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CHAPTER I INTRODUCTION

I.1 Background of the Study

Language is a device for communicating in spoken and written. This is because by using language they can express their ideas, feelings, opinions, and wishes. English like any other languages, also has this kind of role. Brumfit (1982:2) in Riyana (2006) stated that English is an international language in that is the most widespread medium of international communication, both because of the number and geographical spread of its speakers, and because of the large number of non-native speakers, and because of the large number of non native speakers who use it for part at least of their international contact. The explanation above shows of non-native speakers use English to establish relationship with others who are from different countries.

Basically, English consists of four skills to be taught. They are listening, speaking, reading, and writing. Speaking is one way to give information to others. According to Wulandari (2014 : 2), speaking is a kind of either productive or active skill. Though the four skills are equally important, listening and speaking becomes the most important tool to communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency.

Speaking is an important skill in language learning. People communicate with speaking, so the speaker and listener can get information or and maintains social relationship with others. Speaking consists of the two fundamental processes of language production (speaking and writing) where

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people learn to speak before they learn to write. People share their ideas in their minds, having conversations and exchange information with mastering speaking skill.

Besides, listening plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information. In fact, students often take the wrong way when listening and this leads them to the poor result. According to Devine (1982) in Hamouda (2013), listening is the primary means by which incoming ideas and information are taken in. Gilbert (1989) in Hamouda (2013), on the other hand, noted that students from kindergarten through high school were expected to listen 65-90 % of the time.

Listening is also important in human communication. If learners want to learn to speak, they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the main pint of what native speakers are telling. Therefore, listening is very important to which teachers and learners should pay enough attention to obtain communication aims (Ahmadi : 2016).

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Gilakjani and Ahmadi, 2011). According to (Devine:1982), listening is the primary means by which incoming ideas and information are taken in. (Gilbert:1988), on the other hand, noted that students from kindergarten through high school were expected to listen 65-90 %

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application protocol (WAP) for listening, which creates more opportunities for honing their language skills and encourages them to actively participate in learning. Podcasts (the delivery of on demand audio and video files through the Web) can also be used to facilitate listening instruction which, research shows, has resulted in teachers' and learners' positive attitudes towards computer-based multimedia (O'Bryan & Hegelheimer, 2007). Listening skill is a process in language skill that needs practice by using audio or technology such as a research done by Embi and Latiff (2004) in using E-learning as a tool for learning ESL. After practicing, the students agreed that comprehension of listening ability had been increased significantly.

According to Harmer (2001), there are some factors that suggest some prediction activities to awake the students' curiosity in learning listening: silent viewing, freeze frame, partial viewing, picture less listening and picture or speech. In 'silent viewing' the teacher plays the video without the sound and the students have to guess what the characters are saying; during the 'freeze frame' the teacher stops the video and requires students to think at what will happen next; 'partial viewing' allows students to watch only a part of the screen; 'picture less listening' allows students to hear but they cannot see the video; and 'picture or speech' divides the class in two, half of the students will look at the screen and half will turn back; the students who see the screen have to describe what is happening to the others.

English for Engineering is one of the subjects given in Engineering Department at Islamic University of Riau. It has complete technology and

reinforce their understanding and their proper pronunciation could be very helpful. When integrated effectively technologies provide substantial benefits in teaching and learning foreign languages. Technologies enrich the content (photos, videos, PowerPoint); make the delivery of the content more interactive by using interactive whiteboards for example; and enable repetition and adaptability of the content. With the aid of technologies teachers provide students authentic audio and video of the target culture and up to date materials in order to engage students. In addition to engage students in class, the adequate use of technologies enhances classroom communication and interconnectivity and offer students the opportunity to communicate, collaborate, and interact with course material in different ways (<http://cte.cornell.edu/teaching-ideas/teaching-with-technology/video.html>).

For students, the ICT resources at home are most important for access and development of skills; in the Nordic study, eLearning Nordic (Pedersen et al., 2006), the authors even say that there is a digital gap between school and home. In the PISA 2003 survey (Eurydice, 2005) 81 % of students aged 15 said that they have a computer at home, and the use of the computer was routine: 99.3 % of students had used it. Over 50 % said that they use it regularly, mainly for playing games, for looking information on the Internet and for communicating via e-mail or 'chat-rooms'. Although the use is very common, the length of time of using a computer varied widely from one country to another, it was highest in the counties in which the majority of students had used a computer for over five years. (Ilomaki : 2008).

