# Examining Dr Ecrip-ICT Based Technique on Students' Literacy During the Covid-19 Pandemic

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**ABSTRACT**
English has evolved into the most widespread and used language in the world. Speaking should be emphasized in the teaching and learning process without ignoring the importance of other skills since it is the most common way of communication employed by human beings. Today's problem encountered in teaching speaking is less interaction during the pandemic. This paper proposes using the "Dr. Ecrip-ICT" Based Technique on teaching speaking during the Covid-19 pandemic. We use an experimental study. The result shows that most students are interested and motivated to speak English after positive responses to this technique. After implementing the "Dr Ecrip-ICT" Based Technique, the students' speaking test increased significantly, i.e., from 57.34 to 70.06. We use the topic Offering Help to implement the "Dr Ecrip-ICT" based technique for the twelve grade students of MAN 2 Jember in the 2021/2022 academic year. "Dr Ecrip" stands for drilling, exploring, creating, and performing. It reveals that the technique engages the students to use English for communication in real-life experience utilizing ICT-based media during the pandemic of Covid- 19.

*Keywords: Dr Ecrip technique, ICT, Cooperative learning, Speaking achievement.*

## 1. INTRODUCTION

Speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information [1]. It is a part of our daily life [2]. On the contrary, a spoken language is used less than a written form in a language class. The students receive more exposure in writing, grammar, and vocabulary skills but almost have no space to use the language. In countries where the society does not use English actively, teachers teach the language traditionally. Students rarely interact with anyone except their teachers and classmates, different from an authentic learning environment [3]. Consequently, many students are experts in analyzing the text and completing written tests but get frustrated speaking English.

The teaching of speaking depends on a classroom culture of speaking that needs to become a talking classroom [4]. The talking class will occur if every student in the class interacts with one another to build communication. Interaction is essential to language development for second language learners [5]. During the Covid-19 pandemic, the difficulties of conducting speaking classes have increased since almost all the schools organize online activities. Thus, information and communication technologies contribute significantly to

today's educational settings. Such technologies enhance teaching methods by providing students with an intellectually sound environment that promotes creativity and caters to today's needs [6].

A previous study stated that YouTube video improved the students' speaking achievement during online learning in the Covid-19 pandemic [7]. This research applied to college students of the English department individually. Commonly, senior high school students have difficulty to learn speaking individually. Another study about ICT-based learning chose Facebook as the teaching media. It also succeeded in improving students' speaking achievement (6). However, our early observation found that 100% of students use WA and Instagram, and only 11% still use Facebook. The result leads the researcher to conduct the study using Instagram and WA, which are more familiar to the students. Furthermore, WA provides a promising platform for collaborative learning, informal learning, and interaction. It makes learning more student-centered leading to greater learner autonomy through collaborative learning with peers beyond the classroom [8].

This study seeks to advance the method of prior research about Facebook [6] and YouTube [7]. Implementing the "Dr Ecrip-ICT" based technique

allows the students to do cooperative learning in group work. As we know, senior high school students need collaborative learning to get experience in speaking up. It can also optimize the implementation of scientific learning in the 2013 curriculum [9].

Based on the issues mentioned above, the writers would like to present the problems: (1) Is the "Dr Ecrip-ICT" based technique effective on the English speaking achievement for the twelve grade students of MAN 2 Jember during the Covid-19 pandemic? And (2) How do the twelve grade students of MAN 2 Jember respond to speaking learning with the "Dr Ecrip-ICT" based technique during the Covid-19 pandemic? "Dr Ecrip" stands for the steps to implement the technique. Those are drilling, exploring, creating, and performing. The "Dr Ecrip-ICT" based technique combines the efforts with ICT-based media, namely WA and Instagram. This study expects to make the following significant contribution, namely giving inputs about the effective technique for the development of English-speaking achievement for twelve-grade senior high school students, especially during the pandemic and solving the problem of the lack of responses and motivation in learning English speaking during the pandemic caused by more petite interaction model in online learning.

