).

So from the results of the analysis, the researchers found that the types of ICT that were successfully found related to their implementation of speaking skills include Video recorded, Video Taped, Smartphone, Tablet, Youtube, TikTok, Instagram, Facebook, WhatsApp, Zoom, Flipgrid, Duolingo, Quizlet, Speaklanguage, SmallTalk2Me, Elsaspeak.

Furthermore, in the implementation of speaking skill teaching, the various categories of ICT mentioned above have basically begun to be applied along with the development of technology. This is proven by the results of the researcher's analysis of previous journals that discuss the utilization or application of ICT in speaking skills whether it is learning or teaching.

First, the use of video or self-recording in speaking skills has been implemented since 1994 by Bankston & Terlip. It is noted that the explanation supporting the use of video recorders in teaching speaking skills was also explained in an older study in 1968 by Hirschfeld (Zulhermindra & Hadiarni, 2020). Furthermore, mobile technology is based on previous literature studies related to this matter, and since 2011, the implementation of mobile technologies has been carried out. This is due to the use of technologies that are simple, can be used anywhere. Mobile technologies are mobile phones, tablets or other mobile technologies (Maulina, 2023). In other studies, the debate related to the implementation of mobile technology in teaching or learning was recorded in the literature since 1998 by Ehrich, McCearry, Ramsey, Reaux and Rowland then continued by Quinn in the early 2000s and continued until the following years by other researchers (Poláková & Klímová, 2019).

Over time, the implementation of video-sharing websites such as YouTube in the context of learning and teaching began in 2006, where the research effort was carried out after one year of making YouTube (Ilyas & Putri, 2020). In addition, social media platforms have not escaped utilization to support the teaching and learning of speaking skills seen from previous research, research on this has been carried out since the development of social media in the early 2000s starting from Facebook and then continuing social media such as Instagram, WhatsApp and TikTok are still being carried out until the last few years (Ariantini, Suwastini, Sri Adnyani, Dantes, & Jayantini, 2021).

Then, the development of the use of video conferencing into the realm of English language learning broadly or focusing on speaking skills began to be widely used due to the covid-19 pandemic which required online learning (Kaniadewi, 2022). The next platform in the Online communicative platform category such as flipgrid, was first made available in January 2014 under a subscription-based approach that required teachers to purchase the programme in order to use it for an infinite number of learners. So with the release of flipgrid, research on the effectiveness of using flipgrid in the speaking aspect continued in the following years after the release of the platform (Philomina & Deivam, 2023).

Finally, historically, in the previous literature, it was written that AI-related research has been carried out since the 1950s and continued to be developed until the 2000s and applied in the world of education including in learning related to speaking skills and even continues to develop until the last recorded year 2023 (Zhang, Sun, & Deng, 2023).

CONCLUSION

The result of study, According to the study's findings, a variety of new ICT categories and types have arisen, such as video recorders, video taped devices, smartphones, tablets, Facebook, WhatsApp, Zoom, Flipgrid, Duolingo, Quizlet, Speaklanguage, SmallTalk2Me, and Elsaspeak. Of all the ICT platforms above, the changes that occur are influenced by the trends and technological developments that exist at each time until now.

ICT developed for teaching speaking skills is useful to make students familiar with English and speak English actively at any time with classmates or alone for introverted students who find it difficult to maximise performance freely. with ICT in learning can convey a variety of information, knowledge, ideas, thoughts as well as life stories published in the form of videos, transfer materials, instructional notes and can get feedback as a reflection so that they can know each of their weaknesses during speaking activities and improve speaking skills. ICT is mentioned as a tool that supports students' learning process, so the key to the success of students' English learning is the level of creativity of students or teachers in using it, as well as students' involvement in any activity that uses ICT. In general, the results of this study show the positive development of ICT on learner english speaking skill.

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