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Comprehension and Speaking Ability at Faculty of Engineering in Islamic University of Riau.”

I.2 Statement of the Problem

Based on the curriculum, the primary purpose of the English teaching in the university is to achieve communicative competence. Students are expected to speak and communicate in English in daily life, both in the written and spoken form. However, the lecturer is not really aware of the problems in teaching listening and speaking. Because of that, some questions need to be addressed: Why do the students have difficulties on understanding oral information and instruction given by the lecturer? Why does the lecturer rarely give the assessment especially in listening and speaking? Why do some students get difficulties to express their idea spontaneously? Why does the lecturer rarely utilize the ICT facilities even though it has been completed? Is there any influence of using ICT on students' listening comprehension? Is there any influence of using ICT on students' speaking ability? How could the lecturer find out the capability of listening and speaking skills of the students? And the last, does ICT give the positive influence to students' listening comprehension and speaking ability? Thus, the use of ICT especially in listening and speaking skill made a significant correlation (Jung, 2006).

Based on the problems mentioned at the background, the problems dealing with students' listening comprehension and speaking ability were found on the preliminary study at Islamic University of Riau. The students had difficulties to understand the oral information given by the lecturer and they were too shy to try

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their speaking ability. Unfortunately, the lecturer was rarely given the listening and speaking assessment to students. Because of that, the lecturer didn't know about individual students' listening and speaking capability.

Budi (2012) stated that there were some factors that influenced students' learning speaking development, such as less of motivation of learning English, self-confidence, psychological condition, limited support facilities and lack of media became the causal factors. In English teaching and learning process, media and technique are the factors needed to support the process. Media plays an important role in facilitating the teaching learning process. Media can provide students with learning experience. The use of media and good teaching technique in the English teaching and learning process are so helpful that the process can run effectively and efficiently.

The success of utilization of ICT is among others depends on the infrastructure which includes the telecommunication network, the availability of internet facilities and the use of internet. Unfortunately, in general development, ICT in Indonesia nowadays is less encouraging compared to the develop countries and even to neighboring countries such as Singapore, Malaysia and Thailand (<https://www.weforum.org/agenda/2015/04/which-asean-country-is-the-most-competitive/>). In order to make it powerful, we could use the ICT facilities in education, especially in language learning. Therefore, this study aims at investigating the influence of using ICT in English language learning on the listening and speaking achievement of the university students.

1.3 Limitation of the Problem



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This research investigate the influence of using information and technology facilities toward the students' ability in speaking and listening. The study was conducted for the students at Faculty of Engineering in Islamic University of Riau. Moreover, the data dealing with the students' habit in using ICT will be collected through questionnaire and the data of students' listening comprehension and speaking ability will be gathered using speech presentation.

I.4 Purpose and Objectives of the Study

The purpose of this study was to find out the influence of using information and technology toward students' speaking and listening ability at Faculty of Engineering in Islamic University of Riau.

Specifically, the study done to fulfil the objectives that can be stated as follows:

- a. To investigate the capability of the students' listening comprehension at the Faculty of Engineering in Islamic University of Riau.
- b. To investigate the capability of the students' speaking ability at the Faculty of Engineering in Islamic University of Riau.
- c. To investigate about the advantages of using ICT based on the students' perception.
- d. To investigate the relationship between the information, communication and technology perception and students' listening comprehension.
- e. To investigate the relationship between the use of information, communication and technology perception and students' speaking ability at Islamic University of Riau.



f. To investigate the influence of information, communication and technology perception and students' listening comprehension toward their speaking ability.

I.5 Research Questions

Based on the limitation of the problem, the research questions are formulated as the following questions:

- a. Is there any significant relationship between students' ICT perception and their listening comprehension at the Faculty of Engineering in Islamic University of Riau?
- b. Is there any significant relationship between students' ICT perception and their speaking ability at Faculty of Engineering in Islamic University of Riau?
- c. What kinds of information and technology are used to help students' listening comprehension and speaking ability at Islamic University of Riau?
- d. Is there any significant influence of information, communication and technology used on students' listening comprehension and speaking ability at Islamic University of Riau?

