

ICT-Based Learning in Public Speaking at English Language Education Study Programme

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Abstract

ICT-based learning has been a demand for 21st century of education. ICTs in education have been changing the role of teaching and learning activities from manual into digital. This study was focused to describe the speaking activities integrated with ICT in Public Speaking class by considering how the teachers and the students integrated ICTs in the class. It used a qualitative research which employed qualitative descriptive design. The data gathered and analysed were the teaching-learning speaking activities observation in English in Public Speaking class at Universitas Negeri Jakarta. The results found that the teacher integrated ICTs such as smart-television, projector, laptop, Ms. PowerPoint, Ms. Word, Google Classroom, Google Browser, Adobe Acrobat Reader, VLC Media Player, Smartphone, and YouTube. It was also evidenced that there were applications refers to variety of ICT applications such as; ICT as learning resources, ICT as instructional organization of learning, and ICT as communication. ICT-based learning in English Language Education Study Programme (ELESP) is variously integrated in the class which consequentially led many benefits for both the teacher and the students.

Keywords: ICT-based learning; ICT; English Language Education Study Programme; Public Speaking.

Introduction

The 21st century has brought ICT (Information and Communication Technology) that changes the role of teaching and learning from the manual into digital (UNESCO, 2003). The use of ICT in teaching and learning activities cannot be avoided (Sarica & Cavu, 2009). Years ago, the use of ICT in foreign language classroom did not get much attention (Liu, Toki, Pange, 2013), the method still used traditional way by using book, blackboard, chard, etc. Meanwhile, today ICT becomes one of the main parts of learning process to get better result in learning (Oddershede et al, 2015) teachers already use ICT effectively in the teaching and learning activities to improve students' skills in English, especially in speaking skill. This happens because ICT has always been dynamically developing in order to make the way of teaching and learning activities become more convenient for both the teachers and also the students. The introduction of ICT heralds a new era of education which leads to the invention of the new software or even the digital templates that support the students' need for classroom lesson and activities to gain meaningful learning (Parson, 2017).

Thus, this study was conducted to describe the teaching and learning English activities integrated with ICT in English in Public Speaking class by considering how the teachers and the students integrated ICTs in the class. Along with the purpose of this study, the research question was focused on how the use of ICT integrated in Public Speaking class activities. English Education Study Program has compulsory classes that the students need to take in terms of mastering all the language skills, particularly English in Public Speaking class. The focus of Public Speaking class is specifically majoring in speaking, but not limited to other language skills such as writing, listening and reading.

A. *Information and Communication Technology (ICT)*

There are two points of view about ICT in education that distinguish the concept of educational technology in terms of the school of thought (Patil, 2012). According to the first school of thought, educational technology means the media born of the revolution of communication that is used for instructional purposes, in or not in a set of combination, explained by the teacher. These ICTs can include radio, LED television, overhead projectors, application, software, computers and other items. International ICT literate panel defined that ICT literacy is more than technology literacy. ICT literacy is the 21st skills that qualified to use technology, communication tools and or networks appropriately to support constructing new information (Sedek, Mahmud, Ab, and Mohd, 2012). The second school of thought which is humanism claims that educational technology goes beyond any particular machine, media or device (Parson 2017). Educational technology leads to a systematic step starting from designing, implementing, integrating, assessing and evaluating the total system of learning and teaching with certain learning outcomes (Kivunja, 2014)

B. *The concept of ICT-based learning*

Research on ICT-based learning and instruction has significantly developed due in a part to the parallel evolution of pedagogical and cognitive science theories (Kivunja 2014). ICT-based learning is defined that learning appears fundamental to adopt more integrated vision in which ICTs are considered together with the educational strategies, contents and activities that the students engage in. ICT integration helps the students to discover learning topics (L Kampschulte and Eilert, 2016). ICT makes knowledge acquisition more retrievable, and concepts in learning areas are accessible while engaging students with ICT. ICT also maintains student-centered and self-directed learning. The 21st students grow up with frequently engaged in the meaningful technology integration. They build new knowledge through searching, selecting, organizing, and inferring source of information. The 21st students grow up with frequently engaged in the meaningful technology integration. They build new knowledge through searching, selecting, organizing, and inferring source of information. Terms of learning through ICT indicates that the student's in getting information from several sources and critically measuring the reliable quality of learning materials.

