

CHAPTER I

INTRODUCTION

1.1 Research Background

According to Kimball (1998), the development of information technologies is associated with the emergence of various types of technological activities. Information and Communication Technologies (ICT) are not a new topic in the world of education, but it is interesting to observe its evolution. Lecturers can use advances in information and communications technology to improve their performance. In addition, it enables fast, accurate and precise execution of various tasks. While the internet permeates virtually every aspect of modern life, offering a wealth of services and resources, its integration into language education appears to lag behind its adoption in other sectors like banking, healthcare, and business. Despite the widespread use of computer networks in various domains, including entertainment, security, information, and commerce, the educational field, particularly in language teaching, seems to underutilize this powerful ICT tool. Mastering the skill of speaking is crucial in language acquisition, standing out as the most vital among the four language proficiencies (listening, speaking, reading, and writing). This prominence is evident as individuals who can fluently speak a language are commonly recognized as native speakers. The significance of speaking has become a captivating subject in English language learning. Given that language predominantly involves oral communication, it plays a pivotal role in enhancing overall communication skills. The emphasis of this study on speaking, recognizing its crucial role in mastering all four skills of the English language. Speaking holds a significant position in the real of foreign language acquisition, highlighting its importance in the learning process. We hope that by mastering this skill, students will be able to master other language more easily. Media is very important in English lessons to support the learning process. This technology helps improve communication between Indonesian students. Every university uses ICT to facilitate the teaching process in the classroom for lecturers and students. The many types of apps they use in the classroom can enhance their learning. The integration of ICT in the realm of education, particularly in English language learning, has become an imperative that cannot be delayed any further.

There are numerous existing ICT applications within society, eagerly awaiting optimal utilization for educational purposes. The incorporation of information and communication technologies in education can manifest in various forms, contingent upon their specific roles in the educational domain. The ability to speak effectively in a foreign language is a crucial component of the language curriculum, underscoring the importance of students being proficient in English speaking. Nevertheless, the objective of teaching speaking skills goes beyond mere language proficiency; it aims to enhance students' communication abilities, enabling them to articulate themselves effectively and comprehend social and cultural norms relevant to diverse communication scenarios. Consequently, English educators can leverage ICT to enhance students' performance in English skills, particularly in speaking. Especially at several universities, including the Indonesia Muslim University located in the city of Makassar which use technology based learning methods. Indonesia Muslim University is one of the private universities in Indonesia that offers Diploma Three and Applied Bachelor programs at the faculty of Languages and Letters. Graduates of the D-3 program work in senior technical positions, while graduates of the Bachelor of Applications program work in professional positions in business. In the era of globalization and increasingly competitive industry demands, the demand for graduates is increasing in terms of technological competence and knowledge of the English language. In an effort to equip literature students to achieve English language competence, the leadership and language units of the Faculty of Letters Indonesia Muslim University have several times held training in teaching English using ICT for English lecturers of the Faculty of Letters. Through this training, it is hoped that in the future the lecturers can teach English by utilizing existing ICT so that learning can take place effectively, efficiently and fun. Although recognizing the effectiveness of ICT in learning English, the realization is that not all lecturers use ICT as the main learning medium in teaching English. Because basically the implementation of ICT in teaching and learning process has many shortcomings

including not having the technology tools to support the teaching and learning process and also not all regions in Indonesia can be reached by the internet network properly. Besides that, the implementation of ICT will also be very helpful for those who have jobs or other activities that require them to do two things at once. From the student's perspective, the convenience of implementation of ICT is invaluable for adults who have many responsibilities and obligations in their lives. In the modern landscape of higher education, incorporating ICT has become a crucial element in elevating the quality of educational practices. At the university level, students are expected to cultivate advanced thinking abilities, learn independently, and collaborate effectively. ICT provides a variety of digital tools that can support these goals, including virtual learning environments, electronic libraries, online discussion spaces, and teamwork platforms. Nevertheless, the mere presence of such technologies is not enough—their impact depends heavily on the educational strategies with which they are employed. The constructivist theory of John Dewey (1963) offers a valuable pedagogical foundation for embedding ICT in university education. Dewey advocated for an approach where learning is seen as an active and reflective process, deeply connected to real-world experiences. In his view, learners do not simply absorb knowledge from instructors; instead, they engage in constructing their own understanding through exploration, questioning, and meaningful interactions. He also emphasized the importance of democratic, student-centered learning that promotes independence, critical thought, and social participation. When ICT is integrated according to Dewey's constructivist principles, it has the potential to redefine the university learning environment—empowering students to take charge of their own educational journey. Tools that enable digital collaboration can enhance peer-to-peer learning and shared knowledge building, while reflective blogs and discussion forums foster critical conversations and introspection. Additionally, ICT can support hands-on learning through virtual simulations, online labs, and problem-based activities that bridge theory with real-world practice. Although many universities today are equipped with digital infrastructure, the use of ICT often remains limited or applied in ways that mirror conventional, teacher-led methods. Such practices can hinder students from engaging deeply with course material and from developing ownership of their learning process. As a result, this research seeks to explore how ICT can be effectively integrated into university teaching using Dewey's constructivist perspective, and to examine its impact on student engagement, independence, and academic growth. To sum up, the integration of ICT in education, especially in language learning, has been slower compared to other sectors like banking and healthcare. While ICT is widely used in various industries such as entertainment, commerce, and security, its application in language education is still underdeveloped. However, ICT has the potential to significantly enhance educational practices by providing digital tools for collaboration, access to resources, and interactive learning environments. Effective speaking skills are essential for communication and contribute to overall language competence. The use of ICT in language education, especially in English, can enhance speaking skills by offering various tools for interaction and reflection. Despite the availability of ICT resources, their integration in language teaching is not yet fully optimized. Challenges such as a lack of proper technological infrastructure and internet access in some regions contribute to this underutilization. John Dewey's constructivist theory supports the integration of ICT in education by emphasizing active, reflective, and student-centered learning. Dewey's approach encourages students to construct their own understanding through exploration and interaction, making ICT tools a powerful asset for promoting independent learning, critical thinking, and collaboration. This study explores how ICT can be effectively implemented in university education, particularly in language teaching, and examines its impact on student engagement, autonomy, and academic development.

