

## **The Implementation of ICT in Teaching Speaking to Students of EFL Class at Faculty of Languages and Literature Universitas Muslim Indonesia**

**Nurul Fajriah Makmur**

[nurulfajriahmkr@gmail.com](mailto:nurulfajriahmkr@gmail.com)

Universitas Negeri Makassar

**Muh. Basri Jafar\***

[muh.basri@unm.ac.id](mailto:muh.basri@unm.ac.id)

Universitas Negeri Makassar

\*corresponding author

**Kisman Salija**

[kismansalija@unm.ac.id](mailto:kismansalija@unm.ac.id)

Universitas Negeri Makassar

### **Abstract**

*This research is qualitative research with the lecturer as the subject and the students in the class taught by the lecturer. Interview forms and observation forms were used as instruments. Interview sheets were given to lecturer and students to determine the perception, implementation and impact of using ICT on students' oral skills. Checklist observation sheet for determining the use of ICT in oral learning and oral skills of students, based on the results of observations of the activities of students during learning by as many people as possible and completed by researchers as observers. Based on the results of data analysis, the results showed that lecturers used two learning media, namely the ICT media used for teaching by lecturers were WhatsApp and Zoom Meeting, the implementation of online learning on the WhatsApp application was implemented poorly, while the implementation of online learning on the Zoom Meeting application is implemented well, the perception of lecturers when teaching using the Whatsapp application shows a low perception, while the perception of lecturers who teach using Zoom Meeting shows a high perception, the speaking performance of students who learn using the Whatsapp application is quite good, meanwhile, students who learn to use the Zoom Meeting application are good.*

**Keywords:** *Implementation, ICT, teaching speaking.*

### **INTRODUCTION**

The internet in all its aspects offers various services and facilities that can be used for the benefit of human life. Today, the use of computer networks is widespread in banking, healthcare, business, commerce, entertainment, security, information and education. According to Kimball (1998), the development of information technologies is associated with the emergence of various types of technological activities. Lecturers can use advances in information and communications technology to improve their performance. In addition, it enables fast, accurate and precise execution of various tasks.

Information and communication technologies (ICT) are integrated into learning. This requires lecturer to master ICT in the learning process. The role of ICT is very important in the learning process as it can increase the efficiency and effectiveness of learning and therefore increase the attractiveness and attention of students. When learning a second language, information and computer technologies (ICT) can reduce students' psychological problems related to expression and improve their critical thinking, problem-solving skills and communication through online courses or classroom homepage creation (Young , 2003).

The use of information and communication technologies in the world of education, especially in learning English, has become a necessity that can no longer be postponed. Numerous ICT applications are already available in society and are waiting to be optimally utilized for educational purposes. The use of information and communication technologies in education can take different forms depending on their function in education. According to Indrajut (2004), the function of information and communication technologies in education can be divided into seven functions, namely: (1) as a knowledge repository, (2) as a pedagogical tool, (3) as a subject pedagogical subject, (4) as a competency standard, (5) as administrative support, (6) as a school management tool and (7) as educational infrastructure.

Media is very important in English lessons to support the learning process. This technology helps improve communication between Indonesian students. Every university uses ICT to facilitate the teaching process in the classroom for lecturers and students. The many types of apps they use in the classroom can enhance their learning.

Speaking skills are an important part of the foreign language curriculum, so it is important that students can speak English. However, the goal of teaching speaking skills is to improve students' communication skills to help them express themselves and learn to follow social and cultural rules appropriate to each communication situation.

English language skills are one of the skills that English literature must master is combining education and work experience to measure qualifications. The qualification level is stated in the learning achievement in the study program.

In an effort to equip literature students to achieve English language competence, the leadership and language units of the Faculty of Language and Letters Universitas Muslim Indonesia have several times held training in teaching English using ICT for English lecturers of the Faculty of Language and Letters. Although recognizing the effectiveness of ICT in learning English, the realization is that not all lecturers use ICT as the main learning medium in teaching English. Because basically the implementation of ICT in teaching and learning process has many shortcomings including not having the technology tools to support the teaching and learning process and also not all regions in Indonesia can be reached by the internet network properly.

