

Efl Learners' Ability in Learning Speaking Skills through Digital Media

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ABSTRACT

English is considered a foreign language in Indonesia and is required to be studied from primary school through university. Almost all modern Islamic boarding schools require learners to speak English and Arabic on a daily basis. This paper aims to discuss how current Islamic boarding school students' speaking abilities have improved as a result of their use of digital media. The writer selected this medium based on a preliminary investigation that revealed learners' reluctance to use the English language, yet their delight in using Arabic in their daily lives. This study employed a quantitative approach, surveying 23 eighth-grade students using a 5-point Likert scale questionnaire to gather data on their experiences and self-confidence in speaking English through digital media. The use of digital media in the classroom inspires students to speak English. Many of our students continue to struggle with proper sentence construction and pronunciation in English. In other words, this study will look at how EFL students' speaking skills have gotten better because they use digital media. The results suggest that digital media has a substantial impact on students' pronunciation, vocabulary retention, sentence construction, and general confidence in speaking English. The findings suggest that incorporating digital media into English language instruction can significantly improve learners' speaking abilities when studying English as a foreign language.

Keywords: EFL Learners, Speaking Skills, digital media

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INTRODUCTION

One of the most appropriate metaphors for the task of teaching English as a foreign language (EFL) is Oxford R, (2001), a renowned scholar in the fields of language learning motivation, learning strategies, and instructional methods, who asserts that teaching EFL conjures up an image of a tapestry. As a tapestry is woven from numerous strands that must be interwoven positively to create a solid and colorful piece, the strands of EFL teaching are made up of the teacher's, the learner's, the settings, and the relevant languages, in this case, English and the student's mother tongue.

English is currently viewed as a necessary component of development. It is required for instrumental purposes to gain access to global markets, scientific knowledge, and expertise. English is Indonesia's 'first' foreign language. English is a necessary component of development. Individuals should be given every opportunity to improve their English.

According to English language scholars, incorporating learner-centered classroom activities such as group discussions, speeches, storytelling, drama, debates, poem recitation, songs, and tongue-twisters may help alleviate the problem of low oral skills (Villegas. , and Lucas, 2002; Gathumbi and Masembe, 2005). These classroom activities increase student engagement, motivate them, and expose them to authentic English language use in context. Numerous researchers have also demonstrated that students are far more willing to interact and provide more complex responses than if they are with their teachers (Achmad & Yusuf, 2014). Students feel more at ease working, interacting, and making mistakes with their partners than with their teachers, and peer correction is less intimidating than teacher correction. This study aimed to ascertain the

classroom activities used digital video and how the learners implement them to increase students' active participation in secondary schools.

The primary goal of English instruction is to equip students to communicate effectively, whether orally or in writing. As teachers, we have no way of knowing whether students can use language properly unless they produce it, either verbally or in writing. Four skills are necessary for teaching and learning a language: listening, speaking, reading, and writing. These skills are classified into two categories: productive and receptive skills (Demisbad, 2013). Reading and listening are considered receptive skills, whereas speaking and writing are considered productive skills (Brown, 2001).

In the early 1960s and 1970s, the integration of technology into language teaching aided teachers in teaching second/ foreign language learners how to speak in the most effective manner possible (Ürün, 2016). Every day, teachers gain access to new technologies that complement English instruction. As traditional teaching methods such as chalk and talk appear to be dated, modern technologies can be used to supplement traditional classroom teaching methods to maintain a vibrant classroom atmosphere. It is critical to integrate modern technologies in order to raise the bar for English instruction. Modern technologies allow students to engage fully in the subject rather than viewing it as a difficult task to complete. Language learning technologies based on multiple intelligences and mixed abilities are displacing traditional methods of instruction.

Images and videos are the primary components of visual media, which are frequently used effectively in language instruction. Photographic motionless frames, either as slides or as frames on a video or CD-ROM, are among the most frequently used visual media today. Although the slide projector and overhead projector were unique devices for displaying these still frames in the 1960s, they have evolved into a simple technology to use. Although they had several advantages during their period, including the relative simplicity of the technology, they are on the verge of becoming obsolete technologies in the modern era (Ürün, 2016). The studies in this theme concentrate on video recordings of learners speaking in class, rather than on other forms of digital media. Students can develop greater independence in the classroom through the use of video. It ushers in fundamental structural changes necessary for significant productivity gains. It is used to aid in the teaching and learning process. Additionally, it has the potential to revolutionize education by introducing a new model of connected teaching. As a result, this study aimed to explore EFL students' perceptions of acquiring speaking skills through digital media. Additionally, it sought to assess their speaking ability when using digital media as a learning tool.