1.2 Research Questions

Based on the background of the problems describe above, the researcher formulates some problems as follows:

1. How is the ICT implemented in EFL speaking classroom at Faculty of Letters Indonesia Muslim University?

2. How do lecturer and students perceive the implementation of ICT in EFL speaking classroom at Faculty of Letters Indonesia Muslim University?

1.3 Research Objectives

1. To determine the implementation of ICT in EFL speaking classroom at Faculty of Letters Indonesia Muslim University.
2. To determine the lecturer and students' perceptions in the implementation of ICT in EFL speaking classroom at Faculty of Letters Indonesia Muslim University.

1.4 Significances of the Research

After knowing the problem and direction or (target and purpose) the researcher above, further research is expected to provide value for use (benefit) for scientific treasures. The benefits of the results of this study are as follows:

1. Theoretical Benefits

This research can contribute valuable insights to lecturers and prospective lecturers regarding the effectiveness of quality learning by utilizing existing information and communication technology (ICT) available at the Faculty of Letters, Indonesia Muslim University. Theoretically, this study underscores the role of ICT as a transformative tool in education, aligning with constructivist learning theory that emphasizes active, student-centered learning environments. It also supports how perceived usefulness and ease of use influence educators' willingness to integrate technology into their teaching practices.

2. Practical Benefits

- a. For lecturers, as a reference material in guiding, educating and directing students in improving student English speaking performance by using learning resources available at faculty.
- b. For students, with the information and communication technology available in the faculty as a source of learning, students are expected to be able to learn independently in the teaching and learning process and does not depend on the lecturer alone, even though the lecturer is the main learning resource.
- c. For the researcher, the benefit of this research for researcher is that it can improve teaching skills and provide knowledge about how to overcome difficulties experienced by students in the speaking learning process as an effort to improve students' understanding of the learning material. Apart from that, this research is also a mandatory requirement for every student in obtaining a master's degree in education at Faculty of English Education at Universitas Hasanuddin.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

There are some studies revealing their findings on the implementation ICT in relating to teaching and learning. The researcher has chosen for some of them related to this study.

The study entitled *A Study on the Integration of ICT by EFL Teachers in Libya* by Salem, N. & Mohammadzadeh, B. (2018). This research explored the factors influencing the adoption of ICT, as outlined by Rogers (1995), with particular emphasis on how ICT aligns with Libya's socio-cultural environment and the adjustments required for its effective implementation. Participants were chosen based on their availability. Employing a mixed-methods approach, the study gathered data through both quantitative (surveys) and qualitative (interviews) techniques. Data analysis involved both descriptive and interpretive methods, which revealed a range of challenges categorized into four levels: school, teacher, student, and system.

Besides, Hafifah and Sulistiyo (2020) *Teachers' ICT Literacy and ICT Integration in ELT in the Indonesian Higher Education Setting* highlights how use of Information and Communication Technology (ICT) in English Language Teaching (ELT) in Indonesian higher education is still being explored. A study of 280 English lecturers revealed that over 60% have above average ICT literacy and frequently use ICT in teaching, though challenges like limited internet access and insufficient training remain. The research found a strong link between ICT literacy, training, internet use, and ICT integration. More frequent ICT use and training improve literacy levels. Most lecturers are ICT-literate and ready to integrate ICT into teaching, but more training and better institutional and government support for ICT infrastructure are needed to enhance its use in ELT.

Moreover, Fiandra, Ambiyar, Giatman, Usmeldi, and Syah (2021). *The Effectiveness of ICT Utilization on Cognitive Achievement in the Vocational Education During the COVID-19 Outbreak in Indonesia* this study examines the effectiveness of ICT-based vocational learning during the Covid-19 transition using a meta-analysis of 30 articles from 2020–2021. The findings, measured by effect size (1.28), show a significant positive impact on cognitive achievement. ICT assisted learning is proven highly effective for vocational education, with computer network technology being the most widely used tool in Indonesia.

Furthermore, Alakrash and Razak (2021). *Technology-Based Language Learning: Investigation of Digital Technology and Digital Literacy*. This study aims to explore the use of digital technology and the level of digital literacy in English teaching and learning. It also seeks to determine significant differences in technology use and digital literacy between EFL teachers and students. Surveys were given to 150 students and 40 teachers. The results showed that students used digital tools most for learning vocabulary and least for reading skills, while teachers used them mainly for general teaching practices and also least for reading skills. Both groups demonstrated high digital literacy. This insight could guide policymakers in developing strategies to integrate digital tools in language education for marginalized communities like Malaysia's B40 group.