## 2. METHODS

### 2.1. Research Design

This research was quantitative research using a quasi-experimental method with a pretest-posttest experiment group design. The research aimed to know the "Dr Ecrip-ICT" based technique's effectiveness in improving speaking achievement during the Covid-19 pandemic. This experimental study focuses on treatment and outcome.
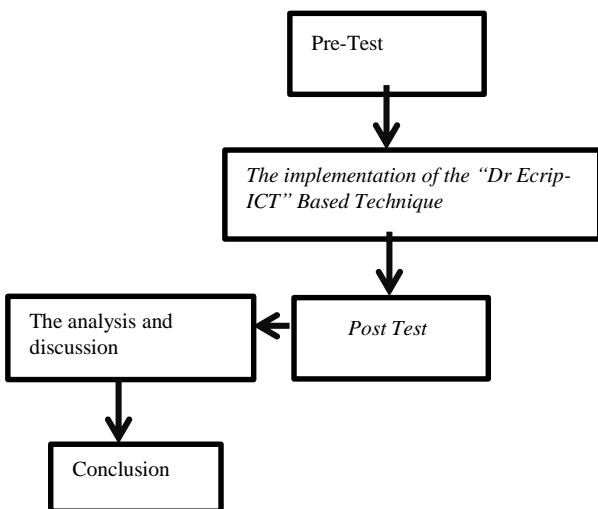


**Figure 1** The Research Scheme.

The population of this study was the twelfth grade students of MAN 2 Jember (public Madrasah senior High level) in the academic year 2021/2022, a total of 383 students. The determination of the sample was through cluster random sampling technique. The group, regions, or groups of naturally formed subjects and less likely to be separated become the basic categorization of the sample [10]. According to the technique, this research used the twelfth grade of students majoring on Science program (XI-IPA5) as the experiment group and the twelfth grade of science (XI- IPA4) as the controller. The experiment group consists of 35 students, and the control group consists of 34 students.

The instrument needed to measure speaking achievement was the speaking test. The pre-test was given to the experiment and control group before the treatment to know their primary ability. After the experiment, both groups got the post-test to see how the outcome. Testing both formally and informally can be done by the interview that includes different oral tasks [1]. In this study, the researchers used the interview test with a specific scoring rubric. The interview required each student to answer five questions about the expression of offering help orally.

One crucial problem that the language teachers must be aware of is the way to score when teaching language speaking skills [11]. A good task design will show objectivity in testing speaking to enable students to provide enough evidence about their language competence [12]. In this research, the researchers adapted the scoring rubric from Thornbury.

The total score of each student was obtained from the formula as follow:

$$Final\ Score\ =\ Total\ Score\ \times\ 5. \qquad (1)$$

There are four levels of scoring. (1) The perfect level starts from 92 to 100. (2) The excellent level starts from 85 to 91. (3) The enough level starts from 77 to 84, and (4) the poor level is the score under 77.

The researchers used a descriptive quantitative approach to determine the students' responses regarding the "Dr Ecrip-ICT" based technique implementation. In this research, the students' responses included how students perceive the "Dr Ecrip-ICT" based technique based on ARCS theory. The ARCS instructional design model focuses on motivation. ARCS stands for: Attention, Relevance, Confidence, and Satisfaction [13].

The quantitative approach to measure students' responses belongs to non-experimental research. It only shows the students' experience implementing the "Dr Ecrip-ICT" based technique during the Covid-19 pandemic

### 2.2. Data Collection

The data collection method used to answer the first research question related to the effectiveness of the "Dr

Ecrip-ICT"-based technique for speaking were pre-test and post-test. Those tests were analyzed using SPSS 21 program. To know the students' responses on implementing the "Dr Ecrip-ICT" based technique on speaking learning during the Covid-19 pandemic, the researchers used a questionnaire in the Google form.