I.6 Significance of the Study

The results of this study are expected to give advantages for students, English for Engineering lectures, University and the stake holder. The students can get information about the influence of using information and technology on students' listening comprehension and speaking ability. The advantages of using ICT facilities will make the students easier to learn especially in listening and

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speaking skill. The students will also more pay attention on how to learn English at home. So, they can use the information to improve their listening comprehension and speaking ability in the future.

The lecturer will get the point of view about the students' listening comprehension and their speaking ability. Besides, the lecturer will find the new method on how to utilize ICT on teaching in Islamic University of Riau. So, the lecture can facilitate the students to improve their listening skill and speaking ability. The lecturer could also make some innovation on using ICT to prevent students' boredom in learning English, especially in listening and speaking skills.

The University and stake holder and will get information about the influence of using information and technology and its effect to students' listening comprehension and speaking ability. Hopefully it will be one of the references on how to design the suitable curriculum materials to students.

I.7 Rationale of the Study

According to the limitation of the problem, this study is chosen because ICT gives impact to students' language learning. Learning by utilizing ICT or Computer Assisted Language Learning is one of the ways to give effect to students' language learning. Over the last century, the teaching profession has been regularly confronted with the change in the new form of methodologies, organizational structures and a wide range of technological innovations. In this vain, ICT is a major factor in to transform the nature of education about where and how learning process takes place and also as the media for the students and teachers in the learning process. Traditional methods of imparting higher

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education have become less motivating. On the other side, technology plays an important role in creating both of innovation and motivation for the learners. ICT provides resources and pedagogical framework for enabling pupils to become effective and independent learners. For example is one of the software that can invite the pupils' attention and set the appropriate tasks and give feedback on students' performance.

Media is described by Bates (2005 : 43) in Fekih Ahlem (2015 : 14) as “a generic form of communication associated with particular ways of representing knowledge, texts, audio, face to face communication and video are all media”. So, in education field, there exist five main idea : direct human contact, text, audio, video and digital multimedia the application of multimedia in the learning and teaching English creates opportunity for the teacher to bring almost real life situation in to the classroom.

I.8 Definition of Key Terms

To avoid misunderstanding toward the terms used or involved in this research, the researcher explains the definition the terms used in this study as follows:

I. Influence

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Creswell (2008: 689) defines influence is the strength of the conclusion about group difference or about relationship among variable in a quantitative study.

2. Information, Communication and Technology (ICT)

Information and communication technologies (ICTs) are broadly defined as technologies used to convey, manipulate and store data by electronic means (Open University, ND). This can include e-mail, SMS text messaging, video chat (e.g., Skype), and online social media (e.g., Facebook). It also includes all the different computing devices (e.g., laptop computers and smart phones) that carry out a wide range of communication and information functions (Perrons, Taylor and Glass : 2010).

Christenson (2010) defines ICT as “technologies that provide access to information through telecommunications. It is similar to information technology (IT) which includes the Internet, wireless networks, cell phones, and other communication mediums”. This can be a general definition of ICT with the focus on communicational aspects which is an integral base for learning and teaching.

3. Perception

Etymologically, the term of “perception” is derived from language term *percepcion* and literally referred to collecting of rents by feudal landlords. Shaver (1994 : 476) in Lewis (2015 : 274) defines perception as understanding of the world constructed from information obtained by means of the senses.

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4. Habit

Gretchen Rubin (2015 :) states that habit is the key to decision making or the lack of decision making. Habit is a behavioral routine related to meaningful goal of value, that occurs in a particular context and has become automatic.

5. Listening comprehension

Gary Buck (2015 : 3) defines listening comprehension as a top-down process in the sense that the various types of knowledge involved in understanding language are not supplied in any fixed order, they can be used in any order or simultaneously and they are all capable of interacting and influencing each other.

6. Speaking ability

Derakhsan (2016 : 178) defines speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account “the ability to keep going when speaking spontaneously”.