Other research was conducted by Fitri, Y. & Putro, N. (2021) *EFL Teachers' Perception of the Effectiveness of ICT-ELT Integration During the COVID-19 Pandemic*. This research examines the teachers' perceptions of ICT integration in English Language Teaching (ELT), focusing on its effectiveness and the challenges involved. Using a descriptive quantitative approach, data were gathered by distributing an online questionnaire to 126 primary and secondary EFL teachers. The findings showed that most teachers viewed ICT integration positively, appreciating its effectiveness in teaching. Nevertheless, several obstacles were identified, including limited internet access, insufficient technical support from schools, and inadequate ICT knowledge and training. The study underscores the need for support from stakeholders and the government to enhance ICT-based education by ensuring access to technology and providing proper technical assistance for EFL teachers.

In addition, Tzagkourni, E. Chlapana, E. Zaranis, N. (2021) Implementing theoretical approaches using ICT in teaching English as a foreign language. This study investigates the effectiveness of an ICT-supported instructional approach, based on Van Hiele's geometric thinking levels and Hoffer's skills, in teaching the English alphabet to second-grade Greek students. Participants were split into a control group following the national curriculum and an experimental group taught through blended learning aligned with Van Hiele's first level. All students were assessed for non-verbal intelligence, and pre- and post-tests measured their letter recognition. Results showed significant improvement in the experimental group, with variations influenced by several factors.

The next research was conducted by Raftoulis, G. & Koniari, D. (2023) The use of ICT in educational organizations: A quantitative analysis. This study explores the use of ICT by principals of vocational training institutes and second chance schools in Greece for administrative purposes. It focuses on the extent to which ICT is integrated into their management practices. Conducted between April and June 2020 during the COVID-19 pandemic, the research involved 187 directors and utilized email-distributed questionnaires due to health restrictions. A quantitative method was adopted through a structured questionnaire to objectively analyze ICT usage and identify influencing factors. The findings highlight the importance of ICT in effectively managing lifelong learning (LLL) institutions, helping them adapt to digital advancements, reduce unemployment, and engage more with society. The majority of leaders expressed positive attitudes toward ICT use in administration, indicating its growing relevance in educational leadership.

Arif, T, Z, Z. Armiwati. Dayani, R. (2023) The Use of ICT for English Language Learning: A Mixed-Method Study of EFL University Students. This study investigates EFL university students' views and expectations about using Information and Communication Technology (ICT) in English learning, as well as how often they use ICT for both everyday activities and educational purposes. A convergent parallel mixed methods approach was adopted, involving an online questionnaire with 337 students and semi-structured interviews with 10 selected participants. Descriptive analysis was used for quantitative data, while qualitative responses were thematically analyzed. Findings revealed that students primarily used ICT for general purposes such as social media and entertainment, yet held positive attitudes toward its role in language learning. They also highlighted the need for improved technological infrastructure and internet access in classrooms, believing that ICT could effectively enhance their English skills. This points to the importance of greater ICT integration in English teaching.

Another research was conducted by Hamliyah, Untari, Dewi, Lutfiah, Yuliana, Siti, & Agustini (2024) Challenges and Benefits of ICT in Teaching and Learning English aimed to examine the types of ICT tools employed and to explore both the challenges and advantages of integrating ICT in English language teaching and learning at SMKN 8 Jember. Adopting a descriptive qualitative method, the researchers gathered data through interviews and an analysis of lesson plan documents. Participants included 100 students from grades X, XI, and XII, along with their English teachers. The data were analyzed using the processes of reduction, presentation, and conclusion drawing. The results highlighted the various ICT media used by teachers and how these tools were applied as instructional aids and learning resources. Student feedback showed that 57% strongly agreed and 43% agreed that teachers successfully integrated ICT in the classroom. This integration enhanced accessibility to learning materials, increased student motivation, and improved learning outcomes. To address ICT-related challenges, the study suggests that teachers should receive specialized training and support to strengthen their confidence, technical competencies, and instructional techniques for more effective ICT use.

Additionally, Tristiana, Hartono, Faridi and Fitriati (2024) ICT-based Classroom Instruction Design: Exploring EFL Pre-Service Teachers' Perception of Project-Based Learning Strategy for Developing Pedagogical Competence. This study explored how EFL pre-service teachers perceive and experience project-based learning (PBL) in developing their pedagogical competence and designing ICT-based classroom instruction. Six pre-service teachers from an English instructional technology course in Indonesia participated. Data from interviews, field notes, and diaries revealed that PBL effectively enhanced their

ability to create lesson plans and integrate ICT into instruction. The study concludes that combining ICT with PBL improves pre-service teachers' instructional design skills.

The research gap, however, is evident in the specific focus of the current study on the implementation of ICT in teaching speaking skills using Dewey's Constructivist Learning Theory within the Faculty of Letters Indonesia Muslim University. While previous studies predominantly addressed the broader impact of ICT on English teaching and learning, digital literacy, and teacher perceptions, none of them specifically applied Dewey's Constructivist Learning Theory as a framework. Additionally, most of the earlier research targeted varied educational levels and settings, from schools to general EFL contexts, without focusing on higher education EFL classrooms in Indonesia. The current study fills this gap by offering a case study approach to deeply understand how ICT influences speaking learning specifically in a university setting, providing unique insights into both lecturer and student perspectives. This focus not only extends the existing knowledge but also contributes to practical strategies for enhancing speaking skills through ICT under a constructivist approach, which encourages active and experiential learning.