LITERATURE REVIEW

The Role of Digital Media in Language Learning

Since the 1960s and 1970s, digital media has become more and more common in language instruction. This has helped teachers efficiently instruct second- or foreign-language learners in speaking (Ürü, 2016). Contemporary technology has the ability to enhance traditional teaching approaches, resulting in a dynamic and lively classroom environment. Language training effectively utilises visual media, such as images and films, as essential elements.

Benefits of Digital Media in EFL Classroom

Studies suggest that digital media has the potential to inspire students and improve their oral communication abilities. It enables students to actively participate, sees language learning as less intimidating, and promotes self-directed learning (Park & Jung, 2016).

Enhanced Engagement

Utilising digital media can greatly enhance learner engagement by fostering interactivity and enjoyment in language learning. For example, films, podcasts, and interactive apps can offer learners genuine resources and real-world situations for language application, thereby inspiring them to engage in more practice (Zaim, 2016).

Improved Pronunciation and Vocabulary

Learners can improve their pronunciation and vocabulary retention by engaging with audio and video recordings using digital media. This can be especially advantageous for English as a Foreign Language (EFL) learners who may encounter difficulties with the pronunciation and rhythm of the language they are trying to learn (Bashori et al., 2022).

Access to Authentic Materials

Digital media offers learners an extensive range of genuine resources, including news articles, videos, and social media posts. These materials can provide learners with exposure to a wide range of linguistic structures, vocabulary, and cultural contexts, thereby enhancing their language learning experience (Domingo & Aguillon, 2021).

Self-Directed Learning

Digital media facilitates self-directed learning by allowing learners to access educational resources at their preferred speed. This adaptability is very beneficial for learners who may possess diverse learning preferences or timetables (Sanova et al., 2022).

METHOD

This study employs a systematic methodology to examine the precise effects of digital media on the speaking abilities of English as a Foreign Language (EFL) learners in Islamic boarding schools. This research seeks to collect empirical data using a quantitative method in order to gain a full picture of learners' experiences and assess the usefulness of digital media in improving their speaking skills. The study centres on gathering primary data, specifically the learners' self-reported experiences in improving their speaking skills and the assessment outcomes of their speaking competency following the incorporation of digital media into their learning process. This methodology guarantees a rigorous examination of the correlation between the use of digital media and improvements in oral communication abilities, providing significant perspectives for educators and policymakers seeking to optimize language learning approaches.

Research Design

This research employed a quantitative approach to data collection. The quantitative data contains primary data about learners' experiences developing speaking skills and the results of learners' tests after acquiring speaking skills through digital media.

Respondents

Data were collected from 23 EFL respondents through a survey, precisely a 5-point Likert scale questionnaire. The respondents were chosen using purposive sampling technique. Barnard (2002) and Tongco (2007) assert that purposive sampling, also known as judgment sampling, is the deliberate selection of a participant based on the participant's characteristics. From this, the researchers determined that students in the eighth grade would provide a representative sample for this study. Apart from that, other selection criteria include respondents that had spent at least two years in boarding schools and had studied English for approximately eight years.

Techniques in Data Collection and Analysis

A questionnaire is used to gather information from learners about their sense of self-confidence and their progress toward improving their speaking abilities. This questionnaire is administered following the use of digital media and how it motivates participants to speak more fluently. The questionnaire was developed from Eissa, MS (2019) in the form of a 5-point Likert Scale, with responses ranging from strongly agree to strongly disagree. The questionnaire items were analyzed using SPSS 21, and the mean score for each constructed item was calculated, and report on the reliability test.

Regarding the reliability test of the questionnaire, Cronbach's alpha reliability coefficient was conducted. This Cronbach's alpha reliability is between 0 and 1. However, the coefficient has no lower limit. The closer Cronbach's alpha coefficient is to 1.0, and the more consistent the scale's items are internal. According to the formula $= rk / [1 + (k - 1)r]$, where k is the number of items considered and r is the mean of the inter-item correlations, the alpha size is determined by both the scale's item count and the mean inter-item correlations (Gliem and Gliem 2003) . Table 1 shows results of the Cronbach's Alpha reliability analysis:

Table 1. Reliability Statistics (Cronbach's Alpha Analysis)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.920	.932	6

Table 1 above shows that Cronbach's Alpha based on standardized items is 0.932, which results to the coefficient of Cronbach's alpha that is closer to 1.0. Other than that, this study aimed to ascertain more understanding on the use of the speaking activities through digital video and how the learners implement them in the form of a one-group post-test-only design. Four phases of post-tests (O1, O2, O3, and O4) were conducted to increase students' active participation in secondary schools. The following figure was used in this study.

