Developing Student' Speaking and Listening Skills through Modern Technology

Shellma Deu Shand[1], Rizky Mirani Desi Pratama[2], Dwi Puji Hastuti[3], Sayyid Khairuna[4]*

Universitas Bina Sarana Informatika, Indonesia[1]*
Universitas Bina Sarana Informatika, Indonesia[2]
Universitas Bina Sarana Informatika, Indonesia[3]
Universitas Bina Sarana Informatika, Indonesia[4]

ABSTRACT

Students must learn English to broaden their minds, develop skills, and improve their quality of life through employment opportunities. However, effective communication in English is hard to achieve. Therefore, this research aims to investigate the use of modern technology, YouTube videos, and audio, using smartphones as a learning tool to increase students' interest in improving their speaking and listening skills. This research uses a qualitative method with a descriptive approach by interviewing and conducting a pretest and post-test interview. This research investigated students at SMP Negeri 45 Jakarta. This school implements Kurikulum Merdeka, in which teachers must be more creative and active in delivering the material. The results after giving students the technologies showed that many students obtained improved scores after using this method, effectively increasing their interest in learning English.

INTRODUCTION

Education systems must prioritize foreign language instruction to support students in developing their foreign language skills (Linda, 2023). However, language is always undergoing some kind of evolution (Yudha, 2022). Teaching involves providing information and materials to students, where teachers transmit knowledge, messages, or skills during educational activities. However, students often struggle with vocabulary (Pradana et al., 2023). To master English, students must learn grammar, vocabulary, and pronunciation (Sa'aduddaroen, 2019).

The Merdeka Curriculum or Kurikulum Merdeka was launched in 2022 (CNN Indonesia, 2022). The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) began implementing this flexible curriculum in the 2022/2023 school year. It supports learning recovery and focuses on essential material, providing space for developing students' character and competencies. Kurikulum Merdeka was also implemented at SMP Negeri 45 Jakarta, where every Thursday is English Day, requiring students to speak in English.

Haerati (2019) stated that the context of learning and teaching involves understanding a learning concept. This helps teachers relate material to real-world situations and encourages students to apply their knowledge in everyday life. Teachers must impart adequate knowledge for students to acquire English language skills and achieve their learning goals. Teaching is an interaction process between teachers and students, where teachers convey knowledge.

The researchers aim to provide students with an understanding of the learning process using modern technology. This technology is a tool for transferring material and determining its effectiveness in a learning system. It is critical in formal education to create interest and stimulate learning.

Technology in learning activities improves speaking and listening skills by enhancing vocabulary. Learning with technology can help students improve vocabulary, an essential aspect of communication. The writer chose a smartphone as a learning tool to enhance students' skills (Angelia, 2022). Learning media benefits include increased student interest, motivation, and easier understanding of material, helping students achieve learning goals. (Fisabilhaq, 2021) indicated that media effectively improves Indonesian students' speaking and listening skills, provides access to authentic materials, supports self-regulated learning, and improves language skills.

Students must learn four English skills: reading, writing, speaking, and listening. These elements are interrelated; mastering all four is essential, especially listening.

Listening is a key way to learn a language (Alfaruqy, 2021). It helps students acquire the necessary knowledge to use the language. Listening skills are crucial for effective communication and interaction (Lestary, 2019). In secondary schools, learning English aims to develop functional literacy in students (Sumarni et al., 2022).

Speaking skills are also vital for communication. Pronouncing English expressions correctly is challenging for students from different backgrounds due to differences in accent and intonation. Speaking skills involve using English for oral communication, including vocabulary, grammar, pronunciation, and fluency. Proficiency in English depends on speaking fluency (Mujianto, 2019).

Research shows mixed results on the impact of teaching methods using YouTube. While some studies found no significant influence on learning achievement (Mujianto, 2019), others indicated that audio-visual media increases student enthusiasm and motivation, especially in listening activities (Pramesti, 2021). Using mobile devices and applications in teaching listening skills has resulted in successful and authentic learning experiences (Maulina et al., 2022).