C. *Public Speaking*

Public Speaking is a course is a core subject for English Language Study. It explores the concepts of (prepared) public speaking; types of public speaking: speeches on special occasion, informative speeches, and persuasive speeches. It also exposes skills on speeches composition; utilize public speaking skills: intelligible pronunciation and paralinguistic features. Those issues are discussed within performance-based settings as the ultimate goal of the course is to improve monologue skills in public speaking. The learning objective of this course: students are expected to have the ability to speak in front of public intelligibly and confidently by utilizing the skills that reflects a combination of Indonesia and American cultures of speech. Students will able to do several activities concerned to speaking ability, such as plan, compose, and deliver one of informative speeches and persuasive speeches by utilizing several aspects, and it also prepares, creates and delivers one of special occasion speeches in group by utilizing several aspects. By considering those learning outcomes, it is expected that the integration of ICT in the class is undeniable. Hence, it is also expected that ICT-based learning is clearly seen in this class.

Tri and Nguyen (2014) study ICT use in English language learning among EFL university students. They found that the majority of the participants used ICT to practice their language skills including speaking with the highest score, writing in the second and reading in the last, but research need further information about the integration of ICT in teaching and learning activities, since they do not mention clearly teaching and learning activities that integrated with the ICT. Lidström & Hemmingsson (2014) study about the benefits of the use of ICT in school activities by students with motor, speech, visual, and hearing impairment. They found that ICT integration in school activities seems especially beneficial for writing, spelling, and communication. However, in their research, they only relate little information

about ICT integration in teaching and learning activities, also only focus on students with physical disabilities. Based on the previous related study, this research is focused on the ICT – based learning in Public Speaking course at ELESF at State University of Jakarta.

Method

This research provides qualitative research which employed qualitative descriptive design. The data were the teaching-learning speaking activities in the Public Speaking course at English Language Education Study Programme, Universitas Negeri Jakarta. This present study used classroom observation sheet modified from Tri and Nguyen (2014) which also cited from Collins and Moonen (2001). This was to crosscheck for data validation of teaching and learning activities as shown in table 1.

Table 1. Observational sheet Variety of ICT applications

Variety of ICT applications		
learning resources	Instructional organization of learning	Communication

The data gathered and analysed were based on the observation. At first, the researcher observed the teaching and learning activities with ICT in Public Speaking course. The data were recorded in the video and done until the researcher found out that the lecturer had the same pattern in teaching and learning speaking activities constantly. Then the data were transcribed only on teaching and learning activities (not the utterances). The data were selected, limited, simplified, and coded by summarizing from the activities found in speaking activities video. Then, the data were categorised and displayed in form of table shown in the observational sheet modified from crosscheck for data validation.

Results and Discussion

The findings showed there were several ICTs found in this present study, those are Laptop, smart-television, Smartphone, video, VLC Media Player, Google Classroom, Ms. Word, Google Browser, YouTube, Ms. PowerPoint, eBook, and Adobe Acrobat Reader. Both the teacher and students integrate these ICTs in teaching and learning activity. Similar findings were also found in Ammanni & Aparanjani’s study (2016), which showed eBooks, audio-visual aids or video, television, Web 2.0, mobile phone, Webinar, interactive whiteboard, and tape recorder as ICT commonly found in teaching and learning activities. Even though the Web 2.0 was stated in Ammanni & Aparanjani’s study, in their study, they found Facebook, bebop, and flicker. Meanwhile, this present study found only Google Classroom that was being used for teaching and learning activities. In addition, the used of webinar, interactive whiteboard and tape recorder were not found in this present study, because the use of webinar is change with face to face meeting in the classroom, interactive whiteboard is changed with the integration of Laptop and LED TV, also tape recorder is no longer used in public speaking course.

Based on the ICTs found, there are three variety of ICT applications integrated in Public Speaking Course. They are variety of ICT applications as learning resources, instructional organization of

learning and communication. The table 2 below is the result of variety of ICT applications integrated in teaching and learning activities in Public Speaking course.

Table 2. Variety of ICT applications

Variety of ICT applications		
learning resources	Instructional organization of learning	Communication
Video resources (VLC Media Player)	Ms. Word	Google Classroom
online resources (Google Browser and YouTube)	Adobe Acrobat Reader	

Learning resources including videos resources (VLC Media Player) and Online resources (Google Browser and YouTube). Videos become learning resources because it used by teacher to give materials for students, for example, when the teacher wants to teach about gesture of public speaker, the teacher showed the videos and expected the students to imitate when and how to move the gesture (Kuppuraj, 2017). These videos were provided by teacher and students. This ICT integration was chosen by the teacher to facilitate students with the concrete situation and the example of speech from around the world. This also means that integrating these ICT also consume less time in teaching and learning.