To collect the data, the researchers needed several meetings. The instructional method uses cooperative learning, effectively enhances English speaking skills, and improves students' attitudes [14]. Implementing the "Dr Ecrip-ICT" based technique was as many as six meetings divided into three stages. Those were the pre-experimental stage, the experimental stage, and the post-experimental stage. The pre-experimental stage was conducted by pre-testing for the control group and experiment group. The experiment stage consisted of four meetings to implement the teaching technique. The post-experimental stage required post-testing for both groups, the experiment group and the controller. We analyzed the data using: descriptive analysis, requirement analysis, and hypothesis test.

# 3. RESULTS AND DISCUSSIONS

## 3.1. The Students' Speaking Achievement

### 3.1.1. Requirement Analysis

The researchers conducted the normality test and homogeneity test as the requirement analysis. The SPSS 21.0 program assists the test. Table I shows the normality test result from the pre-test and post-test scores of the control group (CG) and experiment group (EG).

**Table 1.** Result of normality test

| Data | Kolmogorov-Smirnov | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| EG | 0.238 | 35 | 0.000 | 0.903 | 35 | 0.005 |
| CG | 0.165 | 34 | 0.020 | 0.936 | 34 | 0.046 |

**Table 2.** Result of homogeneity test

| Data | Levene Statistics | df1 | df2 | Sig. | Result |
|---|---|---|---|---|---|
| Pre-test | 0.037 | 1 | 67 | 0.848 | homogeneous |
| Post-test | 0.087 | 1 | 67 | 0.769 | homogeneous |

Based on the result of the data analysis in Table I, the df value (degrees of freedom) for the experiment group is 35 and 34 for the control group. Since the sample of each group is less than 50, to see the normality of the research data, the researchers applied the Shapiro Wilk technique. The output shows that the Sig value for both groups is

more than equal to (≧). We concluded that the student learning outcomes data for the experiment and control groups are normal distribution.

After the normality test, the homogeneity test was carried out. A data is homogenous if the calculated significance value is greater than the significance level of 5%. The homogeneity test was assisted by SPSS 21 program. Table 2 summarizes the result of the homogeneity of the pre-test and post-test scores for the control and experiment groups.

According to the data presented in Table 2, it shows the result of the significance of the pre-test is 0.848, and the post-test is 0.769. Both of the data are greater than the significance level of 5%. Thus, we concluded that the variance of the learning outcomes data for the experiment and control groups is the same (homogeneous).

### 3.1.2. The Hypothesis Test

The first hypothesis is that the "Dr Ecript-ICT" based technique effectively affects the speaking achievement of the twelve grade students of MAN 2 Jember during the Covid-19 pandemic. The effectiveness of the method can be derived by looking for (1) the differences in the pre-test and post-test scores of the experiment group with t-test analysis, (2) the difference in the post-test scores of the control group and experiment group with t-test analysis, and (3) gain score calculation.

Table 3 presents the results of the t-test analysis for the pre-test and post-test scores of the experiment group.

**Table 3.** Result of t-test of pre-test and post-test

| Data | $t_{count}$ | df | p | Result |
|---|---|---|---|---|
| Pre-test and Post-test Experimental Group | 19.913 | 34 | 0.000 | significant |

**Table 4.** The result of the control and experiment group pre-test and post-test

| Data | Levene's Test for Equality of Variances | | $t_{count}$ | df | Sig. (2-tailed) | p |
|---|---|---|---|---|---|---|
| | f | sig | | | | |
| Equal variances assumed | 0.87 | 0769 | 6.149 | 6.149 | 0.0000 | 67 |

The table shows that the p-value for the pre-test and post-test scores of the experiment group is 0.000, which is smaller than the significance level of 5%. The null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. Therefore, the "Dr Ecrip-ICT" based technique greatly affected the students' speaking achievement during the Covid-19 pandemic.

The first hypothesis is also tested by comparing the post-test of the control group and the experiment group. Table 4 presents the result of it.

Table 4 reveals that the value of Sig. Levene's Test for the equality of variances is 0.769 > 0.05, which means that the data variance between the experimental and control groups is homogeneous or the same. The interpretation of the independent sample test output table above is guided by the values contained in the "Equal variances assumed" table.

