



THE IMPACT OF USING TECHNOLOGY AS MEDIA OF STUDYING TOWARD ENGLISH STUDENTS'S SPEAKING ABILITY DURING COVID -19

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Abstract

The Corona virus disease 2019 (COVID-19) pandemic has brought tremendous impact on all aspects of life. One of the biggest impacts in the world that causing educational disruptions worldwide. without the exception of Indonesia, which requires learning to be held online by using various learning delivery medias. The purpose of the research were to find out how frequently students use technology in learning English, what technologies did students use in improving their speaking ability, to know whether the students enjoyed using technology or not and to find out the impact of technology used on English speaking ability. This research presented data showing the positive effects of digital technology in enabling students to be more proficient in learning English. The results showed that learning English as a foreign language through the use of computer software, social networking sites, online video and audio tools (i.e., YouTube, Skype, and MP3), and smartphone and tablet applications were shown to increase students' learning of English.

Keywords : *Coronavirus, Tremendous, Pandemic, Disease, Disruption*

INTRODUCTION

As we all know that the Corona virus disease 2019 (COVID- 19) pandemic has brought tremendous impact on all aspects of life. One of the biggest impacts is in the world that causing educational disruptions worldwide without the exception of Indonesia, which requires learning to be held online by using various learning delivery media. During covid 19, teachers

or lectures provide their students with the opportunity to practice their speaking skills using media or technology. Teaching and Learning English speaking as a foreign language through the use of computer software, social networking sites, online video and audio tools (i.e., YouTube, Skype, and MP3), and smartphone and tablet applications.

An important aspect of learning for students to be able to communicate from what they know. The best way for teachers or lectures to encourage communication from all students is conversation.

According to Purcell (2006), the ability to converse with others comes naturally. It is a skill that most of us must develop. Conversation is one of a part of learning speaking, so the students would get the knowledge by doing conversation with others and adding their vocabularies. They must practice their conversation every day. It is one way to improve their skill in speaking.

Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities and it is the prime motor of language change. It also provided our main data for understanding bilingualism and language contact. It means English speaking is very important for people interaction where people almost speak everywhere and every day through English. In this era, the effect of globalization influenced people who want to communicate, talk to foreigners in many fields in society, such as in business, in industry, and even in education. People need a language as a language of communication. Having the ability in speaking English is urgent in order they can keep pace with the advancement of the era.

Effective instructors taught students speaking strategies using minimal responses, recognizing scripts and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors'

helped students learn to speak so that the students can use speaking to learn. Teaching speaking was not easily separated from other objectives it meant that a further complicating factor that when the spoken language was the focus of classroom activity there were often other aims which the teacher might have.

According to Efrizal (2012) speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they wanted to say. Nunan (2001) added that speaking is to express one self and the needs information service. It means that with speaking we can get and give information to another people and showing the express for the interlocutor. Speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions.

The purpose of the research entitled "THE IMPACT OF USING TECHNOLOGY AS MEDIA OF STUDYING TOWARD ENGLISH STUDENTS' SPEAKING ABILITY AT UNIVERSITY LEVEL DURING COVID-19" was to find out the impact of using technology as a medium for learning students' speaking skills English at university level during the covid-19 pandemic by using technology in various forms of applications that can be used as media of learning especially students' ability to speak English.

There were some identifications found on this research: Covid-19 caused big influences to all aspect of human live. Many activities should be done from home, All of school levels must be online, that

had big impact to students, some English students were low ability in speaking and lazy to study or practice their English, because they could not communicate directly. Many teachers/lectures could not operate e-learning or online media in teaching. They had to be creative in using several medias as a tools of studying and communication.

The problem of this research wa student's low speaking skill ability at university level during covid 19. To solve the problem, the researchers used technology as media of studying toward students' ability at university level during covid -19.

The researchers formulated some Research Questions :1. How frequently did students use technology in learning English? 2. What technologies (eg, Computer software, Onlineaudio and video tools, Facebook, Twitter, Whats App) did the students use in improving your speaking ability? 3. Did students enjoy using technology in learning speaking? 4. Did the use of technology have a positive impact on speaking ability to learn English?.

After getting the formulation of the research the researchers got the Purpose of the Research. There were : 1.To find out how frequently students use technology in learning English. 2.To find out what technologies (eg, Computer software, Onlineaudio and video tools, Facebook, Twitter, Whats App) do students use in improving your speaking ability. 3. To know whether the students enjoy using technology or not.4. To find out the impact of technology used on speaking ability to learn English.