2.2 Theoretical Background

2.2.1 Information and Communication Technology (ICT)

1. Definition of Information and Communication Technology

The term "technology" originates from the Greek words "techne," meaning skill, and "logia," signifying expression or study. Technology education involves the use and specific knowledge of teaching tools and skills (Balmeo et al., 2014). According to Baiquni (1995), technology is the totality of human knowledge applied to the process of using nature and obtained through the application of science to productive and economic activities. This information is explanatory information and breaking news alerts. Communication involves the transmission and reception of messages between two or more individuals with the aim of mutual understanding. Information and communication technology therefore refers to all activities related to the processing, management, transmission, communication, sending and receiving of messages so that the intended message can be understood across media.

Information and communication technology therefore refers to all activities related to the processing, management, transmission, communication, sending and receiving of messages so that the desired message can be understood across media. As defined by the UNESCO Regional Office for Education and the Asia Pacific Learning Community, ICTs are technologies used for communication and the creation, management, and dissemination of information. In the broadest sense, ICT's includes computers, internet, telephone, television, radio and audiovisual equipment (UNESCO, 2008:11).

The term Information and Communication Technology (ICT) is a combination of three words: technology, information, and communication, and each of these components has its individual definition. Technology is a development and its application aims to solve problems. For this reason, the technology is usually presented as a useful new discovery. Information is the result of data processing for specific purposes and benefits. Communication is the process of transmitting information from an informant to a recipient. Information and communication are therefore closely linked. Information and communication technologies (ICT) therefore mean that computer discoveries produce information that can be disseminated quickly and has a longer shelf life. Another meaning of ICT is a diverse set of technological tools and resources used to communicate, create, distribute, store and manage information. According to this definition, ICT includes radio, television, video, DVD (Digital Versatile Disk), telephone, satellite systems, IT and network devices and equipment; services related to these technologies, such as videoconferencing and email (UNESCO, 2002).

Such as computers, televisions, laptops, radios, audio cassettes, cameras digital, DVD players, CD players, and mobile phones. These media faster with the development of technology and science in world. Even the media is increasingly penetrated in the world of education as a learning tool that packs teaching-learning activities more interesting.

Bondan S. Prakoso and Rakhmat Januarydy (2005: 6) suggests that ICT programs within the Ministry of Education and Culture are designed, structured, and implemented in order to provide the greatest benefit to all parties, especially the community Ministry of Education and Culture, namely: leaders, teachers, students, employees and alumni.

Many changes have occurred in education, where ICT is one of the driving forces. One form that change is increasing access to ICT among students and teachers both at home as well as in schools, Indonesia is no exception. As reported by Communication and Information Unit UNESCO Bangkok (2008: 6-10) that the use of ICT in the environment education in Indonesia which has identified, namely: (1) the use of ICT that the most dominant is for email; (2) ICT included in the curriculum in some school; (3) private training center offers ICT-related short courses (e.g., MS Office, web design, animation); (4) budget has been allocated for ICT facilities and connections internet at school; and (5) computer training basis is provided for the teacher. As well as with other countries, Indonesia is determined to take advantage of the use of ICT for increase national competitiveness.

According to Iskandar Alisyahbana (1980), technology has been known to man 12 for millions of years due to his need to live a more comfortable, prosperous and prosperous life. So, technology has existed since the beginning of civilization, even if the term "technology" was not used. The term "technology" is derived from "techne," meaning method, and "logos," meaning knowledge. In the truest sense, technology can be interpreted as the knowledge of how to do it. defines technology as a way of doing things to satisfy human needs using reason and tools in a way that appears to augment elements of the human body, senses and brain, to improve or make it more efficient.

2. Types of ICT

According to Sudarwan Danim (2010), the progress achieved by humans in the field of science and technology has made science and technology develop rapidly. The pattern of human life with the progress of science and technology has a close relationship, education is perhaps the most prominent place in the framework of that progress. Within the framework of educational activities, there are several ICT media that can be used in learning, ranging from the simplest to the most sophisticated.

According to Widyosiswoyo, who was quoted by Hamzah B.Uno (2010, et al) there are 4 types of ICT media, namely:

- a. Television, is the result of converting images and sound into electricity, then channeled by means of cables or electromagnetic waves to be changed again into their original form by the receiver.
- b. Radio, is a communication tool that utilizes electromagnetic waves as a messenger (source) that is emitted through the air at the speed of light.
- c. Computer, is a multi-purpose machine that can be controlled by a program, used to process data into information. Data is an IT raw material that can be in the form of numbers or images, while information is a form of data that has been processed in such a way that it can become a useful element in decision making.
- d. The Internet is a collection of computer networks so that users can share information with a wider range of sources.

The types of media used in conveying information and learning messages are very numerous, each of which is then grouped according to the characteristics and properties of the media. According to Arsyad (2006) lecturer can use a variety of tools to convey educational messages to students through sight and sound, thereby avoiding the verbal language use that can still occur

when only visual aids are used. There for lecturers began to formulate learning objectives based on student behavior. To achieve these learning objectives, various media formats began to be used, one of which was using ICT media. And from their experience, lecturers begin to learn through visual media, some through audio media, some enjoy through audio-visual media, computers and so on, these media are technological tools used in the learning process.

Various types of media that can be used in the learning communication process according to Koyo Kartasurya as quoted by Arief Sadiman (2008, et al) are classified into:

- a. Visual media include photos/tattoos, sketches, diagrams, tables, graphics, paintings, posters, maps and globes.
- b. Listening media include radio, magnetic, tape recorders, magnetic sheet recorders, language laboratories.
- c. Projected still media includes slides, film strips, overhead projectors, micro films, micro projectors.
- d. Projected motion media, including film, television, closed circuit television (CCTV), video tape recorders, computers.

