

# Analyzing Students' Creative Learning to Improve Speaking Skill Using Technology

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## ABSTRACT

The use of CALL in EFL teaching and learning has been widely practiced. Computer technology has been developed in any way to ease learners practice their English skills according to their needs and preferences. This research is a descriptive qualitative that is aimed to know whether EFL students have experience creative learning using computer technology, how the students use computer technology to solve their problems in speaking, and whether using computer technology is suitable for students doing self-directed speaking training. The research data was gathered from students of English-speaking courses in four faculties of Universitas Serang Raya. The findings indicate that students experienced creative learning using computer technology to solve their speaking problems in pronunciation, grammatical word order, and vocabulary. However, students need to be encouraged doing independently extensive speaking practice since they stopped practicing when the courses finished. Teachers' ability and knowledge using technology to motivate the students to continue creative learning must be further researched.

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## 1. Introduction

Students in higher education need to qualify themselves with good English proficiency. The reason is to gain academic expertise and develop knowledge globally. One of the English proficiency outcomes is speaking ability. It is commonly accepted as the indicator of a person with good English mastery. However, improving EFL speaking ability in Indonesia where people accept English as a foreign language is still in challenge because English is not used for communication in daily life. In fact, to improve speaking skill, learners need to practice either individually or conversationally with partner/s. In fact, most students in Indonesia learn English for their academic objectives. Some who are motivated find their way to improve their English skills independently by joining language learning communities or by personal training using computer technology.

Technology has been developed along human life and computerized tools with always growing facilities become an important part of life. It undeniably also affects people's method in foreign language learning. Especially when it is thought that higher education students are digital native learners who usually learn in the technological environment. Through the integration of technology in foreign language learning, students can learn by practicing using accessible computer facilities. They likely develop their English language skills via various language learning software through the internet. This fact agrees with the concept of technology

integration in education system that points basically effective use in teaching and learning process.

Integrating technology in English language learning fosters a long-life learning for students through self-directed learning habits. Both teachers and students must understand that technology integration should be done not only within the classroom but also out of class. Teachers should manage how students intensively practice their language skills through instructional method and let them creatively experience learning. On the other hand, students can extensively use computer technology to train their English language skills flexibly on any occasions they are in. For example, with Artificial Intelligence (AI) technology in mobile phones, students can use their devices as their speech trainer.

Recommending some methods of pronunciation practice, Gilakjani (2017) suggests teachers to use technology for example, Computer Assisted Pronunciation Teaching (CAPT) to lessen tension of teaching pronunciation with native-alike accent because students can practice pronunciation skill through repeating what the native speaker models say and receive instant feedbacks by Automatic Speech Recognition (SAR) so that they independently do correcting inaccuracies made. In addition, it has been observed that the use of automatic voice recognition in mobile applications has improved pronunciation skills and increased motivation (Ahn and Lee 2016). Cheung (2012, p. 90) and Huang et al. 's (2012, p. 11) convince that mobile learning offers flexibility of time and place for learning without losing the opportunity to switch to collaborative mode in learning. Wu et al. (2012, p. 817) argues that m-learning through mobile devices has been popular for its simplicity and cost.

Previously, Thomson (2011) states “computer-mediated instruction uniquely affords the possibility for learners to access the type of training that can lead to significant improvement in L2 pronunciation”. The use of technology for EFL teaching and learning has been developed through mobile learning. Along with the increasing number of language learning apps. that run on mobile operating systems of android phones, students can easily browse, download and update apps published by Google and third-party developers in their mobile device. Nooriafshar (2012) notes that there is a lot of language learning apps. that are supporting students to apply mobile learning effectively based on personal needs of learning and to promote learning motivation and achievement. Steel (2012) studied language learning apps. installed by students in their mobile device provide language exposures more than what they get during learning in the classroom, engage them intensely at their own pace of L2 learning

Mobile language learning apps. exploit various aspects of practicing. Sweeny et. al (2012) classifies types of learning apps. based on the functionality, features of practice and task mode. Language learning applications. which are dedicated to aim EFL learning such as dictionaries, vocabulary enrichment, reading skill improvement, evaluating of grammar, listening, writing skills, course book apps and teacher resources may be formed as utility application, productivity application, or immersive application.

## 2. Method

This research was a descriptive qualitative which used data to know how EF learners use mobile language applications that convert text to speech to train them correct pronunciations, whether the applications can fulfil students' needs for doing self-directed speaking training. The data gained in this research are from e-questionnaire on students' ability and students' experience in using mobile applications for self-directed speech training. The questionnaire is made in Google Form and distributed online on the schedule. The target population for this research was all undergraduate students in Universitas Serang Raya who get speaking courses in the even semester academic years, 2020-2021. The research sample was randomly picked among four faculties of Universitas Serang Raya. The research is qualitative one. In consequence, the technique of collecting data used is non-test using questionnaire to obtain data. The questionnaire on students' ability of using technology to solve problems of speech training and students' experience in using mobile applications for self-directed speech training.