Based on the research of Fithri Al-Munawwarah (2014) entitled "Teachers' Perceptions of Use ICT in the Indonesian EFL Learning Context", it can be assumed that the integration of ICT in English will support the teaching process and teacher learning in an interesting way and entertainment activities. The data shows that all teachers said that they do not get bored easily because the authentic materials presented on the website are interesting and creative.

Another recent study by Toumi (2015) on ICT integration to improve speaking skills of EFL students concluded that ICT integration is the best technique to improve speaking skills of students. Therefore, English learners need effective techniques and tools to improve their speaking skills and create a comfortable atmosphere for language use.

Considering there are several opinions about the implementation of ICT in teaching speaking. The researcher intends to analyze the implementation of ICT in teaching speaking to student of EFL Class at Faculty of Languages and Literature Universitas Muslim Indonesia.

## **LITERATURE REVIEW**

### **Information and Communication Technology (ICT)**

The technology comes from Greek *technologia*. *Techne* means skill and *logic* means expression. Technology education involves the use and specific knowledge of teaching tools and skills. According to A. Baiquni, technology is the totality of human knowledge applied to the process of using nature and obtained through the application of science to productive and economic activities. This information is explanatory information and breaking news alerts. Communication is the sending and receiving of messages or messages between two or more people so that the message can be understood. Information and communication technology therefore refers to all activities related to the processing, management, transmission, communication, sending and receiving of messages so that the desired message can be understood across media.

As defined by the UNESCO Regional Office for Education and the Asia-Pacific Learning Community, ICTs are technologies used for communication and the creation, management and dissemination of information. In the broadest sense, ICT includes computers, Internet, telephone, television, radio and audiovisual equipment (UNESCO, 2008: 11).

### **Types of ICT**

According to Sudarwan Danim (2010), the progress achieved by humans in the field of science and technology has made science and technology develop rapidly. The pattern of human life with the progress of science and technology has a close relationship, education is perhaps the most prominent place in the framework of that progress. Within the framework of educational activities, there are several ICT media that can be used in learning, ranging from the simplest to the most sophisticated.

Various types of media that can be used in the learning communication process according to Koyo Kartasurya as quoted by Arif Sadiman, et al are classified into:

- a. Visual media include photos/tattoos, sketches, diagrams, tables, graphics, paintings, posters, maps and globes.
- b. Listening media include radio, magnetic, tape recorders, magnetic sheet recorders, language laboratories.
- c. Projected still media includes slides, film strips, overhead projectors, micro films, micro projectors.
- d. Projected motion media, including film, television, closed circuit television (CCTV), video tape recorders, computers.

### **ICT in Teaching English Speaking**

According to Hartoyo (2008), there are different types of ICT in language learning, as follows:

- a. Computer-Assisted Language Learning (CALL)

According to Levy's 1997 review in Photos and Browne (2004: 3), CALL is "a computer application for language teaching and learning." CALL is a computer program that can be

used to learn English. Nowadays, it has become fashionable to use CALL to improve students' ability to apply integrated skills such as listening, reading, writing, listening and speaking. There are two easy tips to get CALL software on the internet. First, by depositing or transferring an amount of money. Second, download free software such as Hot potatoes.

b. Information Hubs

Lecturer can use the Internet to browse syllabus, topics, assignments, announcements, and multimedia teaching resources (Hartoyo, 2008). The Internet can be used by lecturer to transmit data on issues related to the teaching and learning process.

c. Publication Forum

This website allows students and teachers to post essays, articles and reports so that teachers and students can share their opinions. As more and more people want to start a blog, one positive aspect is how easy it is to start a blog. Blogging is becoming a new trend in personal development.

d. Medium to converse or correspond

This can be done via video conference. ICT serves as a means of communication and correspondence. Many aspects can be cited as reasons to support the development and application of ICT in education with a view to improving the quality of national education in Indonesia.

e. Intercultural Communications

Teenagers are used to socializing outside of school and even meeting friends from different countries. This can be done via email, chat (MIRC, Yahoo Messenger) and by joining social networks (Friendsters, Facebook). Communication works smoothly and quickly, even if the distance is hundreds of thousands of kilometers.

f. Research Support

The Internet, websites, electronic journals, and electronic libraries help provide theories and articles that can facilitate research. The use of information and communication technologies makes the search for scientific literature faster and more precise. Researchers can also conduct surveys over the Internet, distribute them via mailing lists, interview respondents using Skype software, which allows researchers to communicate in real time, and meet in person via webcams or internal cameras.

