



INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) TO OVERCOME THE STUDENTS' SPEAKING ANXIETY

by

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Abstract:

In this digital era, English is the most popular internationally. Thus, students must understand how to speak English well, but some students feel anxious when asked to speak in English. In other words, anxiety is a significant problem for students when the lecturer asks them to speak in front of the class. Thus, in this research, the researcher wants to know whether Information and Communication Technology (ICT) can minimize the students' anxiety in speaking English. The sample of this research is 18 students, which is the total number of students in AKBID Wahana Husada Bandar Jaya in the first semester of the 2022/2023 Central Lampung region academic year. The researcher employed quantitative research with one group pretest and post-test design. This research data was collected by questionnaire while data analysis employed T-test. The result of this research showed that the use of ICT as media was significantly effective in minimizing the students' speaking anxiety, and they had a positive perception toward the use of ICT as a media in reducing their anxiety in speaking. The students are more confident in speaking English in front of the class. This research implies that English teachers still need other aspects to support confidence in English speaking skills.

Keywords: ICT; speaking skill; speaking anxiety

Abstrak:

Di era digital ini, bahasa Inggris adalah bahasa yang paling populer sebagai bahasa internasional. Dengan demikian, siswa harus memahami dengan baik bagaimana berbicara dalam bahasa Inggris. Kenyataan di kelas banyak siswa merasa cemas ketika mereka diminta untuk berbicara dalam bahasa Inggris. Dengan kata lain, kecemasan adalah masalah besar bagi mahasiswa ketika dosen meminta mereka untuk berbicara di depan kelas. Dalam penelitian ini, peneliti ingin mengetahui apakah menggunakan ICT dapat meminimalkan kecemasan siswa dalam berbicara bahasa Inggris. Sampel penelitian ini sebanyak 18 mahasiswa dari total mahasiswa AKBID Wahana Husada Bandar Jaya semester I tahun akademik 2022/2023 Lampung Tengah. Peneliti menggunakan penelitian kuantitatif model eksperimen dengan pre-test dan post-test model satu kelas. Data penelitian ini dikumpulkan dengan uji angket dan analisis data, peneliti menggunakan uji-T. Hasil penelitian ini menunjukkan bahwa penggunaan TIK sebagai media secara signifikan efektif untuk meminimalkan kecemasan berbicara siswa dan mereka memiliki persepsi positif terhadap penggunaan TIK sebagai media dalam mengurangi kecemasan mereka dalam berbicara. Para siswa lebih percaya diri untuk berbicara bahasa Inggris di depan kelas. Penelitian ini berimplikasi pada kenyataan bahwa para pengajar bahasa Inggris masih memerlukan aspek lain untuk mendukung kepercayaan diri dalam keterampilan berbicara bahasa Inggris.

Kata kunci: ICT; keterampilan berbicara; kecemasan berbicara

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INTRODUCTION

ICT (Information and Communication Technology) is an integral part of development in the digital era. It is a definition of the terms of ICT due to the recent development that has changed rapidly. This indicates how rapidly technology is changing and illustrates how difficult it can be to provide a detailed definition of the term ICT. According to Wahyuni and Nur Utami (2022), technology has played a significant role in teaching and learning. It can be seen that the activity during the teaching and learning process in the classroom is always supported by an electronic device such as a computer, mobile phone, or LCD projector, and the availability of these devices for students facilitate the ability to learn (Al-ansi et al., 2021). It is noticeable that technology dominates the whole world, in which we find computers, the internet, video players, and others in almost all house companies and universities. The most influenced population is young learners. Technology is an indicator of etiquette, holding modern ideas and thinking, and they would only want to deal with modern tools and technologies.