**Table 5.** Statistic data of pre-test and post-test scores

| No | Data | Control Group | | Experiment Group | |
|---|---|---|---|---|---|
| | | Pre-test | Post-test | Pre-test | Post-tes |
| 1 | N | 34 | 34 | 35 | 35 |
| 2 | Highest score | 78 | 80 | 78 | 88 |
| 3 | Lowest score | 40 | 42 | 40 | 60 |
| 4 | Mean | 57.53 | 58.56 | 57.34 | 70.06 |
| 5 | Modus | 52 | 54 | 52 | 68 |
| 6 | Median | 56 | 56.5 | 57 | 68 |
| 7 | Standard deviation | 8.103 | 8.147 | 8.356 | 7.376 |

Based on the "Independent Samples Test", the "Equal variances assumed" section shows the value of Sig (2-tailed) is 0.0001 < 0.05, as the consideration for decision making in the independent sample t-test. We concluded that Ho is rejected and Ha is accepted. Thus, there is a difference in the average student learning outcomes between the experimental and control groups.

The last, the hypothesis is tested by calculating gain scores. To analyze N Gain, Table 6 shows some statistical data of pre-test and post-test scores.
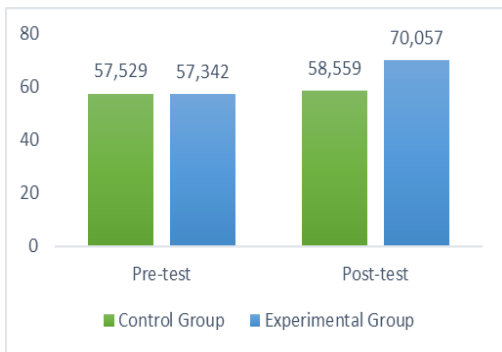


**Figure 2** The Comparison of the Average Pre-test and Post-test Scores.

Figure 2 presented the comparison of the average pre-test and post-test scores of the experiment and control groups. The green bars represent the mean of pre-test scores, and the blue bars represent the mean of post-test scores.

Table 5 and Figure 2 data reveal that the experimental group's gain score is 12,72 and the control group is 1,03. The gain score of the control group is greater than the control group. It shows that students taught using the "Dr Ecrip-ICT" based technique significantly differ from those without the "Dr Ecrip-ICT" based technique.

### 3.2. The Students' Responses

The second hypothesis is that the twelve grade students of MAN 2 Jember positively respond to speaking learning with the "Dr Ecrip-ICT" based technique during the Covid-19 pandemic. Table V presents the response of the students on the implementation of the method.

**Table 6.** The result of the questionnaire from google form

| Statement | The Students' Response | | | |
|---|---|---|---|---|
| | Strongly Agree | Agree | Disagree | Strongly Disagree |
| S1 | 63% | 37% | - | - |
| S2 | 54% | 46% | - | - |
| S3 | 67% | 33% | - | - |
| S4 | 44% | 56% | - | - |

*S1 I can follow the "Dr Ecrip-ICT" based technique for speaking class well.*

*S2 The "Dr Ecrip-ICT" based technique can train my ICT skill.*

*S3 I am more enthusiastic about joining and learning speaking skills with the "Dr Ecrip-ICT" based technique.*

*S4 Speaking class with the "Dr Ecrip-ICT" based technique helped me learning at home during the Covid-19 pandemic.*

*S1 I can follow the "Dr Ecrip-ICT" based technique for speaking class well. S2 The "Dr Ecrip-ICT" based technique can train my ICT skill. S3 I am more enthusiastic about joining and learning speaking skills with the "Dr Ecrip-ICT" based technique. S4 Speaking class with the "Dr Ecrip-ICT" based technique helped me learning at home during the Covid-19 pandemic.*

Almost all the students agreed that implementing the "Dr Ecrip-ICT" based technique made them quickly follow the speaking class. Besides that, its implementation makes the students' learning is more enthusiastic. They practiced information and communication technology skills. It also facilitated their understanding of the materials taught, especially when studying at home during the pandemic.