Even though there are many kinds of media, in reality there are not many types of media that can be used by lecturers. Some of the most familiar media used is print media (books). Apart from that, there are also many lecturers who have used other types of media, such as pictures, models, and overhead projectors (OHP) and real objects. Meanwhile, well-known ICT media such as television, radio, computers and the internet, computer and internet learning programs are still limited in use even though lecturers are familiar with these media.

3. ICT in Teaching English Speaking

According to Hartoyo (2008), there are some different types of ICT in language learning, as follows:

Computer-Assisted Language Learning (CALL)

According to Levy's 1997 review in Fotos and Browne (2004: 3), CALL, standing for "computer-assisted language learning," refers to a computer application designed for language teaching and learning. It is a computer program utilized for English language learning. Presently, there is a growing trend to incorporate CALL to enhance students' proficiency in applying integrated skills like listening, reading, writing, and speaking. There are two easy tips to get CALL software on the internet. First, by depositing or transferring an amount of money. Second, download free software such as Hot potatoes.

Information Hubs

Lecture have the ability to utilize the internet for accessing syllabi, topics, assignment, announcements, and multimedia teaching resource, as indicated by Hartono (2008). Moreover, the internet serves as a platform for educator to disseminate information pertaining to the teaching and learning processes.

Publication Forum

This website allows students and teachers to post essays, articles and reports so that teachers and students can share their opinions. As more and more people want to start a blog, one positive aspect is how easy it is to start a blog. Blogging is becoming a new trend in personal development.

Medium to converse or correspond

This can be achieved through video conferencing, where ICT functions as a tool for communication and correspondence. Numerous reasons can be identified to advocate for the advancement and implementation of ICT in education, aiming to enhance the quality of national education in Indonesia. One example is the challenging geographical layout of Indonesia, characterized by numerous dispersed islands, making equitable education distribution difficult. Video conferencing presents a solution to address this issue.

Intercultural Communication

Teenagers are used to socializing outside of school and even meeting friends from different countries. This can be done via email, chat (MIRC, Yahoo Messenger) and by joining social networks (Friendsters, Facebook). Communication works smoothly and quickly, even if the distance is hundreds of thousands of kilometers.

Research Support

The Internet, websites, electronic journals, and electronic libraries help provide theories and articles that can facilitate research. The use of information and communication technologies makes the search for scientific literature faster and 15 more precise. Researchers can also conduct surveys over the Internet, distribute them via mailing lists, interview respondents using Skype software, which allows researchers to communicate in real time, and meet in person via webcams or internal cameras.

4. The Implementation of ICT in Teaching

Broadly, according to Department Pendidikan dan Kebudayaan (1997:87), the term "implementation" refers to the execution or application of something. This term is typically linked to an activity undertaken to attain a specific goal.

Webster's Dictionary succinctly defines implementation as the act of furnishing the means to carry out a task or giving practical effect to an idea, resulting in an impact or consequences. This implies that implementing something requires the provision of supporting facilities that will subsequently lead to an impact or consequences.

The implementation of ICT in teaching English is a term used to describe the teaching and learning process by distance or correspondence offered via the Internet. To find out how well the implementation of ICT, the researcher adopted a statement from (Echevarria et al., 2003) in collaboration with secondary school teachers to become a framework that guides the development of lesson plans and lessons. According to her there are several components in developing lesson plans and learning namely; 1) Preparation, 2) Strategy, 3) Interaction, 4) Practice and application, 5) Delivery of lessons, and 6) Review and assessment.

The international encyclopedia of teaching and teacher education classifies teaching into three categories: (1) Teaching as success implies a strong connection between teaching and learning, where teaching involves and influences the learning process. (2) Teaching as an intentional activity suggests that although teaching may not inherently lead to learning, it is expected to result in learning. (3) Teaching as normative behavior denotes actions taken to induce learning in others, covering activities such as training and instructing, with indoctrination as a primary component (Green, 1968, cited in Rajagopalan, 2019). According to Sholihah (2015), the aim of teaching speaking skills is communicative efficiency. This means learners should express themselves effectively, maximizing their current proficiency. They should endeavor to prevent message confusion caused by faulty pronunciation, grammar, or vocabulary, and conform to the social and cultural norms relevant to each communication situation. Several initiatives are undertaken to enhance students' proficiency in spoken language, and these speaking activities offer valuable feedback for both the lecturer and the learner. Harmer (2007: 271-274) outlines five specific classroom speaking activities, including scripted acting, communication games, discussions, problem-solving, and role-playing.

a. Role-playing from a Script

In this type of speaking activity, the teacher guides students to perform a play based on dialogues they have crafted themselves, drawing inspiration from their course books.

b. Language Learning Games

Games function as activities that create a relaxed learning environment for students. Game-based activities may incorporate oral strategies such as verbal descriptions, predictions, and soliciting feedback.

c. Group Discussion

Discussion stands out as one of the most widely employed activities in oral skill classes. Discussions can be conducted for various purposes, with the discussion points carefully aligned with the intended goals, preventing students from engaging in irrelevant conversations.

d. Collaborative Problem Solving

Problem-solving entails addressing students' challenges by encouraging them to openly share their problems, opinions, and emotions. In this setting, the teacher acts as a mediator, fostering communication among participants and aiding students in honing their skills of articulating and expressing ideas in spoken language.

e. Simulation and Role Play

Simulations and role-play are effective tools for fostering overall oral fluency or preparing students for specific situations. Role play, in particular, is a valuable technique for simulating authentic communication experiences relevant to contexts beyond the classroom.