## 3. Findings and discussion

Using questionnaires as the instrument of the research, data was collected and the findings presented were as the descriptions related to the students' dependence to computer technology as media to solve their problem in speaking practice and the intention of the students to independently experience speaking English using technology.

The graph below shows some English-Speaking practice that 110 student sample have done in their course. Most students declared that Short Conversation, Group Presentation and Reading Aloud are the practice they have done more than Delivering Individual Speech and Debate/Discussion. Practicing Short Conversation is the most of all that is 60,9% students did it. Practicing Group Presentation has been experienced by 56,4% of students during the course and 55,4% students have practiced Reading Aloud during their course.

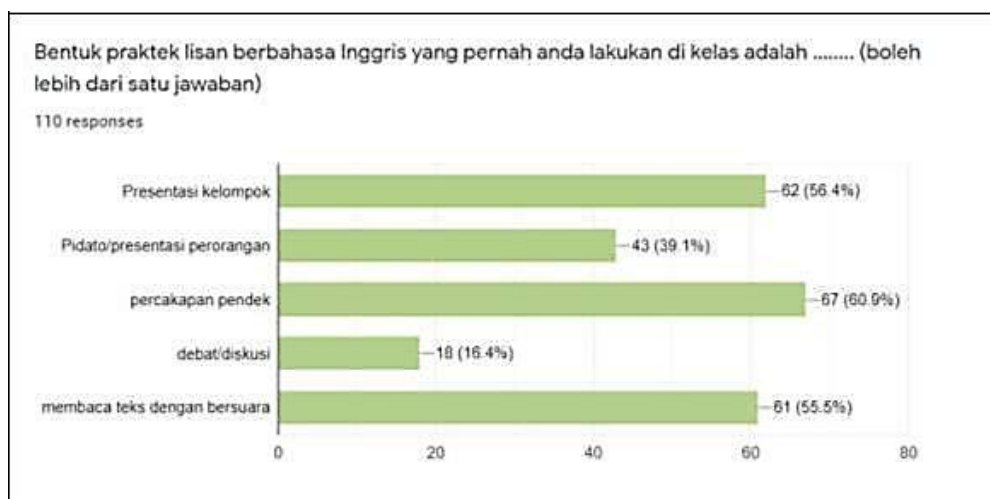


Fig.1. Graph of speaking practice in course

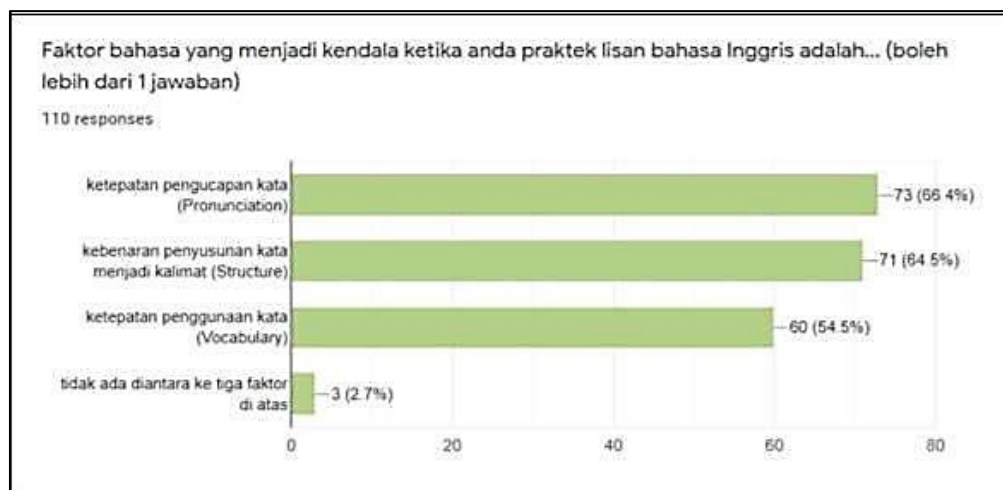
43% of students sample experienced Delivering Individual Speech and only 18% of them practiced Debate/Discussion in their class. The data indicate that students need to be encouraged doing extensive individual speaking practice under guidance of the teacher. Doing individual and group speaking practice both are challenges for students as EFL learners.

Doing individual and group speaking practice both are challenges for students as EFL learners. The graph below displays the barriers when students doing speaking practice in English.

Most of 110 students sample declared that they have to face some problems in delivering speaking. Only 2,7% of them have had no problem with Pronunciation, Grammar and Vocabulary.

The most problem experienced by 66,4 % students during speaking is how to pronounce word correctly. The second problem is related to the words order that becomes a problem for 64,5% student sample. Vocabulary in use to express idea during speaking has faced as a problem by 54,5% student sample.

The Figure 2 shows that half respondents have ability to solve their vocabulary problem. It means that the student sample are able to find correct words or expressions during their speaking practice. However, they have problem in pronunciation the most.