METHODOLOGY

The target population in this research is Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman (STAIN SAR), Sekolah Tinggi Teknologi Indonesia Tanjungpinang (STTI) and Universitas Maritim Raja Ali Haji Tanjungpinang (UMRAH) located in Bintan-Tanjungpinang. To find out the number of Sultan Abdurrahman State Islamic College (STAIN SAR), Tanjungpinang College of Technology (STTI) and Raja Ali Haji Maritime University (UMRAH), the researcher collected data into 3 parts. The participants were aged between 18-26, 21-25, 26-over with a total of 66 students.

Samples taken from the population must be representative, meaning that the sample that is set must be representative of the population. The purpose of sampling is to use some of the objects or representatives used in the study to obtain information about the population. In this study, the sample size was taken from the total population of all students at the university education level in Tanjungpinang.

The samples taken from this research were Sekolah Tinggi Agama Islam Negeri Sultan Abdurrahman (STAIN SAR), Sekolah Tinggi Teknologi Indonesia Tanjungpinang (STTI) and Universitas Maritim Raja Ali Haji Tanjungpinang (UMRAH) located in Bintan-Tanjungpinang. With the following data:

Age	Total Students	Information
18-20	57	86.4%
21-25	6	9.1%
26-above	3	4.5 %
Total	66	

The places of the research to conduct were Sekolah Tinggi Agama Islam Negeri

Sultan Abdurrahman (STAIN SAR), Sekolah Tinggi Teknologi Indonesia Tanjungpinang (STTI) and Universitas Maritim Raja Ali Haji Tanjungpinang (UMRAH) located in Bintan-Tanjungpinang. This research was conducted in a period of approximately 3 (three) months.

In this study, an electronic questionnaire (*google form*) was used in this study to determine the impact of using technology as a learning on students' English speaking skills. The questionnaire is divided into two parts. The first section collects data about students including general questions about age and gender. The second part includes four specific questions about the use of technological devices as a media for learning to speak English. Likert scale format was used for the second part.

To achieve the objectives of this study, quantitative data were collected and analyzed using a questionnaire. Quantitative research is a type of research that uses a variety of numerical data studied through the use of statistics. The first question consists of 6 statements about the use of technological devices that students use to improve their English learning. The options are “always”, “sometimes”, and “never”.

In the second question, there are 5 statements about how often they use certain technological devices to improve their knowledge and skills in learning English. The options are “always”, “sometimes”, and “never”. The third question includes 11 statements about students' attitudes towards the use of technological devices to learn English. The choices were “strongly agree”, “agree”, “disagree”. In the last

question of the survey, 5 technology statements are listed to determine their impact on English learning. The choices were “strongly agree”, “agree”, “disagree”. The data were analyzed using the SPSS to achieve a precise tabulation.

RESULTS AND DISCUSSION

Results

The result of this research presented the main research findings regarding the research questions. It was divided into five sub-sections: description of the research sample, research question number 1, research question number 2, research question number 3 and research question number 4.

Participant

To answer the research questions, this study was applied to 66 students with university education level in Tanjungpinang. The participants aged between 18-26 years.

Table 1. Information on the Age of Students

Age	Frequency	%
18-20	57	86.4%
21-25	6	9.1%
26-above	3	4.5 %
Total	66	

Research Question 1

Regarding the first question (Table 2) in the second part of the questionnaire, 6 statements were analyzed to answer this question. The students were asked how they used the following to improve their English learning: watching TV/Videos/Movies, listening to radio/ broadcasts/ lectures, communicating with relatives/ friends, reading books/newspapers/stories, searching for information on websites, and writing. assignment/email.

The results showed that 23 (34.8 %) and 44 (66.7) students believed that watching videos, TV shows, and movies would always have a positive impact on their English learning, Although 11(16.7 %)) students indicated that listening to radio or audio lectures would not improve their English learning in any way, and another 56 students indicated that sometimes it could actually improve their language learning. Then, 39 students (59.1 %) believed that communicating with relatives and friends through the use of modern technology could have a positive impact on their English learning. Similarly, 39 students (59.1%) believed that reading books and newsfeeds could improve their English learning. In addition, regarding the positive impact of technology on searching for information on websites as well as writing emails and assignments, both indicated their respective levels of agreement by 57.6% and 69.7%.