### 3.3. The Effectiveness of the Dr Ecrip-ICT Based Technique on Speaking Achievement

The previous study [15] about the effectiveness of pair work technique to improve students speaking skills on the descriptive text found the t-value (2,391) was higher than t-table (2.021) (2.391 > 2.021). However, both numbers are balanced, and the level of effectiveness is not as many as the "Dr Ecrip- ICT" based technique on speaking achievement.

This finding follows the research results with a similar method, using ICT-based media entitled Developing materials for teaching descriptive texts through Facebook for year seven junior high school students [6]. However, the result of that study only stated that the students fulfilled the school passing grade standard without showing the effectiveness of the teaching technique using Facebook. Another finding used descriptive statistical analysis noted that the use of ICT for speaking is only 15%. Even the use of ICT by EFL teachers in English teaching increases year by year [16]. This statistical analysis tried to learn more about ICT learning for improving speaking achievement.

To seek an advance for the prior researches, the researchers conducted this study in three stages. Those were the pre-experimental stage, the experimental stage, and the post-experimental stage. In the pre-experimental setting, the pre-test was conducted. The test was online by using Zoom Meeting. In doing the speaking test, the researchers employed a specific scoring rubric.

The scoring aspects in the speaking test are grammar and vocabulary, pronunciation, discourse management, and interactive communication [1]. Each element is given a graded score from 1 to 4, depending on the students' capacity in the aspect. (1) Grammar and vocabulary refer to the proper and appropriate use of syntactic forms and vocabularies. (2) Pronunciation refers to the students' ability to produce comprehensible utterances to fulfill the task requirements. (3) Discourse management refers to the students' ability to express opinions or ideas incoherent, and (4) interactive communication refers to the students' ability to interact by responding or initiating at the required rhythm and speed.

Based on the pre-test score analysis, it shows that the control group and experimental group have the same speaking ability. After doing the pre-test, the experiment group implemented the "Dr Ecrip-ICT" based technique.

In contrast, the control group learned using a conventional class that spends more time on written texts and practices speaking individually. Learning speaking in the experimental stage carried out as many as four meetings. The different treatment aims to determine differences in speaking achievement between the control group and the experimental group. Since the Covid-19 pandemic, WA has been the main ICT media for teaching and learning activities. Each class has its own group class WA, where the teacher joined in there.

The first step of the experimental stage is the drilling stage. Drilling is a well-known technique for speaking [17], and it is one of the suitable techniques for teaching speaking [18]. At this stage, the teacher drilled the experiment group to pronounce the expression of offering help. The teacher showed how to pronounce some offering help expression by using voice notes in the WA group class. The students repeated the teacher's words by using voice notes in WA group class too. At the same stage, the control group learned using the traditional way. The teacher delivered the learning material about offering help by sending a word file to the WA group class. After adding some explanation using WA chat, the teacher asked some questions. The students answered those orally using voice notes. The teacher and the students concluded the discussion together at the end of the meeting.

The second phase is the exploring stage. The experiment group started cooperative learning. Cooperative learning is a kind of teaching technique and strategy that requires group work [19]. The researchers applied the method since its success has been proven across a wide range of curriculum areas and students at all levels [20]. So, the students made a group of three or four. Each group had its group WA. The teacher joined all those groups. At this stage, students explore similar examples of dialog and utterances about offering helpful expression from various sources like books, other printed sources of information, and other sources such as the internet. This learning activity promotes student-student and teacher-student interaction and gives learners more responsibility for their learning process than being passive [21]. The result of their exploration was discussed in the small group. Each group sends its conclusion to the WA group class. At this time, the control group is doing some written exercises on their worksheet. The speaking class would be more engaging, interactive, safe, and comfortable.

The third is the creating stage. Students create tangible products as the solutions or representations of the answers to the driving questions [22]. The students created their dialog about the expression of offering help with their group. The control group continued cooperative learning at this stage. Small-group work has great potential to foster student learning and depends on the nature of students' participation in group work [23]. While the students create the dialogue, the discussion runs well using WA chat in the small group and group call. The students consulted the result of their work to the teacher before going on to the next step. We asked the control group to write some utterances of offering help individually using WA chat in the group class. The teacher gave feedback to the students writing.