Building on the explanation above, the types of speaking activities conducted in the classroom are suitable for assessing and teaching speaking skills using ICT (Information and Communication Technology). This suggests that students are educated in English with the aim of enabling effective communication in the language. Additionally, to improve students' speaking proficiency, teachers should integrate ICT into the learning process. Emphasizing independent learning and utilizing Information and Communication Technology tools, the incorporation of ICT enables students to manage their time efficiently and avoid classroom monotony. Therefore, through the integration of ICT, students can elevate their speaking abilities.

2.2.2 The Concept of Perception

1. The definition of Perception

The term "perception" is derived from the Latin word "perception," which denotes the acts of receiving, accumulating, possessing, and discerning through the mind or senses. Rookes and Wilson (2000), in their work "Perception: Theory, Development, and Organization," describe perception as the cognitive process involving the recognition and interpretation of stimuli received through our sensory faculties. In the fields of psychology and cognitive science, perception refers to the procedure of acknowledging or comprehending sensory information.

The same point also expressed by Hamacheck (1995:199). He explained that perception is the way humans perceive stimuli using sensory receptors in the human environment. What is experienced consciously is not always the same as what is experienced acoustically, visually or tactically. People's perceptions are influenced by how they perceive their environment. Therefore, a person's interpretation of sensory stimuli is influenced by his point of view.

Based on the definition above, it can be concluded that perception is a process of human activity, which consists in creating impressions, judgments, opinions, feelings and interpretations of something derived from the stimulation of the sense organs through physical or chemical means

2. The Process of Perception

The manner in which individuals perceive something represents a behavioral aspect from a psychological standpoint. Therefore, in changing a person's behavior must start from changing her perception. In the book "*Interplay: The Process of Interpersonal Communication*," Ronald et al. explain that the perception process influences how we communicate with others. This process comprises four steps where meaning is assigned to experiences as follows:

- 1) The first phase in the perception process is Selection, where stimuli of high intensity tend to grab our attention.
- 2) Organization is the subsequent stage where the chosen information is structured meaningfully for comprehension. This involves utilizing four types of schema to categorize information and punctuation, which includes identifying causes and effects in a series of interactions.
 - a) Physical constructs categorize individuals based on their appearance.
 - b) Role constructs employ social positions to organize perception.

- c) Interaction constructs focus on social behavior.
 - d) Psychological constructs pertain to internal dispositions.
- 3) Interpretation is a pivotal aspect in nearly every interpersonal interaction, taking place once individuals have selected and organized their perceptions while considering various factors.
 - 4) Negotiation is the mechanism through which communicators impact each other's perception via communication. One way to elucidate negotiation is to consider interpersonal communication as the sharing of stories or narratives that we use to portray our world.

In accordance with the explanation given, perception is a procedure wherein stimuli are activated, subsequently chosen, arranged, and molded into meaningful information.

3. Types of Perception

Icekson and Pines (2013) divide perception into two types, namely positive perception and negative perception. Positive and negative perceptions can be defined as follows:

- a) Positive perception is characterized by or express certainty or confirmation. Tends to emphasize the good, is constructive rather than skeptical; Development towards progress or improvement
- b) Negative perception Negative perception says or means denying something. He tends to focus on the bad things. He lacks positive qualities such as enthusiasm, interest or optimism.

b. EFL Class

In communication and interaction between different countries, English is very important to support the development of science and technology and to meet the needs of an increasingly advanced and modern age. Mastering the ability to use English as a means of international communication is aimed at establishing social contacts in the age of globalization

There are at least 10 important reasons why you should learn English

- a) English is the most commonly used language by people who speak foreign languages worldwide.
- b) Good English skills increase your value and you will be more valued in the international working world.
- c) Although China and the United States are leaders in business innovation and economic development, English is still spoken in these areas of China and the United States.
- d) English is the language of international communication, especially in the business world, an example is corporate communication.
- e) English is very important as it is a scientific language. To be successful in these sciences, you must master the English language.
- f) English is the language spoken in the major Hollywood film industry. English speakers no longer have to subtitle their films.
- g) In the United States, speaking English opens up the possibility of freedom from social discrimination, such as differences in ethnicity, color and origin.
- h) By mastering the English language, you can teach your child to communicate in English. So that your child can learn English at an early age.
- i) All modern technological devices and devices use English as the medium of instruction to convey instructions to users. If you have a good command of English, you will understand the technology behind these gadgets more quickly. And
- j) Many educational resources, both books and online media, use English. If you are fluent in English, you can expand your knowledge by using various sources.

English is considered a foreign language in Indonesia, but it has a very big impact on students, job seekers and professionals. All over the world, English is also recognized as an international language, while in Indonesia it has foreign

language status. In Indonesia, it can be said that English is the most important foreign language along with other foreign languages such as Arabic, French, German, Mandarin and Japanese.

Learning is the process of interaction between students and teachers and learning resources in a learning environment where teachers and students exchange information. Setiyadi (2006:58) states that learning is a process of changing mental and physical behavior that takes place in living organisms. Everyone in this world needs knowledge to solve existing problems. To gain knowledge, a person must have the desire to learn. One of them is learning English as a foreign language. Learning a language is a process of developing habits. According to Setiyadi (2006: 59), the more often something is repeated, the stronger the habit and the more important learning is.