**Fig.2. Graph of language problem during speaking practice**

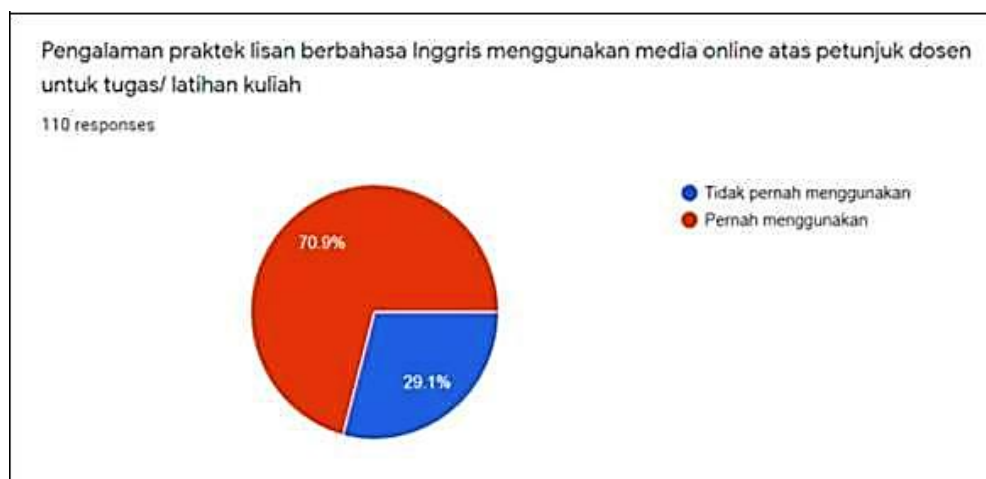
The Figure 3 shows the most frequent action that the student respondents do to face the challenge when practice English speaking, including the aspect of Pronunciation, Grammatical Word Order, and Vocabulary in use. It is found that most respondents prefer using internet communication technology as a media to find any resources that can help them. Totally, 57,3% of students have used internet and computer technology to know how a word must be pronounced correctly, how to grammatically order words in sentence and what suitable vocabulary to express idea. Meanwhile, 27,3% of students would like to ask help from persons to whom they are close to when facing the challenge in Speaking. They like to be guided interpersonally by teachers, friends, and relatives.

In fact, there was 15,5% students had no intension to solve the problems. They just face the problem by themselves without any helps from media or people.



**Fig.3. Graph of the students' action mostly do to solve problem in speaking**

The next graph in Figure 4 generally explains that teachers have encouraged the students to use internet computer technology as a media of instructional Speaking practice. Most student respondents, accounted as 70.9% of all, confirmed that they have had experience practicing speaking using ICT for assessment. In contrast, 29% of 110 respondents informed that they have no experience using the technology for speaking.



**Fig.4. Graph of the students' experience using ICT in speaking courses**

When ICT has become usual media as instructional speaking assessment in the courses, it is important to know whether the students have ever experienced independent English speaking outside the course activity. The Figure 5 explains that 42,7% of all respondents stopped practicing speaking using ICT when the course finished. Some students, for 36,4% of all, ensure that they had continued practicing speaking using ICT for a while ago after the course finished. However, 20,9% of 110 respondents declared that they still practice speaking using ICT at present.

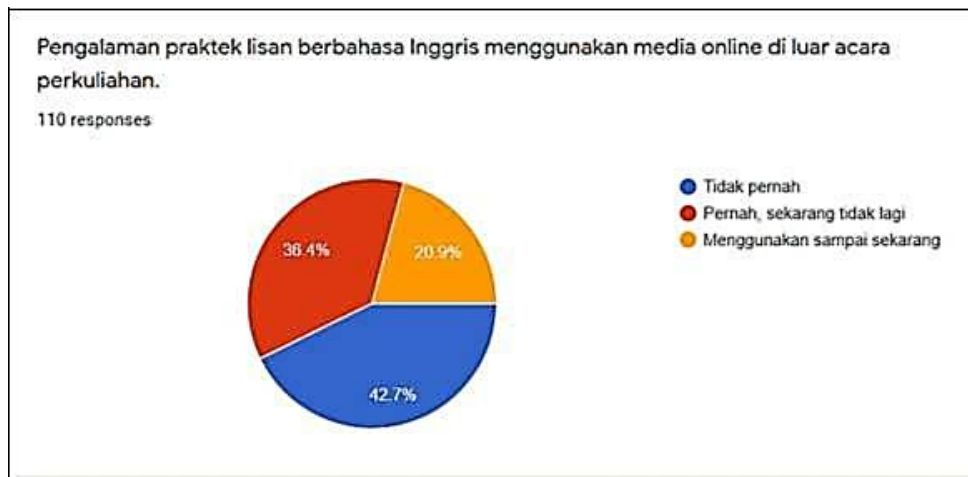


Fig.5. Graph of the students' experience using ICT outside class

#### 4. Conclusion

The early research findings indicate that students need to be encouraged doing extensive individual speaking practice under guidance of the teacher since 42,7% of all respondents stopped practicing speaking using ICT when the course finished. The usage of ICT to manage students' problem in pronunciation, grammatical word order, and vocabulary should be introduced by teacher in order that the students continue practicing speaking independently. It is possible because most respondents prefer using internet communication technology as a media to find any resources that can help them.

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