The influence of technology spreads unexpectedly in education when learning a language. Learning a language means speaking it well, fluently, and accurately; hence, oral production is too important to be a target that teachers should focus on. ICT, which is an acronym that stands for information and communication technology, plays a major role and presents a big challenge that can change oral classes and motivate EFL learners supported by Sabiri (2020), who said that ICT is supported by using diverse teaching and learning methods and techniques, especially constructive methods, learners will be able to achieve learning outcomes. This requires future researchers to explore the barriers to ICT integration and find practical solutions leading to the advantages of technology in teaching and learning.

The skill taught by ICT is speaking. Among the four English language skills (listening, speaking, reading, and writing), speaking is the most important skill for students as it is used for interpersonal communication. Gibson and Hedge (2002) defined speaking as a productive language skill that demands the learner to produce language actively. Speaking is how we interact with other people to get information, so the speaker must interact while speaking. Thus, speaking is the key to communication. The speakers should deliver the information in the right way. According to Khanh (2021), a speaker is only successful if listeners understand his talk. Speaking comprehensively and fluently is critical to effective communication. Elisa and

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Wahyuni (2021) added that communication's primary goal is to achieve understanding among speakers. Thus, speaking is the first point skill that should be understood well by the students.

The problem appears when the students ask to speak in front of the class. They feel anxious and shy when they speak English. Anxiety is a significant problem faced by students. According to Sinnasamy and Karim (2015), anxiety is like Low self-esteem, which has been cited as a source of anxiety and avoidance behavior in using the library. Sometimes, anxieties happen in students who feel shy and afraid of learning the language. Another reason that increases the level of anxiety in students is teachers who talk fast or have an unusual teaching method (Chen & Chang, 2004). It can also be a problem for the students. One factor affecting foreign language anxiety is the fear and inconvenience of speaking a foreign language (Sinnasamy & Karim, 2015). As (Yim, 2014) pointed out in his recent study, a factor that leads students of a foreign language to anxiety is the lack of exposure to a context where the target language is spoken. It was seen by the students who traveled abroad, and they are having low anxiety speaking in front of a classroom (Matsuda & Gobel, 2004). However, Foreign language anxiety affects not only the class oral presentation but also the whole learning process (Sinnasamy & Karim, 2015). Woodrow (2006) also noted that anxiety may have a negative or debilitating effect on one's language performance. The students felt they feared speaking because of fewer language skills, which caused their limited facilities (Eva et al., 2020).

Related to the points explained above, the researcher found previous research with the same research topic. The first previous research was by Abdullah (2019), reporting ICT. The research applied the mobile phone application through the English language and speaking anxiety. The goals of this research were to investigate the influence of model teaching and anxiety on students in speaking anxiety. This research was conducted in SMP Negeri 3 Anggrek, focusing on two classes, the treatment and control test. The result showed that (1) the student's speaking ability thought by mobile application had a better effect than the students thought by conventional teaching, (2) the learning achievement of students with higher and lower anxiety in speaking was higher thought by mobile phone application rather than conventional teaching, (3) there is an interaction between the model of teaching and anxiety toward students speaking anxiety (Abdullah, 2019). The similarity of the research is the investigation of speaking anxiety. The differences between the research are in the media and the subject of the research. That research uses mobile phone applications, and this research uses video, which is not only on the mobile phone, but they can access using many applications and

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Google Classroom as the media in teaching. The subject of that research is junior high school, while this research is on midwifery students.

The second previous research came from Damayanti and Listyani (2020). The research aimed to gain information about the factors that made the students feel anxious about speaking in class. This research was conducted in the English language education program (ELEP) class at a private university in Central Java, Indonesia. The finding of this study revealed the three main factors of students speaking anxiety such as communication apprehension, test anxiety, and fear of negative evaluation (Damayanti & Listyani, 2020). The differentiation of this research is the subject and the goal of the research; that research subject was the English language students, and this research was the midwifery students. The goal of that research is to dig into the information about the factors of students' speaking anxiety. The purpose of this research was to give a solution to reducing the students' speaking anxiety in English class.