### **The Concept of Perception**

According to Rookes and Wilson (2000) in the book of Perception: Theory, Development, and Organization, perception is the process of recognizing and interpreting stimuli received through our senses. Hamacheck (1995: 199) says the same about perception. He explained that perception is the way humans perceive stimuli using sensory receptors in the human environment. What is experienced consciously is not always the same as what is experienced acoustically, visually or tactically. People's perceptions are influenced by how they perceive their environment. Therefore, a person's interpretation of sensory stimuli is influenced by his point of view.

Based on the above definition, we can conclude that perception is a process of human activity, which consists in creating impressions, judgments, opinions, feelings and interpretations of something based on information obtained through physical or chemical stimulation of the sense organs won.

Icekson and Pines (2003) divide perception into two types, namely positive perception and negative perception. Positive and negative perceptions can be defined as follows:

- a. Positive perceptions are characterized by or express certainty or confirmation. Tends to emphasize the good, is constructive rather than skeptical; Development towards progress or improvement
- b. Negative perception says or means denying something. He tends to focus on the bad things. He lacks positive qualities such as enthusiasm, interest or optimism.

### **EFL Class**

In communication and interaction between different countries, English is very important to support the development of science and technology and to meet the needs of an increasingly advanced and modern age. Mastering the ability to use English as a means of international communication is aimed at establishing social contacts in the age of globalization. According to Gebhard (2006), English can be defined as the learning of the English language by people living in places where non-native English is used as a means of communication. He also pointed out that in such an environment, students have little opportunity to use English to communicate outside of the classroom.

### **Speaking Skills**

Harmer (2007) states that there are three main reasons why students talk in class. First, conversation courses give you the opportunity to practice speaking in a safe classroom. Second, speaking tasks in which students attempt to speak one or all of the languages they know provide feedback to the lecturer and students. Everyone sees how successful he is: what successes he achieves and what language problems he encounters.

## **METHOD**

### **Research Design**

The approach used in this study is qualitative. According to Sulisty Basuki (2000 : 110) the qualitative research focuses on the subject's ideas, perceptions, opinions or beliefs, which cannot be measured in numbers. Qualitative research aims to gain a complete picture of something from the perspective of the person being studied. In qualitative research, the researcher is the primary research instrument. Researchers have more advantages than questionnaires, which are often used in quantitative research.

### **Research Subject**

This research was carried out in Semester II of the 2022/2023 academic year at the Faculty of Languages and Literature, Universitas Muslim Indonesia, located on Jl. Urip Sumoharjo, Makassar City, South Sulawesi. Participants in this research were lecturer and odd semester speaking students of the faculty of languages & literature consisting of 1 class and 1 lecturer. Researchers used a purposive sampling technique by selecting lecturer who used speaking learning by implementing ICT in the teaching and learning process. The participants in this research were 7 students and one lecturer with the aim of finding out how lecturers and students perceive learning

speaking by implementing ICT, how ICT is implemented in the teaching and learning process, and what is the impact on students in implementing ICT during the teaching and learning process.

### **Technique of Data Analysis**

The methodology employed in this research for data analysis follows the interactive model proposed by Mathew B. Milles and A. Michael Huberman. This model involves a simultaneous execution of the analysis process alongside data collection, data reduction, data presentation, and the formulation of conclusions, as outlined by Sugiyono (2010), as follows :

a. **Data Collection**

In this research, a triangulation approach was employed for data collection, which encompasses the integration of interview, observation, and documentation methods.

b. **Data Reduction**

The volume of data acquired during fieldwork is substantial, necessitating meticulous and detailed recording. As researchers spend more time in the field, the data accumulates in greater quantity, complexity, and intricacy.

c. **Data Display**

Following the data reduction process, the subsequent stage involves presenting the data. The structured presentation is designed to facilitate the derivation of conclusions and the formulation of actions.

d. **Conclusion Drawing and Verification**

The last phase in qualitative data analysis, following Miles and Huberman's approach, involves formulating initial conclusions that remain tentative, ambiguous, inflexible, and uncertain.