According to Gebhard (2006), English can be defined as the learning of the English language by people living in places where non-native English is used as a means of communication. He also pointed out that in such an environment, students have little opportunity to use English to communicate outside of the classroom. A similar definition was also given by Harmer (2007) who defined EFL as English learning where students learn English in their own country or take a short English course. Speaking countries such as the United States, England and Australia.

Camenson (2007) proposed a third definition that states that English learners may live in a country where their language is used primarily for communication and that students may need to travel to an English-speaking country to learn English. English for academic purposes or to engage academic activities. The reasons it goes on to say that English learners spend only a few hours per week learning English, have little exposure to English outside of school, have few opportunities to practice their newly acquired language skills, and lack native language proficiency in the classroom.

c. Speaking Skills

Harmer (2007) states that there are three main reasons why students talk in class. First, conversation courses give you the opportunity to practice speaking in a safe classroom. Second, speaking tasks in which students attempt to speak one or all of the languages they know provide feedback to the lecturer and students.

Everyone sees how successful he is: what successes he achieves and what language problems he encounters. Finally, the more students have the opportunity to activate the various linguistic elements they store in their brains, the more automatic their use will become.

Speaking, as a productive skill, can be categorized into two primary aspects: accuracy and fluency. Accuracy encompasses the adept use of vocabulary, grammar, and pronunciation across diverse tasks. Language proficiency, as described by Derakhshan et al. (2016), involves the "ability to sustain spontaneous speaking." Sidik (in Zahro', 2021) suggests that oral interactions may involve routines and conventional forms of information presentation, with a focus on information or interactions. Koşar and Bedir (2014) define speaking as an interactive process of constructing meaning, involving the production and reception of information.

From the description above, speaking is a language skill that focuses on verbal interaction. This allows you to generate, send or receive information precisely and efficiently. Speakers should pay attention to vocabulary, grammar and pronunciation.

d. John Dewey's Theory of Constructivist Learning

1. Definition of Constructivist by John Dewey's

The term "constructivist" is derived from the word "constructive," which in the Indonesian dictionary means having qualities of improving, building, and nurturing. In English, "constructive" refers to something that builds (the one who builds) (Efgivia, Ry, et al., 2021). In psychology, "constructive" refers to thinking that leads to new conclusions (thoughts that produce new conclusions) (Efgivia, Adora Rinanda, et al., 2021). In the realm of educational philosophy, constructivism is understood as a school of thought that aims to create a framework for modern culture (Suparlan, 2019). Therefore, it can be concluded that constructivist theory is a concept focused on building thinking processes that result in new and innovative conclusions.

Many experts have offered their views on constructivist theory including John Dewey, who is considered one of the pioneers of constructivist theory, many other figures have further developed this concept. Dewey's ideas laid the foundation for

constructivism, emphasizing the active role of the learner in constructing their own knowledge through experience and interaction with the environment. His work inspired numerous scholars who built upon his theories, leading to the expansion and refinement of constructivist thought in education.

John Dewey's educational philosophy emphasizes the significance of experience and active learning in the learning process. He believed that education should not simply involve a passive transfer of knowledge from the teacher to the student, but rather be an active process where students play an essential role in constructing their own understanding. Dewey (1963) argued that knowledge is not something that can be handed down to students; instead, it is actively built through direct experiences and interactions with the surrounding environment. In his work *Experience and Education* (1963), Dewey stated that education should be grounded in students' real-life experiences, and learning must be an engaging process where students discover, reflect, and solve problems that are relevant to their lives. He stressed that not all experiences are equally educational, and educators must carefully design learning activities that are meaningful and foster exploration, reflection, and critical thinking.

Dewey (1963) also emphasized that education should go beyond the passive absorption of facts, instead promoting an interactive, dynamic process where students construct their own knowledge. Furthermore, he highlighted the importance of social interaction within the learning environment. Dewey believed that education should reflect the broader social context, where students not only learn individually but also through collaboration with peers and teachers. These social exchanges help students develop essential skills like teamwork, listening to different perspectives, and social interaction. Dewey also proposed that education should focus on addressing real-world challenges, encouraging students to engage in projects and assignments that involve solving intellectual and social issues, ultimately enhancing their problem-solving and critical thinking skills. Additionally, Dewey supported problem-based learning, where students apply theoretical knowledge to practical situations. Approaches like discovery learning and meaningful learning are aligned with Dewey's theory, as they involve students in actively constructing knowledge through direct engagement and reflection. Dewey believed that true learning occurs when students are able to relate what they learn to their everyday lives and are encouraged to think critically and take action based

on their understanding. In this framework, education is not just about accumulating knowledge but also about developing the critical thinking, creativity, and social skills necessary for students to make valuable contributions to society

2. Discussion of Constructivism According to John Dewey

1. Experience-Based Education

Dewey (1963) asserts that education must start from students' life experiences. This experience is not just a passive experience, but an experience that involves active interaction between students and their environment. In the book, Dewey states that true education comes through experience, but not all experiences are truly or equally educational. This means that an educating experience is one that triggers further growth and development, not just a pleasant or unpleasant experience.

2. Principles of Continuity and Interaction

Dewey (1963) puts forward two main principles in his theory of experience: continuity and interaction.

- a. Continuity refers to how past experiences influence future experiences. Each experience should pave the way for richer and deeper experiences in the future.
- b. Interaction refers to the dynamic relationship between individuals and their environment. The educational experience should involve active interaction between the student and the subject matter, teacher, and social environment. Dewey wrote Every experience takes something from the experience that has gone before and modifies in some way the quality of the experience that comes after it.