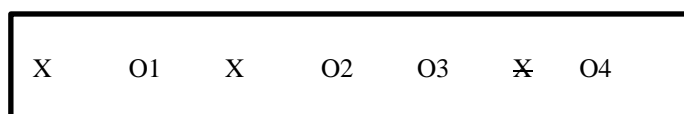


Figure 1. A one-group post-test-only design and the removed-treatment design

Noted:

- X=Treatment
- O1=Post-test 1
- X= Treatment
- O= Post-test 2
- O3=Post-test 3
- ~~X~~=Removed-treatment
- O4=Post-test 4

The treatment was done in this study by watching the video and repeating the vocabulary from the video. After treatment, the students recorded the video themselves and watched the video with their classmates during post-test 4 (O4). Through digital media, students were able to learn by recording their speaking results and watching them together in class. If they believed there were any errors, they could record again until the final post-test 4 (O4). Results of this test was inferentially calculated using a one-sampled t-test.

RESULTS AND DISCUSSION

The results of the first research question, which was to ascertain EFL learners' perceptions of speaking skills acquisition through digital means, are summarized in Table. 2 and Table. 3 below.

Table 2: Percentage of Learning Perception

No	Statements	SD	D	U	A	SA
1	Digital media helps me in pronouncing some English Vocabulary	0.9%			22.6%	68.4%
2	Digital media helps me in remembering new vocabularies				21%	79%
3	Digital media helps me to use appropriate vocabularies			19%	14%	67%
4	Digital media enhances my understanding to arrange English sentences			11.6%	28%	60.4%
5	Digital media enhances my confidence when perform in front the audiences to tell my activities			27%	20%	53%
6	Digital media motivates me in improving my speaking skills			40.4%	59.6%	

Table. 2 indicated 68.4% strongly agree, 22.6% agree that digital media helps them in pronouncing some English Vocabulary, which means almost all students agreed that digital media helps them in pronouncing some English vocabulary. For the statement Digital media helps them remember new vocabularies, the respondents answered strongly agree 79% and agree 21%. These results indicated that all students agree that digital media helps them to remember new vocabularies. In item construct number 3 from the questionnaire, 67% answered strongly agree, 14% answered agree, and 19% answered undecided. Next, respondents answered strongly agree 60.4%, agree 28%, and 11.6% undecided for the statement "digital media enhances their understanding to arrange English sentences." The responses for item construct 5 were 53% respondents answered strongly agree, 20% respondents answered agree, and 27% answered undecided. Furthermore, in the last questionnaire, digital media motivates them in improving their speaking skills; 59.6% of respondents answered agree, and 40.4% answered undecided. In the case of construct number 6, there were no respondents who answered strongly agree, while many answered undecideds.

Table 3. Descriptive Statistics of Learning Perception

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Q1	23	3	5	4.61	.656
Q2	23	4	5	4.78	.422
Q3	23	3	5	4.52	.790
Q4	23	3	5	4.48	.730
Q5	23	3	5	4.26	.864
Q6	23	3	4	3.61	.499
Valid N	23				

The mean of respondents' perceptions of learning is shown in Table 2, ranging from 4.78 (the highest) to 3.61 (the lowest). The respondents unanimously agreed that digital media aids in the retention of new vocabularies ($m=4.78$). Also, respondents believe that learning of speaking through digital media motivates them to improve their speaking skills ($m = 3.61$). This finding is supported by (Park & Jung, 2016; Baidawi, 2016; Pateşan et al., 2018). To ascertain answers to the second research objective, Table 4 and Table 5, respectively, shows the students' results after learning speaking through digital media.

Table 4. The Results of the Students' Post-Test

No	Class (Mark)	Number interval of lines/ words	Frequency	Category
1	41-50	1 – 4 lines/ 50 – 90 words	None	Bad 2
2	51-60	7 lines/ 98 words, 9 lines/ 127 words	2 students: S5 S8	Bad 1
3	61-70	13 lines/ 185 words. 12 lines/ 171 words, 14 lines/ 203 words, 14 lines/ 189 words, 12 lines/ 167/ words.	5 students: S9 S10 S17 S20 S22	Good 2
4	71-80	19 lines/ 260 words, 19 lines/ 265 words, 16 lines/ 229 words, 15 lines/ 198 words, 16 lines/ 225 words 15 lines/ 188 words, 18 lines/ 256 words, 17 lines/ 227 words.	8 students: S3 S11 S12 S14 S15 S16 S18 S23	Good 1
5	81-90	20 lines/ 276 words, 23 lines/ 307 words, 23 lines/ 304 words, 21 lines/ 302 words, 24 lines/ 313 words, 20 lines/ 243 words, 20 lines/ 273 words.	7 students: S1 S2 S4 S6 S13 S19 S21	Excellent 2
6	91-100	30 lines/ 433 words	1 student= S7	Excellent 1
	Total		23	

From the first post-test, the score categories differed (O1). None of them were exceptional. There were three students in the good level two category, eleven in the bad level two category, and nine in the bad level one category. This table of one-sample t-tests revealed that the students successfully improved their speaking skills during video recording. The SPSS 21 test data is shown in the Table 5 below.