### **FINDINGS**

The findings of this study consist of three main problems, among others: The lecturer and students perception in the Implementation of ICT in teaching speaking. The implementation of ICT in teaching speaking. The impact of the Implementation of ICT on students' speaking performance. The findings are presented as follows:

#### **Lecturers' and Students Perception about the Use of ICT in Teaching Speaking**

During the observation session which done for one month, the researcher did an interview to the lecturer and students about their perspective using ICT in teaching English Speaking at EFL Class. There were one lecturer and seven students that had been interviewed. The first interview was conducted on April 20<sup>Th</sup> 2023 with the lecturer and the second interviewed with the student was conducted on April 24<sup>Th</sup> 2022. The interview was directly conducted in the lecturer's room after the teaching and learning process was over.

According to Icekson & Pines (2003) divide perceptions into two different types namely positive and negative perception. From the interview session, researcher found that in teaching English Speaking by implementing ICT, lecturer and students expressed several perceptions which related to the theory of perception, namely positive perception and negative perception.

From the interview results, the researcher first asked lecturer's opinion regarding using ICT in teaching speaking. In the interview process the lecturer answered that he used two ICT media, namely WhatsApp and Zoom meetings. The lecturer also expressed the opinion that when learning

using Zoom meetings, students were more enthusiastic about participating in the learning process than using WhatsApp.

*..So I try to combine using ICT applications during the teaching and learning process. Because it is already the middle of the semester, I am using WhatsApp and Zoom meetings because the campus is implementing a hybrid system in the teaching and learning process. During the teaching and learning process, using Zoom meetings attracts more enthusiasm from students than when using WhatsApp.*

When asked about the emotions felt by lecturers while teaching using ICT. When the lecturer teaching using the Whatsapp application, lecturers feel that there is no significant difficulties. The response from students which takes quite a long time, whereas when teaching using Zoom meetings lecturers do not feel the same difficulties as they do when using WhatsApp.

*Actually, there are no significant difficulties, even though when I teach via WhatsApp, students tend to be slow to respond, but when I teach via Zoom meeting, students' responses are faster because they can be controlled directly to activate their respective cameras directly*

Regarding the challenges, actually the lecturer does not face too many challenges but according to him the challenge lies with the students themselves because they must continue to practice directly by practicing speaking through the material provided from the ICT application itself.

*Actually there are not too many challenges because it really helps us in the learning process, why is it because we can get the materials and examples of learning or other forms of the material easily, then we can be imitated by students, but it comes back again that students really have to directly practice what is contained in the learning material.*

After interviewing to find out the lecturer's perception. The researcher then continued the interview with the students. On student perceptions, researcher divided positive perceptions into three levels. They are highly perceive, moderately perceive, and lowly perceive of the use of ICT.

#### a. Highly perceived the use of ICT

At this level, some students perceive their opinion regarding the use of ICT by the lecturer. The following is the result of students' perceptions:

*"I like it, sis, because it is very important to use ICT to make it easier to receive lessons"*

*"It's good that you often use ICT media for offline classes because it really helps you, I personally also have more enthusiasm because during class it's not monotonous."*

#### b. Moderately perceived the use of ICT

Students have this perception means that they have positive perception but they do not show much enthusiasm. Students' perception regarding the use of ICT are as follows:

*"That's good sis, but usually if the network doesn't support it, the application suddenly log out, so you have to log in again."*

*"Actually it's good Sis, but maybe lecturer can try using other supporting applications"*

#### c. Lowly perceived the use of ICT

The last perception is low perception, which means that students have a low perception of the use of ICT in but still agree and like the application in the classroom.