Table 2
Criteria for Use in Improving English Learning

Statements	always		sometimes		Never	
	to	%	To	%	To	%
Watching TV/Videos/Films	2	34.8	44	66.7	1	1.5
Listening to radio/broadcasts/lectures	1	18.2	44	66.7	11	16.7
Communicating with	3	59.1	27	40.9	2	3

relatives/friend						
Reading books/newspapers/stories	2	33.3	39	59.7	7	10.6
Searching for information on websites	2	43.9	38	57.6	1	1.5
Writing assignments/emails	1	22.7	46	69.7	5	7.6

Research Question 2

In the second question (Table 3), students were asked how often they used technology: computer software to learn English such as, Duolingo: Learn Languages, Google Translate Desktop, and Longman Dictionary, social networking sites (Facebook, Twitter, Whats App, and blogs), online audio and video tools (YouTube, Skype, MP3 players, and podcasts), smartphone or tablet applications (Learn English Grammar, Dictionary.com, dictionaries, and thesauri), and word processors (Google Docs and Microsoft Word) to improve or enhance knowledge and skills in learning English.

The results showed that learning English through computer software and utilizing social networking sites had the highest rate of 75.8 % in improving English learning. Online audio and video, 41 students 62.1% indicated that websites like "Youtube" and apps like "Skype" as well as podcast and mp3 players all had a positive impact on their English learning.

In 15 students 22.7% believed that smartphone and tablet applications (Learn

English Grammar, Kamus.com, dictionaries, and thesauri) could improve their English learning, while 31 students (47%) indicated that word processing software (i.e., Google Docs and Microsoft Word) can definitely have a positive impact on their English learning.

Table 3
Technology to Improve English Learning Skills

No	Statements	Always	someti mes	Never
1	Computer software for learning English (ie, Duolingo: Learn languages, google translate desktop, and longman dictionary)	29 (43.9 %)	32 (48.5 %)	6 (9.1 %)
2	Social networking sites (ie, Facebook, Twitter, WhatsApp , Instagram and blogs)	50 (75.8 %)	16 (24,2 %)	2 (3%)
3	Online audio and video tools (ie, YouTube, Sportify, MP3 player,	41 (62.1 %)	25 (37.9 %)	1 (1.5 %)

4	Smartphon e or tablet apps (ie, Learn English Grammar, Dictionary .com, dictionarie s, and thesauri)	15 (22.7 %)	45 (68.2 %)	7 (10.6 %)
5	Searching for informatio n on websites	30 (45.5 %)	37 (56.1 %)	0 (0%)
6	Writing assignmen ts/emails	13 (19.7 %)	45 (68.2 %)	9 (13.6 %)
7	Word processing (ie Google Docs and Microsoft Word)	31 (47%)	35 (53%)	1 (1.5 %)

Research Question 3

Regarding the third question (Table 4), which shows the attitudes of participating students towards the use of technology in learning English, there are 11 statements analyzed to answer this question.

The results showed that 18 people (27.3%) preferred using technology to improve speaking skills and 12 people (18.2%) liked learning English through online learning websites. and 20 (30.3%) believe that multimedia (computers and YouTube) can be an excellent method for learning English.

In addition, 28 people (42.4%) enjoy using technology when learning English, 32 people (48.5%) admit that technology can help them improve their language skills, and 16 people (24.2%) view software as and the application of language as an important tool in developing creativity.

Table. 4
Attitude towards Technology

No	Statements	Strongly agree	agree	Disagree
1	I enjoy using technology while learning the English Language	28 (42.4 %)	36 (54.5 %)	2 (3%)
2	I know that technology can help me improve my English Language learning	32 (48.5 %)	33 (50%)	1 (1.5 %)
3	I improve my creativity by using English language software or apps	19 (28.8 %)	47 (71.2 %)	1 (1.5 %)
4	I prefer using technology to enhance my speaking, Skills	18 (27.3 %)	43 (65.2 %)	5 (7.6 %)
5	I think watching online videos in the English language motivates	26 (39.4 %)	39 (59.1 %)	1 (1.5 %)

	me to learn more vocabulary			
6	I really like learning the English language through online learning websites	12 (18.2 %)	35 (53%)	4 (6,1 %)
7	I believe that multimedia (ie, computers and YouTube) is an excellent technique to learn English	20 (30.3 %)	45 (68.2 %)	3 (4.5 %)
8	I think using technology in mastering the English language is not necessary	10 (15,2 %)	28 (42.4 %)	11 (16.7)
9	I believe that technology tools are more effective in improving my speaking skills	16 (24,2 %)	48 (72.7 %)	3 (4.5 %)
10	I use chat on social networking sites to improve my speaking skills	20 (30.3 %)	43 (65.2 %)	3 (4.5 %)

