



THE USING ICT (INFORMATION AND COMMUNICATION TECHNOLOGY) FOR SPEAKING SKILL AT THE CLASSROOM IN THE RURAL AREA

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Abstract: The study explains the using ICT for learning of the process in the classroom. ICT is the tools that support the teaching and learning in the class. The students can be interested by the lesson using ICT. It used the qualitative method when the data can be seen in the test of speaking for the eleventh students in English lesson. It was 13 students for Design Communication Visual major. The students can be succeeded by ICT supported such as whatsapp, youtube, facebook and also from the internet. The data would be different from four aspects in speaking skill such as pronunciation, intonation, fluency and accuracy. The score of the students increased and got the interest from ICT. The reseacher took the result of this study by using the mean of the first data from X1 until X4 is 2.325 and the mean of last test is 3.6725. From the formula the mean of first test is divided the last test and multiply 100%. So, the percentage of speaking skill got the increasing 36.7%. From the four aspects, the intonation of the studens is good after using ICT that get the conversation and describing picture from the internet.

INTRODUCTION

In the modern era, the use of technology is very much needed, especially in the world of education. Technology can help teachers to provide materials and knowledge to students. The procedure for creating education through A system of education that includes curriculum and pedagogy and infrastructure. With the updated curriculum, teachers must use more technology in the field of teaching. The process of developing an educational technology system involving curriculum and pedagogy, infrastructure, capacity building, language, and content, and financing, which are strictly related to each other (Aktaruzzaman, Huq Shamim, &

Clement, 2011; Halimah & Paramma, 2019; Paramma, 2018). EFL, or English as a Foreign Language, describes the instruction and acquisition of English in a nation where English is not the primary language. ICT, or Information and Communication Technology, encompasses the use of technology to facilitate communication and access information. In recent years, ICT integration in EFL classrooms has increased in popular as educators recognize the benefits of incorporating technology into language learning. This trend has been driven by the fact that ICT can enhance engagement, provide interactive learning experiences, and offer opportunities for personalized instruction. With the abundance of digital resources and tools available, Teachers can design engaging and creative lessons. that accommodate students' varying learning preferences and methods. As a result, students are more motivated to learn and are better having the abilities required to communicate efficiently in English.

Using of applications such as email, kahoot, quizzis and applications as teacher assistants to be able to provide more explanations and quizzes to students. Not only those applications, whatsapp, youtube and google form can be used by the teachers in the school. "Students in Indonesia are more motivated to learn English for their own reasons, such as passing national examinations and advancing to higher levels of education. Some students find English challenging due to strict teachers and lack of fun activities in learning [1]. In terms of resources, students mostly learn English from textbooks, with some using computers and mobile phones. Lack of access to computers in rural areas hinders online learning methods [1]." (n., 2013). Overall, The teaching and learning of language has been completely transformed by the use of ICT in EFL classrooms, which has improved the process' effectiveness, interactivity, and engagement. ICT integration in EFL classrooms has also made it possible for real-time evaluation and feedback, which helps teachers better monitor student progress and adjust their lesson plans. In addition to increasing students' self-confidence, this individualized method of instruction helps them comprehend and retain English language skills more thoroughly. A more dynamic and student-centered learning environment can be created by educators by utilizing technology that enhances overall language acquisition and communication abilities. Ultimately, the use of ICT in EFL classrooms has truly transformed the educational experience for both teachers and students alike. For example, with the use of online platforms and digital tools, teachers can easily administer quizzes and assignments to gauge individual student performance in real-time. This data helps teachers spot areas for growth and offer focused assistance to help students meet their language learning objectives. Furthermore, using multimedia materials like audio recordings, movies, and interactive games can enhance students' learning experiences by

making them more dynamic and interesting. This accommodates a variety of learning preferences and styles while also sustaining their drive and interest. IT also makes it possible for pupils to access a multitude of real materials and resources from around the world, exposing them to diverse accents, cultures, and perspectives. This exposure helps to broaden their linguistic and cultural knowledge, making their language learning experience more well-rounded and immersive. Overall, the use of ICT in EFL classrooms has revolutionized the way language is taught and learned, leading to more effective and enjoyable learning outcomes for both educators and learners. Using ICT in EFL classrooms has truly transformed the educational experience for both teachers and students alike." (Mohammad, 2013) (Nilsson, 2018).