*“Personally, I actually haven't improved enough Sis, because I prefer face to face, especially my speaking skills are still lacking, but actually it's okay if the lecturer teaches via Zoom or WhatsApp Sis”*

### The Implementation of ICT in Teaching Speaking

Table 1. Data Display of Observation

The components	The Implementation of ICT in teaching speaking	
	Whatsapp	Zoom Meeting
Preparation	The lecturer has prepared the material before delivering the lesson as a PowerPoint document. It contains the topic to be discussed at the meeting. The lecturer also have prepared audiovisual elements to train students and provide materials.	Lecturer has prepared material before delivering learning in the form of PowerPoint documents that are displayed on each student's laptop screen. It contains the topics discussed, namely how to do an advertisement.
Strategy	During the learning process, the lecturer just shared the material in the WhatsApp group without explaining it in advance. The lecturer asks students to understand the material and then send documents about the expression of doubt and disbelief for students to answer within a certain time given by the lecturer.	In the learning process the lecturer displays the material to be taught regarding advertisements. The lecturer explained directly what an advertisement was, the types of advertisements and gave examples. After that the lecturer asked students to provide an example of an advertisement.
Interaction	During the teaching and learning process the interaction of students is quite slow and the activity of students in the class also seems less responsive to the lecturer.	The interaction between lecturers and students went quite well. The student response was very fast and the students were also enthusiastic in participating in the learning process as seen by many students who were quite active in giving examples regarding advertisements.
Practice and Application	Lecturer sent an example of video about how to express emotions and some vocabulary through pdf files and ask students to use them in daily conversation and practice directly through voice notes one by one.	The lecturer plays an example of an advertising video and asks students to observe the video. After that students are asked to prepare a form of advertisement that they will advertise one by one. Lecturers also directly corrected incorrect grammar when students were describing their advertisements.

Delivery of Lesson	During lessons, the lecturer gives clear instructions and give students the opportunity to ask and answer questions. The lecturer did not give conclusions on a subject or dictate what to do next. But the lecturer provides motivation to students like “good job” who succeed in pronouncing well and giving examples of correct sentences.	During lessons, the lecturer gives clear instructions and give students the opportunity to ask and answer questions. The lecturer give conclusions on a subject or dictate what to do next. The lecturer also provides motivation to students like “good job” who succeed in pronouncing well and giving the best examples of advertisements.
Review and Assessment	At the end of learning the lecturer does not review the material that has been taught. Lecturer only provide conclusions and randomly appoint students to practice the material that has been taught. Some students are still difficult to give examples when asked one by one like “Masih kurang mengerti sir, No idea Sir”	At the end of learning the lecturer reviews the material that has been taught. Lecturer also give conclusions and students also have no difficulty answering questions by lecturers.

### **The impact of the Implementation of ICT in Teaching Speaking**

In the first interview section, the lecturer gave his opinion on the impact of implementing ICT in teaching speaking. It is found that the lecturer agrees that the implementation of ICT in teaching English speaking has a positive impact in the teaching and learning process. Meanwhile, in the second session of the interview, researcher interviewed several students who took the speaking class in that class. In the interview section, the students give their opinion on the impact of the use of ICT in learning speaking. The students agree that the use of ICT in teaching speaking has an impact on their learning process. Students mentioned that learning by using ICT media improved their speaking skills because they could be self-taught outside of speaking class hours.

*“In fact, the benefits and effects are enormous because students can be more interested in the variations obtained through the technology, which of course are different when using the old techniques. It can be seen from the students who are interested and enthusiastic when participating in the learning process. Students are also more active when expressing their ideas or thoughts even though their grammar is not perfect. It's also easier for me to get variations of material from the internet to use as teaching materials because there are many helpful factors.”*

*“Indeed, it is necessary to use ICT and we know that today's students cannot be separated from the use of technology and it has an extraordinary impact when these students really use ICT in learning speaking properly. In terms of memorization and comprehension, it is very easy because they are very interested and really enjoy the learning process. When I randomly pointed and asked about the material that had been taught, they enthusiastically were able to answer the questions I gave. That is one form of my assessment in measuring student achievement in class. In addition, the students bravely volunteered to give their opinion during the learning process.”*

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*“For me personally, I could say it was very helpful because I could study outside of lecture hours, self-taught. Automatically I can improve my ability to speak outside of lecture hours. Like for example, I downloaded the Duolingo application on my cellphone, where I can learn languages, and it's complete with listening, writing and including speaking too. And Alhamdulillah, since I routinely took the time to play the application every day for 10-15 minutes, I think my speaking ability has improved quite a bit because I am getting familiar with some phrases and my way of pronunciation is starting to get better too.”*

*“..Because basically I really like learning English especially speaking, so when the lecturer uses ICT media it's easier for me to express myself when speaking.”*

## **DISCUSSIONS**

This section discusses the interpretation of the findings based on the results of the case study where the data obtained from observations and interviews. In this study, researchers discuss the results of research which include the implementation of ICT in teaching speaking, lecturers' perspectives and the impact of implementation of ICT on student speaking performance. The researcher interview one lecturer who teach in speaking class and use different online applications in implementing ICT. The researcher also conducted interview some students in the class.