For the two previous research studies, ICT was applied only to borders from mobile phone applications. In this research, the researcher will explore using ICT by phone and other digital applications that support the student's learning. A survey done by the researcher shows that students who have difficulty speaking seem uncomfortable speaking in front of others. Thus, the research question of this research is whether there is any significant difference in students' anxiety in speaking taught by ICT. The gain of this activity is to reduce the student's speaking anxiety and give other experience in digital learning.

Upon all, the research question to reduce the student's speaking anxiety and give other experience in digital learning is “*Can ICT minimize the students' anxiety in speaking English?*”

METHOD

Design

This research was in *AKBID Wahana Husada Bandar Jaya* (the Midwifery study program of AKBID) Central Lampung. The researcher employed quantitative research with an experimental design. It attempted to analyze the effectiveness of using ICT to overcome the students' speaking anxiety. So, this research design employs qualitative research with one group pretest and post-test design. Therefore, the researcher can calculate the result of the pretest and post-test after giving the treatment. Independent variable (X) is the treatment of using ICT, while the dependent variable is the students' speaking anxiety (Y).

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Participant

The participants of this research are ESP students in the first semester of the midwifery study program of AKBID *Wahana Husada Bandar Jaya* in the 2022/2023 academic year. There are 18 students in the first stage of the academic year 2022/2023.

Instrument

In this research is used is questionnaire. The questionnaire consists of fifteen questions. The questionnaire uses a Likert scale. There are five choices to respond to the Question. They are (1) strongly disagree, (2) disagree, (3) not sure, (4) agree (5) strongly agree. The questionnaire used by the researcher is adopted from Damayanti & Listyani (2020) and Mefreh (2011). Here is the Question of the questionnaire:

Table 1. The Question in the questionnaire

NO	QUESTION
	Students' Communication Apprehension Factor adopted from (Eva et al., 2020)
1	I feel unsure of myself when I am speaking in my foreign language class
2	It frightens me when I do not understand what the teacher is saying in a foreign language."
3	I feel more nervous in Academic Speaking class than in my other classes
4	I get nervous when I do not understand every word the language teacher says
5	I start to panic when I have to speak without preparation in language class
6	I feel very self-conscious about speaking English in front of other students
7	I get panicky and confused when I am speaking in my class language.
8	I am anxious that my teacher is ready to correct my mistake.
	Students using ICT for learning adopted from (Amin Mefreh, 2011)
9	Learning through ICT encourages me to take part in English-speaking activities.
10	Speaking is more fun without ICT.
11	I get more involved with speaking when I do not have to think about new ICT skills.
12	Learning to speak with ICT is more interesting.
13	ICT helps me learn to speak better because I can see examples in pictures, videos, or other things I can look at.
14	I learned to speak better with ICT because it helps me to see more examples of people speaking English.
15	Using ICT to learn about speaking helps me to express myself well.

Data collecting technique

Data collection in this research is observation and giving questionnaires twice for the pretest and post-test. The total number of meetings in this research is the classroom learning process. Pretest and the Post-test were employed to gain data. The researcher generally analyzed

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the students' attitudes during English class and measured the students' speaking anxiety by the questionnaire result.

Data analysis technique

Data analysis in this research uses a T-Test, which counts by SPSS application. Then, the researcher can get the data from the students' questionnaire and calculate it using the SPSS application. The researcher used SPPS to look for the mean, standard deviation, upper and lower data, T table, degree of freedom, and significance. At the same time, the text citation system employs “Offline automatic system by using Mendeley Desktop (MD)”(Turmudi, 2020,p.59). Hence all intext and reference list are synchronized accurately.

RESULT AND DISCUSSION

In this research, the result of students' speaking anxiety was surveyed through observation and questionnaires. To know the result of this research, see the sub of the theme below.