Teachers can use ICT to enhance their teaching and learning in the classroom. This technology expands the methods for presenting material. Various teaching strategies aim to keep pupils engaged in class and prevent boredom. According to Almalki (2020), this variation involves the teacher presenting material visually, audibly, or through a combination of both. Teachers can help themselves and their students learn by adopting a number of ICT tools. This device also expands the variety of methods for displaying material. Using various approaches, This diversity can be realized through the use of various ICT:

1. Tape/Cassette Recorder and Sound System

The teachers especially English subject can apply this cassette player to demonstrate English music material. However, the teacher had previously given the song's text. After everyone has finished listening to the song, they have a conversation about the lyrics of the music. From the music, the teacher can ask the students fill words in the blanks. They can get some new vocabularies that they do not know. If there is no ICT, the teachers can sing a song by themselves and ask the students to listen and get the meaning from the lyrics. Moreover, discuss the words and match the meaning after students listen to music together.

2. Film/Movie

In addition to listening to music, the English teacher can implement films to help students learn English. The teacher displays films with a variety of themes, such as sport. From film player, the students can know some simple vocabulary for daily routines. As a teacher, we can use the subtitle for making students remember the words and without subtitle, the teachers can ask the students to tell the story. By watching the films, the teachers can show the subtitle or without subtitle because we can know them focus or not about the movie.

3. LCD or OHP

The teachers can utilize Microsoft Power Point to present the conversation and add interest to the subject. An LCD can be used to display the materials that has been turned to Microsoft PowerPoint format. To make the data more appealing, relevant images are added to it using Microsoft PowerPoint media. Students may find it easier to remain and keep information when it is visually presented to them. If an LCD is not available in the class, the teachers may utilize an OHP to display data from Microsoft PowerPoint that has been printed in paper form.

4. Laboratory of Language

Listening materials are typically included in language labs. English music or English news radio recordings might be used as listening materials by the instructor. To shield their hearing from other undesirable sounds, students can wear the headphones that are provided in the lab. Students that wear headsets are also thought to be able to pronounce English words more precisely.

5. Laptop or PC

Teachers can access the internet using laptops or PCs. Through the internet network, the worried instructor has unfettered access to English language resources. Additionally, the instructor in question can teach pupils about global technology by using the internet network. Some of the content is accessible for use by English teachers in various online programs.

6. E-mail

English teachers can effectively discuss supplied topic via email. As a result, youngsters have more opportunity to study English. Some students may email the teacher with any questions they may have because of the short time allotted for each topic in class. Teachers can answer with thorough explanations via email, which makes it a useful tool for content discussions. The concerned educator will find it challenging to give a thorough explanation in a brief message.

7. Social Media Instagram, tiktok, facebook or others)

Students may be asked to use social media for learning in class by the instructor. English teachers' social media accounts are accessible to students. The teacher in question may make sure that his students are constantly getting the most up-to-date information by using this social networking account. Statements regarding the classroom teaching and

learning process as well as assignments or materials to turn in at the following meeting can be included.

8. Chatting application (Whatsapp or other applications)

This program can be used by English teachers to help their students practice crafting normal English conversations. Instructors can stimulate student participation and improve communication by using chat rooms. The English teachers can implement the chatting for talking each other to make habit in English.

9. Web blog

English teachers can share their students' assignments or homework on blogs. They declared, or perhaps warned, that all of the exercises results will be put on an internet blog for anybody from around country in the world to review before uploading the student activity (Agustin, 2019). From the blogs, the students can access and the teachers can make some written text such as homework or task to upload it.