11	I think voice recorders help me to improve my speaking skills	20 (30.3 %)	43 (65.2 %)	6 (9.1 %)
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Research Question 4

Regarding the fourth question (Table 5), students were asked about which technologies helped to improve or improve their knowledge and speaking skills in learning English (computer software for learning English was very helpful to improve my language skills. Social networking sites were very helpful for developed my communication, reading and writing skills, online audio and video tools were very helpful in improving my speaking and listening skills, smartphone or tablet apps were very useful for developing my language skills, their writing skills, while 23 people (34.8%) agree that smartphone and tablet applications can definitely develop their language skills.

Then, 20 people (30.3%) agreed that online video and audio tools (YouTube, Skype, and MP3) could actually improve their listening and speaking skills, and 20 people (30.3%) agreed that social networking sites (i.e., Facebook, Twitter, WhatsApp and blogs) can easily develop their communication and reading skills. Furthermore, 20 people (30.3 %) used chat on social networking sites to develop communication skills. The result is 17 people (25.8 %) indicate that agree that word processing software (Google Docs and Ms.Word).

Table 5

Useful Technology to Improve English Learning Skills

No	Questions	Strongly agree	agree	Disagree
1	Computer software for learning English is very helpful to improve my language skills	21 (31.8 %)	44 (66.7 %)	2 (3%)
2	Social networking websites (ie, Facebook, Twitter, WhatsApp, and blogs) are very helpful to develop my communication	20 (30.3 %)	45 (68.2 %)	2 (3%)
3	Online audio and video tools (ie, YouTube, Spotify, and MP3 players) are very helpful to enhance my speaking skill	20 (30.3 %)	42 (63.6 %)	4 (6 ,1 %)
4	Smartphone or tablet apps are very useful to develop my language skills	23 (34.8 %)	41 (62 ,1 %)	2 (3%)
5	Word processing (ie, Google Docs and Microsoft	17 (25 ,8 %)	48 (72.7 %)	2 (3%)

Word) is very
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Discussion

This part combines the results of the analysis and examines the results of the literature review framework. As mentioned earlier, the main objective of this study is to determine the impact of using technology as a learning on students' English speaking skills. In addition, another objective of this research is to determine which technology is most helpful in improving English learning. It was shown by the students that technological tools can definitely be effective in improving their language skills.

It was found that 25.8% of students agreed that word processing software (Google Docs and Microsoft Word) can definitely have a positive impact on their English learning. In this study, 22.7 % of students agreed that smartphone and tablet applications (Grammar, Kamus.com, dictionaries, & thesauri) could improve their English learning. In addition, 75.8% agree that social media can definitely help develop their language skills.

The findings showed that 41 students (62.1 %) agreed that online video and audio tools (YouTube, Skype, and MP3 player) could actually improve their listening and speaking skills. These positive results suggest that native speaker settings can be beneficial for EFL students and one way to access this is through the use of YouTube. Apart from the positive side observed among students towards YouTube, the findings showed that 20

students (30.3%) used chatting on social networking sites as a way to improve their writing skills.

Furthermore, 48.5% of students in this study preferred using technology to improve their speaking, reading, writing, and listening skills. In addition, 27.3% of students believe that technological tools can be more effective in improving their language skills. In addition, 42.4% of students enjoy using technology while learning English. Regarding the literature, there is agreement that technology plays a positive role in learning English.

Analysis of the results revealed that 28.8% of students viewed software and language applications as important tools in developing their creativity. All the techniques and tools used by educators are to assist learners in the language learning process, so that they can express their point of view on certain topics related to daily life or for the purpose of improving their reading skills related to language.

CONCLUSION

This research presented data showing the positive effects of digital technology in enabling students to be more proficient in learning English. The focus of the research was to find out the impact of using technology as a learning medium on students' English speaking skills.

The results showed that learning English as a foreign language through the use of computer software, social networking sites, online video and audio tools (i.e., YouTube, Skype, and MP3), and smartphone and tablet applications were shown to increase students' learning of English.

This study revealed that students prefer to use technology to improve speaking ability during covid-19 pandemic because they view technology as an important tool in developing their creativity. In addition, it provides students with different and interesting options for learning English. In short, the use of technology in learning English as a foreign language can definitely have a positive impact on students' level of mastery.

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