Result

In the observation term, the researcher found that the students felt they needed to be more confident when they were asked to speak in English directly at the first meeting. However, when the researcher applied ICT as the integration in education, in this case, the researcher asked the students to produce an English video, and the students had good performance. It is like they decrease their anxiety because they have some time to prepare for their performance. Another way of learning is that the researcher teaches the students by using LMS, video, audio/podcast, and online games. The students are more confident while speaking in English. It shows the scores of the pretest and post-test below. There is a significantly different result from the pretest and post-test.

Table 2. The result of the pretest and post-test

No	Name	Pre	Post	Gain
1	ADS	48	58	10
2	AM	47	55	8
3	AS	45	46	1
4	ARF	48	54	6
5	CSI	56	65	9

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No	Name	Pre	Post	Gain
6	DJS	48	53	5
7	DA	47	54	7
8	EM	51	70	19
9	FMIP	54	65	11
10	F	42	50	8
11	HT	53	55	2
12	L	54	57	3
13	M	48	55	7
14	MCA	42	48	6
15	NFP	49	66	17
16	NHAZ	52	65	13
17	PSW	51	60	9
18	YES	40	50	10

The questionnaire result is calculated using the T-Test in the SPSS 22 application. The result showed that:

Table 3. F-test two-sample for variances

Paired Samples Test	The result of the data analysis
Paired Differences	
Mean	-.27778
Std. Deviation	.46089
Std. Error Mean	.10863
95% Confidence Interval of the Difference	
a. Lower	-.50697
b. Upper	-.04858
t	-2.557
df	17
Sig. (2-tailed)	.020

From the result of a questionnaire in this research, the researcher saw that the students minimized their anxiety by using ICT; in this research, the researcher used a video player. Based on the data above, T-test = 0,02 and R table = 0,05. From those data, we can conclude that the T-test is lower than the R table. It can be taking the conclusion that the hypothesis is accepted.

Discussion

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The SPSS calculation results show that ICT can overcome students' anxiety. This means that this research has the same result as the previous research, which showed that ICT can overcome students' anxiety (Sari, 2017). Students' anxiety is feeling threatened, unsafe, and uncomfortable when asked to speak English in front of their peers in the classroom (Sari, 2017). There are the same factors of anxiety in speaking. Chen and Chang (2004) suggest that a student with a poor background in the English language will consider the language learning experience an unlike one due to their low grade and inability to perform well in the classroom. Some students felt anxious when asked to perform their tasks in front of the class, especially when they had to speak up in front of their friends. Its statement was supported by Bashori et al. (2022). Aghajani and Amanzadeh (2017) claim that communication apprehension is shyness and fear about communicating in the target language. It can be oral communication anxiety, stage of fighting, or receiver anxiety (Machmud & Abdulah, 2018). Some problems in teaching speaking are: first, the time allocation is too little, and second, anxiety (Damayanti & Listyani, 2020). It was the communication apprehension factor, test anxiety factor, and fear of negative evaluation factor.

The student's communication apprehension, or in other words, is a type of shyness characterized by fear of and anxiety about communicating with other people because of the inability to speak in English. It plays a crucial role in anxiety in a foreign language. The test of anxiety can deal with the fear of failure if they can reach the goal in a specific test. The fear and negative evaluation are students' fear of others' hostile criticism and evaluation. (Yildiz, 2021). Learners' lack of interest in the lesson also increases the academics' English-speaking anxiety (Sumarsono et al., 2021). A lack of vocabulary is one of the crucial things that make students afraid and worried. Vocabulary is vital to learning a language (Wahyuni, 2020). Vocabulary is the most significant component of language in successfully learning a language; with it, someone can make meaningful communication. The students were afraid that they would make mistakes in pronouncing some words. They are also worried and afraid if they do not know an appropriate word when talking with others.