### **Lecturer and students perception about the implementation of ICT**

In collecting this data, the researcher conducted interviews with the same lecturer and few students. The questions asked are about thirteen questions that contain opinions and difficulties experienced in the use of ICT in teaching speaking. During the interview process, the researcher came to several conclusions.

First, based on the descriptions of the lecturer that the effectiveness of the use of ICT in teaching speaking depending on the facilities provided and internet network. Because not all students have good internet access and not all classrooms are equipped with complete ICT facilities.

Secondly, regarding the difficulting experienced by lecturers during teaching English on WhatsApp. When lecturers teach using WhatsApp, the obstacle experienced by lecturers is that students are less responsive in responding to lecturers.

Third, namely regarding the reasons the lecturer chose to use the application. The lecturer chose the WhatsApp application as a learning medium, and not all students had good connections to use zoom meeting media. WhatsApp is the only medium that is easy to carry out learning. Meanwhile, when lecturers teach using Zoom Meeting, lecturer assume that it is easier for him to convey the material to be taught and it is easier to control students' attendance and activities in class.

Fourth, the process of evaluating lecturers in the teaching and learning process uses ICT. Lecturers use general assessment methods, what is considered is student attendance, assignments, activities and tests.

Fifth, and also the final conclusion obtained by the researcher is the lecturer's opinion regarding the use of ICT media on students' speaking abilities. Lecturers agree that learning using ICT media is quite effective in helping the process of delivering the material to be taught to students.

Based on the results of interviews with the lecturers concerned, researchers concluded that when lecturers teach using Zoom Meeting, they show highly perception in using ICT. Meanwhile, lecturers teaching using WhatsApp show low perception in using ICT.

### **The implementation of ICT in teaching speaking**

Derived from the collaboration between (Echevarria et al., 1999) and secondary school educators, a framework has been established to shape the creation of lesson plans and lessons. This framework outlines several key components of learning, namely: 1) Preparation, 2) Strategy, 3) Interaction, 4) Practice and Application, 5) Delivery of Lessons, and 6) Review and Assessment.

The first aspect is Preparation. Preparation is essentially short-term planning to estimate or project what will be done. Thus, teaching preparation is an effort to predict the actions that will be carried out in learning activities, especially those related to the formation of competencies. In this study, researchers found that lecturers who used WhatsApp and Zoom Meetings had prepared material and several examples of conversations in the form of video and audio before starting the teaching and learning process. The material provided is different, namely when teaching using zoom meetings the material taught is about advertisements, while when teaching using WhatsApp the material taught is about how to express emotions.

The second aspect is Strategy. According to Ngalimun (2016) strategy in general has the meaning of an outline of reference in taking action to achieve the desired goals. If associated with learning or teaching and learning, then strategy can be interpreted as a general pattern of activities between teachers and students in a learning activity teach to achieve the goals outlined. In this aspect, lecturers who use WhatsApp only provide material to students and do not explain it first. Meanwhile, lecturer use Zoom Meeting display the material on the screen and explain it directly to students.

The third aspect is interaction. In this regard, the researcher found that when lecturer teach using WhatsApp, there is no intense interaction, students' reactions are slow and uncontrolled attendance and activity make the learning process less effective. While when instructors teach using Zoom Meeting, interactions are quite smooth, lecturer also receive quick feedback from students, and controlled attendance and activities help the learning process go more smoothly.

The fourth aspect is Practice and application. In this aspect, the lecturer gave several speaking tests as an exercise for students after being given the material. Students who learn to use WhatsApp still find it difficult to give examples when asked one by one. Meanwhile Students who learn to use zoom meetings find it easier to express their feelings and are able to speak well.