ICT (Information and Communication Technology)

It has revolutionized the way we learn, including in learning English. The use of ICT in English learning offers various benefits, such as: learning materials can be accessed anytime and anywhere through digital devices, students can interact directly with learning materials through various activities, such as games, simulations, and quizzes, learning can be tailored to the needs and learning styles of each student, the use of interesting and innovative technology can increase students' motivation to learn. Examples of ICT Applications in English Learning such as online learning platforms that provide various materials, assignments, and quizzes. Then, mobile applications that help in learning vocabulary, grammar, and pronunciation. Holding virtual classes with teachers and students from various locations, social media to facilitate discussions, share information, and collaborate with classmates, help students translate words or sentences, games designed to practice English skills. Benefits of using ICT in English Learning: students can practice speaking, listening, reading, and writing in English more often and in a variety of ways, students can easily find definitions of new words and find examples of their use in different contexts, interactive and fun learning can make students more motivated to learn, the ICT skills that students acquire will be very useful in the increasingly technology-based world of work.

Information and communication technology (ICT) has become an integral part of education, revolutionizing the way students learn and teachers teach. With the increasing availability of digital tools and resources, educators are able to enhance the learning experience

and cater to diverse learning styles. In this section, we will delve deeper into the impact of ICT on education and explore the various ways in which it is being utilized in classrooms around the world. ICT has not only transformed traditional teaching methods but has also opened up opportunities for distance learning, personalized learning, and collaborative learning. Students now have access to a wealth of information at their fingertips, allowing them to explore and engage with the material in a more interactive and dynamic way. As technology continues to advance, the possibilities for integrating ICT in education are endless, promising an exciting future for students and educators alike. With the integration of ICT in education, students are no longer limited by the confines of a traditional classroom setting. They can now engage in virtual classrooms, participate in online discussions, and access resources from around the globe. This not only enhances their learning experience but also prepares them for the digital world they will undoubtedly enter upon graduation. Technology integration has transformed traditional approaches to teaching and learning in EFL classrooms into 21st-century based learning. Laptops, desktop computers, and smartphones were the three most common types of technology devices employed. To encourage students' development of 21st-century learning skills, teachers of EFL classes used a variety of applications in teaching and learning. The teacher can use whatsapp, zoom, edmodo, canva, and kahoot are some applications utilized in this process. As educators continue to adapt and innovate with technology, the potential for enhancing student learning and success is limitless. The future of education is bright with the promise of ICT leading the way. Students are now able to collaborate with peers in different countries, learn about diverse cultures, and gain a global perspective on various subjects. The use of ICT also allows for personalized learning experiences tailored to individual student needs and interests. As technology continues to advance, the possibilities for transforming education are endless. With the right tools and support, students can truly excel and thrive in a digital-driven world. The future of education is exciting and full of potential, thanks to the integration of ICT.

Speaking Skill

One of the most important English language abilities is speaking. Under no circumstances can one avoid this expertise. In order to create anything meaningful, Brown (2007, p. 267) outlines a participatory process that naturally includes steps like producing, receiving, and comparing. information whilst speaking. The context is influenced by its form and meaning. For example, what topics are being read, what kind of environment it is being discussed and what the purpose of the conversation itself. In the process of interaction, benefits and feedback

from each other is acquired from those who are involved in it. A key part of speaking class is providing feedback to students. Due to their status as language learners, students provide some of the input, as do those who interact with us in the language.

Speaking is a productive skill that allows people to create words or communicate verbally. It has a tight connection to receptive skills. In a conversation between two or more persons, listening and speaking are combined, and comprehension of the previous speaker is necessary to comprehend the subsequent speaker. According to this theory, sharing information, hobbies, viewpoints, and ideas with others might be considered a form of speech. The process of communicating thoughts, feelings, and opinions is crucial. And it turns into the primary objective of the speaking process, whereby the listeners comprehend the speaker's notion.