Google Browser and YouTube also part of online learning resources, because it can be used for both teacher and students as learning resources, for example, when the teacher ask students to find video as learning resources, the students browsed in YouTube or Google Browser, and download the video on Google Browser. When students found the appropriate videos, they downloaded those videos. Mostly, the students downloaded videos of Bill Gates, Obama, Steve Jobs and Michelle Obama.

The integration of Google browser and YouTube usually occurred outside of the classroom. Some students accessed Google browser and YouTube with smartphone, while other accessed with laptop. These ICTs were preferred because they become ubiquitous technology in this era. In addition, using video in the classroom is nothing new in this era, since video has been used from many years ago. However, with the use of Google Browser & YouTube can be considered to be such new learning resources because the contents are considerably new.

Instructional organization of learning refers to software and technology tools used to lecture in the teaching and learning activities, such as Word Processing, Moodle, Hot Potatoes, and iSpring (Tri and Nguyen, 2014, p.34). This present study found that Ms. Word and Adobe reader were used for lecture in the classroom lecturing by the teacher in the classroom, while years ago, the teacher only lectured with board and book manually (Klimova, 2012). The integration of Microsoft word was supported by interfacing of Laptop and Smart-Television. Microsoft word only used by the teacher in the classroom in order to lecture students about how to measure speaker's speaking ability by showing assessment rubrics. According to the teacher, Ms. Word was chosen because of it simple to be used. Firstly, the teacher showed rubric in front of the class, then explained each component of the rubric to the students. Based on the finding the teacher used those ICTs to lecture how students assess the speaker when they delivered their speech. Besides, the intention of this material was expected to make students having the ability to assess their own public speaking skill or the other. Also, this material made students recognize what kinds of indicators they need to master while delivery speech.

The finding also found Adobe Acrobat Reader as part of Instructional Organization of Learning. Adobe Acrobat Reader used for showed eBook to review several learning materials, such as explain about impromptu speech and overcome fidgeting when doing speech in front of public. The aim of learning impromptu speech was expected to make students be able to deliver the speech. Also, the aim of learning overcome fidgeting was expected to make students for reducing their nervousness in front of the public.

ICT used as communication in Public Speaking course is Google Classroom. The teacher used Google Classroom to give some announcements or instruction, for instance, announced when the class will be started and gave instruction what students did while the teacher cannot join the class. The teacher also used Google Classroom to provide students to upload their task (such as upload students' draft of speech), and assessment (such as creating a story-telling video for each student). The teacher also gave reinforcement to the students by commenting in the task uploaded to the Google classroom. By this, the students' motivation is increased. Usually, some students access google classroom via mobile devices like smartphone, while other with the laptop. According to the teacher, Google Classroom was chosen by the teacher because it is effortless to be used and it is very effective to communicate in giving the assignment, in giving the announcement, in giving score both quantitative score or qualitative; like comment very good, thank you, you are the number one to submit the task.

Sarica & Cavus (2009) found that ICT as communication were email, instant messenger and skype. In this recent study, the researcher found that Google Classroom was used for communication. When access Google classroom, mostly the students used smartphone and laptop. However, email, skype, and instant messenger was not found in this study as a part of communication.

Conclusions

There are several ICT that can be integrated in teaching and learning activities. These ICT can be integrated by both teacher and students. The integration of ICT has change the way teacher teach and the way students learn in teaching and learning activity. Students do not have to come to classroom only for summit their task, the students can easily summit their task by email it to the teacher or upload their task to platform that the teacher was used. Teacher also will not depend on real media such as text book, which is old media. Teacher just show the e-book or content material by doing presentation, or just share content material to their email or upload to platform that being used, and the students can access it where ever they want.

ICT as applications were differentiated into three parts, they are ICT as learning resources, instructional organization of learning and communication. ICT as learning resources include VLC Media Player, Windows Movie Maker, Google Browser, YouTube. ICT application as the instructional organization of learning found were Ms. PowerPoint, Ms. Word, Adobe reader. The last, ICT application used for communication was Google Classroom.

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