3. Learning as an Active Process

Dewey (1963) rejects the traditional model of education that places students as passive recipients of knowledge. Instead, he emphasised that students should be actively involved in the learning process, constructing their own knowledge through exploration, experimentation and reflection. In his book, Dewey states: Learning means acquiring what is already covered in books and in the heads of elders.

However, he criticised this approach for ignoring the active role of students in constructing their own understanding.

4. Teacher's Role as Facilitator

According to Dewey (1963), teachers should not be the sole source of authority who transfers knowledge to students. Instead, teachers should act as facilitators who assist students in constructing their own knowledge. Dewey emphasises that teachers should understand students' needs and interests and create a learning environment that encourages exploration and discovery.

5. Education as a Social Process

Dewey (1963) saw education as a social process where students learn through interaction with others. He emphasised the importance of collaboration and cooperation in the learning process. In his book, Dewey states: Education is essentially a social process. This means that learning does not occur in isolation, but through interaction with others and the social environment.

John Dewey's constructivist perspective on education emphasizes the importance of experience, active learning, and social interaction in the learning process. He stresses that education should be grounded in students' real-life experiences, allowing them to actively construct knowledge rather than passively absorb it. Dewey's concepts of continuity and interaction emphasize the evolving nature of learning, ensuring that previous experiences contribute to future development. Furthermore, he promotes a transition from a traditional teacher-centered approach to a more facilitative role, where teachers support students in exploration and discovery. Ultimately, Dewey perceives education as a social process, underscoring the value of collaboration and meaningful engagement in fostering comprehensive growth.

2.3 Conceptual Framework

The use of learning methods that are not in accordance with the wishes and motivational conditions of students will affect learning outcomes. This is what happens in learning English speaking at the Faculty of Language and Letters UMI Makassar which is less than optimal. It can be said that because the results of the

initial observations made by the researchers concluded that lecturers still use standard ICT media in teaching speaking at the Faculty of Language and Letters at UMI Makassar so that it affects the effectiveness and efficiency of teaching. The lack of motivation of the students can be seen from the consistency of their attendance in class and the attitude of students' learning when learning takes place which does not reflect students' motivation to learn.

Initially, learning English at the Faculty of Language and Letters was carried out using the lecturer method which was given a variety of discussion activities, and storytelling. The results of the methods and media used are less than optimal in increasing the effectiveness of student learning to take speaking lessons. Therefore, since 2014 ICT learning methods have been applied to deal with these student learning problems. With the implementation of this method, speaking learning is expected to take place more effectively and can increase students' learning motivation.

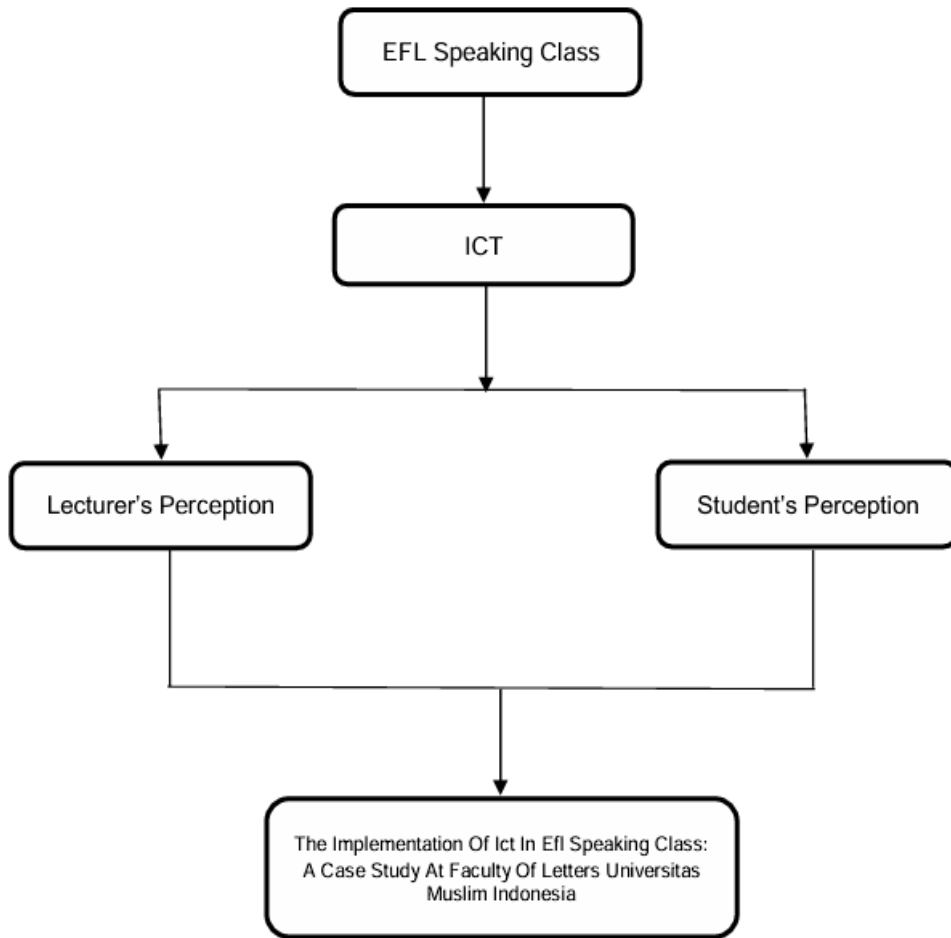


Figure 1 Conceptual Framework