Rural Area

Despite the challenges, ICT can be a game-changer for EFL education in rural areas. By leveraging mobile devices and low-cost internet solutions, it is possible to bridge the digital divide and provide learners with access to quality language education. The positive impact it has had on student learning outcomes. One case study highlights a rural school that utilized online resources and virtual classrooms to provide EFL instruction to students who otherwise would not have access to such opportunities. Another example showcases an urban school that implemented interactive language learning tools to engage students and enhance their language proficiency. These case studies demonstrate the potential for ICT to bridge the gap in EFL education between rural and urban areas, ultimately contributing to a more equitable and effective learning environment for all students. By leveraging technology, educators are able to reach students in remote locations and provide them with high-quality language instruction that was previously unavailable to them. The use of online resources and virtual classrooms allows students in rural areas to connect with qualified language teachers and participate in interactive lessons that cater to their individual learning needs. Similarly, urban schools are able to use innovative language learning tools to keep students motivated and engaged in their language studies, leading to improved proficiency levels and overall academic success. Overall, these case studies illustrate the transformative power of ICT in leveling the playing field for EFL education and ensuring that all students have the opportunity to excel in their language learning journey. "ICT plays a transformative role in leveling the playing field for EFL education by enhancing language learning experiences through modern technology integration. It focuses on improving language skills, fostering student engagement, and facilitating personalized learning experiences [1]." (Nagy, 2023) (ouгна, n.d.). Some strategies for effective ICT integration in

rural settings include encouraging collaborative learning through community-based projects and online forum, utilizing smartphones and tablets to deliver lessons and assignments, providing regular training and support to equip teachers with the necessary skills to use ICT effectively, collaborating with organizations that can provide resources and infrastructure to support ICT initiatives.

RESEARCH METHODS

This research took the method in quantitative method. Before using ICT, students are first evaluated using conventional methods. The class is split up into pairs. There are from various topics. Each pair is given a different dialogue by the researcher. The instrument of this research is speaking test. A test, according to Arikunto (2006:139), is a set of questions or tasks designed to determine a student's aptitude, knowledge, IQ, and attitude toward a particular subject or group of subjects. In addition, Hornby (1995) states that "a test refers to a short examination of knowledge or ability, consisting of questions that must be answered or activities that must be answered or activities that must be carried out". There are three test in speaking skill to know the improvement score. In the way of increasing the students speaking skill, we made three tests to evaluate students condition in three phase of time. First test is a pre test without ICT to inform the students speaking level, the second test is to seeking the development of sstudents speaking skills and the last test took the result of the speaking test using ICT in the classroom. The researcher used the means of the students' score. The result of the students use SPSS for counting the mean.

No.	Aspek yang dinilai	Kriteria	Skor 1 -5
1	Pronunciation	Almost perfect	5
		Some mistakes but not bother the meaning	4
		Some mistakes and bother the meaning	3
		Many mistakes and bother the meaning	2

		Too many mistakes and bother the meaning	1
2	Intonation	appropriate	5
		Slow	4
		Too slow	3
		Fast	2
		Too fast	1
3	Fluency	Too fluent	5
		fluent	4
		Fluent enough	3
		Less Fluent	2
		Not fluent	1
4	accuracy	Very appropriate	5
		Appropriate	4
		Appripriate enough	3
		Less appropriate	2
		Not appropriate	1

Table 1 Rubric Score for Speaking Test (Brown and Haris, 2007)

RESULTS AND DISCUSSION

In rural area has shown that while technology can greatly enhance language learning, students in rural areas often face greater challenges in accessing ICT resources. These challenges may include limited internet connectivity, lack of access to computers or tablets, and inadequate training for teachers on how to integrate technology into the classroom. "The challenges faced by ICT in rural areas include poor infrastructure, technological illiteracy, and high costs of ICTs. ICT experts and rural users have different views on these challenges, with

experts mentioning poor ICT infrastructure as the main issue, while rural users point to technological illiteracy. The application of ICT in rural development can help bridge the gap between different sections of society and improve development processes. Various e-governance projects have been implemented to enhance transparency and reduce processing costs in rural areas. The opportunities and challenges of ICT application in rural development are immense [1] [4]." (Nobert et al., n.d.) (mita., 2011). To overcome these obstacles, initiatives such as providing mobile learning devices, establishing community ICT centers, and offering professional development opportunities for educators can help bridge the digital divide between rural and urban learners. By addressing these limitations, policymakers and educators can ensure that all students have equal opportunities to benefit from the advantages of using ICT in language education.