The impact of having anxiety is lack of concentration, forgetting lessons, sweating, and using avoidance behaviors such as missing a class on purpose or avoiding doing homework is a sign of the student's anxiety. There are some arguments about the factors of anxiety happened. From those arguments, we can sum up that the factors that support anxiety in speaking a second language are feeling shy, stage of the fight, having a lack of vocabulary, lack of interest in

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learning short time allocation to prepare their speaking, and fear of negative evaluation from the teacher and also friends in the class.

To help reduce student anxiety, first and foremost, English teachers should be aware of the reality of unease among learners and show empathy to them in class (Sumarsono et al., 2021). Anxiety is one of the most important factors influencing learners' performance in second-language classrooms (Kupchyk & Litvinchuk, 2021). Therefore, the teacher tries to solve the students' problems by combining technology in their learning process. According to Bahadorfar and Omidvar (2014), technology can stimulate the playfulness of learners and immerse them in various scenarios. Technology allows the learners to engage in self-directed actions, opportunities for self-paced interaction, privacy, a safe environment where errors are corrected, and specific feedback is given. Hori and Fuji (2021) also believe that it is essential to set tasks that provide a continuum of ICT use, both in and out of school, to motivate learners. This has important implications for the design of learning in education. Then, the students are more confident in delivering their ideas and describing something. Those arguments and opinions prove that ICT helps students reduce their anxiety about learning.

The other way to help the learning process is for the teacher to be creative and innovative in delivering the material. Using ICT in the learning process can be a suitable method of teaching. According to Rahiem (2020), educators started using the media or methods they were used to, and that was convenient to use. ICT can be a medium for transferring knowledge and will be necessary for people, especially in this digital era (Menggo, 2021). Today, the growth and progress of communication and information technology (ICT) are integrally related to human life. ICT influences the application of various developments in learning activities, teaching strategies, learning strategies, media, and duties, all of which contribute to the accomplishment of student learning outcomes. From this point of view, using ICT is as essential as the language office, which helps people in an educational activity (Zokirovna, 2020). ICT tools have relatively broad abilities for this. They help carry out current, thematic, and final checks and constantly accumulate information about the results of educational activities, particularly the results of solving educational problems and creating projects.

For this explanation, ICT has many functions to support the education field. This statement is supported by the result of the post-test score, which shows a significant difference after combining the ICT learning process. It is supported by the argument that the application of technology in learning a language helps the students and the lecturer (Khanh, 2021).

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Currently, students can study, especially a second language, more efficiently and pleasantly with the support of Information and Communication Technology (ICT). ICT combines communication and telecommunications, which refers to the media used to process information and share images and audio, such as smartphones, televisions, and network transmission (Ozdemir & Papi, 2021). By integrating tasks and activities related to mindsets into the L2 lesson plans, language educators can kill two birds with one stone, a) they can teach the target language using exciting activities, and b) they promote a growth mindset that would positively influence their emotional experiences, among other things.

Based on the previous research done by Damayanti and Listyani (2020) showed that the three main points that made the students feel anxiety were communication apprehension, test anxiety, and fear of negative evaluation. The same factor happens in this research. While the students were taking the speaking test, they felt so nervous. Those factors are actual and happen to midwifery students in AKBID Wahana Husada Bandar Jaya. The use of digital media, such as ICT, in teaching helps students to minimize the student's anxiety. Al-ansi et al. (2021) investigated the role of ICT in education, exploring the benefits and challenges of ICT-based learning and comparing the development and implementation of technologies in developing and developed countries. This is one reason the researcher applied ICT to minimize the students' anxiety in speaking. First, the lecturer gave the questionnaire to the students. In this research, the researcher calculated the result of the students' questionnaire on speaking anxiety. The questionnaire of this research is calculated using the instrument's reliability. To know the reliability of the instruments, the researcher used the data calculation of split half Spearman-Brown. The formula was used to analyze the questionnaire test.