The fifth aspect is Delivery of lesson where according to Ali Mahmood Jukil refers that the its the process in which teachers deliver lessons for the purpose of achieving the pedagogical objectives effectively. The appropriate lesson delivery requires a good lesson plan including content-based tasks, language-based tasks and explicit objectives of these tasks with appropriate

spacing to students' ability level for promoting students engagement. Where in this aspect the researcher found that in teaching using Zoom meeting the instructions given were clearer than those using WhatsApp. The lecturer also provides opportunities for students to explain. The activeness of students in asking and answering is more visible in learning using Zoom Meeting than WhatsApp.

The last Aspect is Review and Assessment. In this case the lecturer did not review all the material that had been given to students. Based on the explanation from class observations, the researcher concluded that the implementation of ICT using Whatsapp is low implemented in teaching speaking. While the implementation of ICT using Zoom, Meeting is well implemented in teaching speaking.

### **The Impact of the implementation of ICT to students**

Based on the implementation the use of ICT in teaching speaking, the data obtained is that the implementation of ICT using zoom meeting fulfills more aspects than the implementation of ICT using WhatsApp.

The data obtained is based on the results of interviews with lecturers, students and classroom observations. The interview results were obtained from interviewing one lecturer and several students after implementing the use of ICT in teaching speaking. The results of the interview with the lecturer showed that he considered the purpose of the learning strategy applied by the lecturer could be known by looking at the learning process carried out by students. Then the lecturer also said that the average ability of students in utilizing the application of ICT varies. There are students who understand quickly, some are slow and some are in the middle, this is all influenced by the condition and ability of students in their ability to grasp the learning material.

The results of interviews with lecturers regarding the impact of the implementation of ICT using WhatsApp, argue that some students in the learning process are less brave to speak, and less in responding during the learning process. This is usually due to students' limitations in expressing their ideas due to their lack of vocabulary so that students choose to be silent. Lecturers also only send files without explaining in detail so that it affects student activeness when the lesson is in progress, although there are some students who remain active in the learning process for those who have a good level of understanding.

Furthermore, the lecturer also added a statement that the implementation of ICT using Zoom Meeting in teaching speaking can improve student achievement, where it is assessed from student activeness when the learning process is taking place. Students are more courageous to express their ideas.

Meanwhile, the results of interviews with students regarding the impact of the implementation of ICT in learning speaking, student thought that the implementation of ICT in learning speaking is very helpful because he can study outside speaking class hours. The student stated that his ability in speaking had improved quite a bit because he could train himself to learn by downloading a language learning application on his cellphone so that he practiced repeating words and sentences through the application.

Another student said that he was greatly helped by the implementation of ICT in learning speaking because he felt more comfortable and confident in expressing his ideas. Students also mentioned that their speaking skills improved when lecturers taught speaking by playing songs on YouTube. That makes it easy to express sentences through snippets of songs that play over and

over again. Student also mentioned that the implementation of ICT in learning speaking made it easier for him to submit assignments.

Based on the results of interviews with lecturer and students regarding the impact of the implementation of ICT on the student learning process, from the lecturer's perspective, it can be concluded that student abilities and student activity in the class are different, depending on the type of ICT applied. Where when using WhatsApp there are students who are active, there are students who are not active and there are students who are in the middle, whereas when using Zoom Meeting students are more free and confident in expressing their ideas so that the implementation of ICT in teaching speaking is considered quite helpful in the learning process. Students who are able to apply the use of ICT well will have an impact on the student learning process, namely that students will become active and become independent learners and their ability to capture learning outcomes will be much better compared to students who do not apply the use of ICT in speaking learning.

## CONCLUSIONS

Based on the findings and discussion, it is concluded that: (1) in implementing ICT, there are two types of media that are used by lecturer, namely WhatsApp and Zoom Meeting. In the context of utilizing Zoom Meetings for communication, student involvement is more systematically coordinated compared to the use of WhatsApp.; (2) the implementation of ICT using Whatsapp showed low implemented. While the implementation of ICT using Zoom, Meeting showed well implemented. (3) Lecturer taught using zoom meeting showed high perception in teaching speaking. Meanwhile, when lecturer teach using Whatsapp show low perception in teaching English; and (4) The impact produced is different because of the different media that implemented in the class. Students with better implementation of Zoom Meeting have a better impact on students' speaking performance. The researcher concluded that the implementation of ICT has positive impact to students' speaking performance.

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