Table 5. The Results of the One-Sample T-Test

T	Df	Sig. (2-tailed)	Mean Difference	95% Convindence Interval of the Difference	Lower	Upper
The Result of Students' Post- Test	-282	22	.781	-609	-5.09	3.87

The one-sample t-test in inferential statistics can be used to test the hypothesis. As a result, the primary assumption that must be satisfied is that research data is normally distributed. As a result, the researcher ran a normality test to see if the students' average post-test scores were normally distributed. The researcher used a one-sample t-test after determining that the normality test was normally distributed.

Table 5 displays the one-sample test results with the significant value (2-tailed) is 0.781, which means that if the sig. (2-tailed) is more significant than 0.05, H_a is accepted, and H_o is rejected. This means that the null hypothesis that there is no improvement in the speaking skills of the students is rejected.

When the post-test 1 (O1) results were compared to the post-test 4 (O4) results, the participants had successfully improved their speaking skills. These findings are reflected on their daily activities, with no one had score in the Bad 1 category and two students had the score in the Bad 2 category. However, there were 7 students that who scored in the excellent level 2 and one student who scored excellent level 1. This is followed by 5 students who in the good in level 2 and 8 students in the good level 1.

The findings were connected to the principle of teaching the speaking skills. According to Brown (2007, p. 332), "teachers should try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, to being all those learners can be." Hence, conclusion can be made that a teacher should find a motivating medium as the class manager. According to Goh and Burns (2012, p.33, "by providing motivating techniques, students who feel anxious can deal with the feeling and improve their speaking performance." Further, Ihsan (2016) viewed as a motivating medium because it matches students' characteristics as digital natives. Another principle of teaching speaking skills was connecting speaking performances with listening activities. According to Brown (2007, p. 332), "some interactive techniques involving speaking will also include listening." The digital media was applied with the stated that using medias is very important both to increase learners to explore their ideas. Referring to this study, motivating techniques were applied in the digital media to the story while watching the illustrations.

CONCLUSIONS AND RECOMMENDATION

After learning to communicate through the digital media, most EFL students regard speaking as an easy task if they practice it frequently. Additionally, they have also developed the confidence to communicate in English as well as Arabic. The findings of the questionnaire confirm that the digital media assists the students to pronounce words, use appropriate vocabularies, remember new words, understand simple sentences arrangement, and enhance their confidence to communicate in English.

Teachers are expected to design communicative and interactive activities that provide ample opportunities for students to practice the target language. Hence, to encourage this, a class should be a student-centered approach rather than a teacher-centered approach. Long and Porter (1985, cited in (Tsui, 1995) observed that the inability of foreign language learners to practice the target language for thirty seconds of a fifty-minute lesson in a foreign public classrooms result in low achievement. As a result, teachers are expected to plan classroom activities that are both dedicated and conducive to speaking exercises. The benefits of communicating in English during lessons must be informed to students to make them aware, that "using only the target language in the classroom helps simulate the languages real-world' use" (Westbrook, 2011, p. 3).

Recommendations are derived from this study. Firstly, teachers must try as much as possible to adapt their instructional methods to their students' characteristics and habits (Lee & Park, 2003; Broekkamp & Van Hout-Wolters, 2007; Literacy et al., 2014; (Munawaroh, 2017; Coman et al., 2020).

Secondly, teachers should frequently speak in the target language during lessons to increase students' exposure to the language and encourage them to communicate in the language in classroom discourse (Tuan & Mai, 2015; Koran, 2017; Villy et al., 2019; Brevik & Rindal, 2020).

Thirdly, teachers are not fully responsible o supervise complete learning activities, they need, to trust students to learn and identify errors among themselves because this creates a sense of security for the students (Sieberer-Nagler, 2015).

Finally, for learners to improve their speaking skills, they should be encouraged to communicate in the English during lessons and out of classroom. Among the encouragement include and extracurricular activities, communicate in English outside of classroom with classmates, making them aware of how important improve their speaking skills, enrolling themselves English activities organized by English club such as drama or debate, practice their speaking skills in front of a mirror (Tuan & Mai, 2015), and practice their speaking skills using recorded video.

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