To know whether ICT can minimize the students' anxiety in speaking. Liu (2006) noted that if a highly anxious student is asked to present orally in the classroom, the tension can be seen in his voice, and his legs shake during the presentation. Liu (2006) summarized her research that it is the one reason that students who have anxiety always try to avoid activities in the classroom and discussion forum. In her study, Liu also found out that more than one-third of the students show signs of anxiety while presenting orally in an English classroom. This was the same with the SAS that RFID Wahana Husada Bandar Jaya, especially in the first semester of the academic year 2022/2023. It added by Woodrow (2006) found a strong relationship between foreign language anxiety and oral performance in her recent study.

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Considering this affective variable is crucial in light of the pressing learning and academic achievement issues. The research by Pabro-Maquidato (2021) showed the correlation between anxiety and emotional students with the result of English language performance. This result had the same effect as this research, but the difference is the method used to teach speaking skills. In this research, the researcher asks the students to speak using video. The teacher felt that the students were more relaxed and less anxious by using the video and uploading it to their social media. It showed the result of students' anxiety. Some students felt more confident speaking by using the video rather than speaking orally in front of the class. It was not only the opinion of the researcher but the expert; it was proved by the result of a questionnaire the students gave. After knowing the student's level of anxiety, the lecturer gives positive feedback to the students. According to Pabro-Maquidato (2021), giving positive feedback, praising the students' output, and providing educational guidance motivate them to go the extra mile in their L2 education.

According to Hori and Fujii (2021), learning determinations consistent with school instructions had the most potent effect on self-efficacy and perseverance. This shows that even if the place of studying is transformed, spontaneous ICT use for problem-solving can positively affect self-efficacy and persistence and increase motivation. Kupchyk and Litvinchuk (2021) said that ICT helps students become more autonomous. They define what learning strategies can be applied by learning diverse content from both written and online sources located on institutional (University) and non-institutional (free online) platforms. Thus, students can choose what, where, and when to learn, expanding their foreign language learning experience outside the classroom. In this chance, the student can explore their mind idea while speaking. Their speaking was better when asked to come forward in front of the class. It can be said that using ICT helps students minimize their anxiety when speaking English (Khanh, 2021). ICT must be decidedly suggested for language teaching and learning. Only some ICT resources could advance all the parts of speaking skills. Thus, teachers can use rich online sources and combine different input types to build students' communicative competence. Thus, we have to overcome the student's fear of this problem. Thus, the implementation of ICT is highly recommended in the teaching process.

CONCLUSION AND IMPLICATION

Conclusion

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The various tools of ICT had a positive effect on the students' learning of speaking skills. Anxiety is not only in learning a language but also in many subjects of learning. The anxiety in learning should be solved. Some factors that support the anxiety appear; they are feelings of fear, shyness, lack of interest in learning a second language, lack of vocabulary and comprehension of communication, short time allocation of preparation to speak directly in the classroom, and many others. The thing that the teacher can do is innovation in the teaching process. Applying ICT, such as using the internet and computers in teaching-learning, can increase their learning interest. From those elaborate, it can be taken conclusion that the use of ICT in learning can help to minimize the students' anxiety, especially in speaking. Based on the findings and discussion presented, it can be concluded that there is no difference in using ICT to minimize student speaking anxiety.

Limitation

The study is limited to a number of ESP students, with only 18 in total. It employed a questionnaire considered to be a pretest and post-test. It was only one class taken, and thus, it was tricky if the study was classroom action research. Future studies should involve more ESP students to meet the minimum requirement of experimental design. How the instruments are validated should also be transparent, and more instruments should be involved to gain quantitative and qualitative data. There should be a clear statement if the design is CAR or other types, considering the limited number of participants without comparison.

Implication

Considering that the use of ICT can have a positive effect on both students' high and low anxiety in speaking, it is highly recommended that all teachers and lecturers begin to integrate the use of ICT in teaching and learning English as a foreign language in an attempt to minimize the students' anxiety, especially in speaking skill. Thus, applying ICT in the learning process as a collaborative and innovative form of a teacher is a highly recommended activity.

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