Statistics

		X1	X2	X3	X4	X1.1	X2.1	X3.1	X4.1	X1.2	X2.2	X3.2	X4.2
N	Valid	13	13	13	13	13	13	13	13	13	13	13	13
	Mis sing	0	0	0	0	0	0	0	0	0	0	0	0
Mean		2,38	2,31	2,23	2,38	3,31	3,31	3,23	3,38	3,77	4,23	3,31	3,38
Std. Error of Mean		,140	,133	,122	,140	,133	,133	,122	,140	,166	,122	,133	,140
Median		2,00	2,00	2,00	2,00	3,00	3,00	3,00	3,00	4,00	4,00	3,00	3,00
Mode		2	2	2	2	3	3	3	3	4	4	3	3
Std. Deviation		,506	,480	,439	,506	,480	,480	,439	,506	,599	,439	,480	,506
Variance		,256	,231	,192	,256	,231	,231	,192	,256	,359	,192	,231	,256
Range		1	1	1	1	1	1	1	1	2	1	1	1
Minimum		2	2	2	2	3	3	3	3	3	4	3	3
Maximum		3	3	3	3	4	4	4	4	5	5	4	4
Sum		31	30	29	31	43	43	42	44	49	55	43	44

Table 2 Finding The Data

From the table above, the mean of the students are valid and the conclusion is ICT is important tool for support and make the class in effectively for the teachers and students. X1 is the pronunciation, X2 is the intonation, X3 is the fluency and X4 is the accuracy. The data of X1 and X4 are same, 2.38 for the first test. The second test are same for X1 and X2 are 3.31. Then, for the second and last test is X4 has the same score 3.38. The biggest score is X2 which get 4.23 from 13 students. It means intonation of the studens is good after using ICT that get the conversation and describing picture from the internet.

CONCLUSIONS AND RECOMMENDATION

The purpose of this research paper is to explore the benefits of EFL education in various professional fields and industries, with a focus on how improved English proficiency can lead to increased opportunities for collaboration, innovation, and success. From speaking skills, the students get different results from four aspects such as pronunciation, intonation, fluency, and accuracy. The score of the intonation from 13 students is good because the three test has improvement from the first until the last test. It is 4.23. The reseacher took the result of this study by using the mean of the first data from X1 until X4 is 2.325 and the mean of last test is 3.6725. From the formula the mean of first test is divided the last test and multiply 100%. So, the percentage of speaking skill got the increasing 36.7%. From the four aspects, the intonation of the studens is good after using ICT that get the conversation and describing picture from the internet.

By examining real-world examples of individuals who have leveraged their language skills to advance their careers and make significant contributions to their respective fields, this paper aims to demonstrate the tangible impact of EFL education on personal and professional growth. Additionally, by highlighting the interconnected nature of the global economy and the importance of effective communication in today's fast-paced and competitive business environment, this research seeks to underscore the value of investing in language learning as a means of fostering international cooperation and driving economic development. Through case studies and interviews with successful professionals, this paper will showcase how fluency in English as a Foreign Language has opened doors to new opportunities and expanded horizons for individuals from diverse backgrounds. By emphasizing the role of language as a tool for building relationships, negotiating deals, and navigating cross-cultural interactions, this research aims to encourage policymakers and educators to prioritize language education as a key component of preparing future leaders for success in the global marketplace. Ultimately,



the goal is to inspire a shift towards a more inclusive and interconnected world where linguistic diversity is celebrated and leveraged for mutual benefit. By fostering a deeper understanding and appreciation of different languages and cultures, we can break down barriers and foster greater collaboration and cooperation on a global scale. This shift towards valuing linguistic diversity not only enriches our personal and professional lives but also promotes empathy and understanding among individuals from all walks of life. As we continue to prioritize language education and celebrate the richness of our global community, we can work towards a more harmonious and prosperous future for all. Embracing linguistic diversity also opens up new opportunities for innovation and creativity as different perspectives and ways of thinking are brought together. This exchange of ideas can lead to breakthroughs in various fields, from technology to the arts, ultimately benefiting society as a whole. By recognizing and celebrating the unique contributions that each language and culture brings to the table, we can build a more inclusive and interconnected world where everyone has a voice and a place to belong. In doing so, we not only preserve the richness of our collective heritage but also pave the way for a brighter and more united future.

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