The last stage is the performing stage. After the dialogue created by each group got perfect, the students practiced the conversation with their groups. It is essential since one of the most desirable results of second language acquisition is to capacitate learners to communicate orally in the target language [24]. While practicing the dialogue, they made a video recording. The video was then being uploaded to Instagram. The students sent the video Instagram link to the WA group class. Other students from different groups visited the Instagram video and gave positive feedback. This activity follows Noren in [25] that said learners' speaking performance could be assessed by individual presentations, online group discussion, and role-play. The teacher watched the Instagram video and gave positive feedback too. At this time, we asked the control group to read aloud the dialog that they had written before.

After speaking learning activities, the process was continued by giving a post-test to the control and experimental groups. Sequential data analysis from descriptive analysis, hypothesis analysis, to T-test analysis was carried out to obtain valid data. Data analysis showed that the "Dr Ecrip-ICT" based technique significantly affected the students' speaking achievement during the Covid-19 pandemic. In addition, there is a significant difference between students taught using The "Dr Ecrip-ICT" based technique and students taught without it. And, students taught using the "Dr Ecrip-ICT" based technique can get a higher score in speaking achievement than students taught without this technique during the pandemic Covid-19.

We concluded from Table III, Table IV, Table V, and Figure 2 that the technique effectively teaches speaking during the Covid-19 pandemic. The finding reveals the significant difference between the pre-test- and post results of the experiment group. After being treated, the students made a significance change score test by implementing the "Dr Ecrip-ICT" based technique. We proved that the "Dr Ecrip-ICT" based technique is recommended to teach speaking on online learning. There is also a significant difference between students taught using the "Dr Ecrip-ICT" based technique and those who taught without it. The students taught using the "Dr Ecrip-ICT" based technique can demonstrate better achievement in speaking tests than those taught without the technique, and the difference in the score is significant.

### 3.4. The Students' Positive Response Toward the "Dr Ecrip-ICT" Based Technique

Table 6 adapts the ARCS model to construct the questionnaire questions. There are four components of ARCS model. Those are:

- Attention: It refers to the student's interests, and it is essential to maintain the learners' interests and attention.

- Relevance: The content of the learning process should be helpful to bridge the gap between content and the real world.

- Confidence: This is the development of success expectations among learners, and it allows students to control their learning processes.

- Satisfaction: A motivated student will be satisfied with their learning. The students should be satisfied with their learning process. [13]

The table shows the students' responses. This table shows the positive reactions that students strongly agree that the "Dr Ecrip-ICT" based technique is beneficial for the speaking skill and help them train their ability to use ICT-based media for learning. Students also strongly agree that the "Dr Ecrip-ICT" based technique allows the students learn during the Covid-19 pandemic. This finding is again following reference [5], the students can perceive ICT-based media or social media.

The students' positive responses to the "Dr Ecrip-ICT" based technique could decrease the weaknesses of ICT-based learning. This technique promoted learning activity maintained the students' learning motivation and increased speaking achievement using ICT. It is contrary to Hasibuan in [26] that said the students' perceptions of utilizing ICT in English learning potentially distracted the students' focus and caused data misuse.

The Dr Ecrip-ICT Based Technique requires careful preparation before the implementation. The preparation includes learning administration such as lesson plans, assessment instruments, worksheets, and the preparation of tools and materials used to make designs and products. In addition to the preparation, it is also essential to calculate the implementation time, considering that this learning requires quite a lot of time. If the preparation and time allocation are done well, the learning process and results will be optimal.

## 4. CONCLUSION

In conclusion, this research shows that the "Dr Ecrip-ICT" based technique effectively develops English speaking achievement. It solves the problem of the lack of responses and motivation in learning during the pandemic caused by less interaction in online learning for twelve-grade senior high school students. This technique will help students ready for using English as means of communication, whether in daily life or online communication, such as using social media properly in the globalization era during pandemic Covid-19.

## ACKNOWLEDGMENTS

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