In this case, the researchers used modern technology to improve students' speaking and listening skills at SMP Negeri 45 Jakarta. This study will mostly test the theories of previous studies and confirm or dismiss those theories. Many students struggle to recognize the sound, meaning, and content of English words and have difficulties with pronunciation due to a lack of vocabulary. This indicates a need to improve students' speaking and listening skills. Therefore, the author aims to enhance these skills using modern technologies.

RESEARCH METHOD

This research used qualitative methods and a descriptive approach. The research was conducted at SMP Negeri 45 Jakarta, which implements the Kurikulum Merdeka, in which teachers must be flexible and creative in presenting the material.

The research population comprised 76 students from 2 classes, VIII E and VIII F, and the sample consisted of 38 students. It directs to give symptoms, facts, or events systematically and accurately regarding the characteristics of specific populations or areas during the research (Samsuddin & Ananda, 2019)

First, the writer observes to find out what the class activities are, and the results show that some students use old learning methods in learning English. The writer chooses modern technology, uses smartphones to access YouTube and audio to improve speaking and listening skills, and applies Kurikulum Merdeka, which the writer must be more creative in presenting the subject. (Huda et al., 2022) has stressed that essentially, "YouTube is a website where students can share their videos or simply view videos uploaded by various parties. This school has an English Day program where students are required to speak English every Thursday in the school environment. Next are pre-tests and post-tests, which means students take questions or exercises to measure knowledge skills, intelligence, abilities, or talents individuals or groups possess. (Feliciano Ignacio et al., 2022) The test was used to assess students' abilities and help them achieve their goals. The last is an interview to collect data using unstructured interviews. The technical implementation of the interview is generally carried out by asking questions from the interviewer, which the resource person or informant will answer.

The writer created a rubric to assess students' ability in practical skills, as follows:

Table 1. Listening assessment form

Assessed aspect	Score
Comprehension	40 (10-40)
Lexical Resource	10 (1-10)
Grammatical Range and Accuracy	30 (10-30)
Pronunciation	10 (1-10)
Total	**100**

Assessment Criteria commonly used in assessing students in test listening are as follows:

a. Comprehension refers to students' understanding of the intent and response given.

b. Lexical Resources refer to the amount of vocabulary students use and the clarity of the meaning. It includes the variety of words used and the ability to acquire a complete vocabulary.

c. Grammatical Range and Accuracy refers to the various structures available to students and how accurately and precisely they are used. The assessment considers the length and complexity of listening comprehension.

d. Pronunciation refers to the student's ability to listen to intelligible utterances after receiving the speaking test score.

e. After the data is collected, the score will be converted into the school assessment criteria:

Table 2. Assessment Criteria

No	Range	Criteria
1.	90-100	Excellent
2.	80-89	Good
3.	65-79	Average
4.	55-64	Bad
5.	0-54	Insufficient

Criteria description

a. Excellent 90 - 100 means understanding all instructions without difficulties so that all instructions can be carried out quickly and precisely.

b. Good 80 – 89 means understanding almost all instructions despite repetitions in certain parts, but can do all instructions correctly even though a bit slow.

c. Average 65 – 79 means hard to follow what is instructed, but there are still many / there are instructions that are done correctly.

d. Bad 55 - 64 means it is difficult to do what is instructed, only a small part of the instructions.

FINDING AND DISCUSSION

It covers the findings and discussions of the study in which there is no separation within. The results should summarize (scientific) findings rather than provide data in great detail. It is expected that in the discussion the author(s) highlight differences between the results or findings and the previous publications by other researchers systematically, critically, and informatively.

Impact and Effect using Modern Technology

1. *Youtube Videos*

Educational institutions can use YouTube videos as a teaching medium that students prefer. Students more easily understand the information in the form of knowledge through media related to information technology, such as YouTube, compared to conventional delivery in class.

Figure 1. Youtube Video

Source: (Banks, 2019)

The material was about obligation or something that must be done. Students are asked to find out the types of modal verbs used; the writer explains functions, the definition of obligation, the sentence usually used to express something should do, and the differences in the use of both. Then, the writer also gives some examples of obligation sentences and plays a video related to the material.

The writer take a short conversation about the video and can conclude that students can understand the material after watching the video by explaining the definition

and function of obligation, such as how to make the obligation statement using the Modal verb Must or have to, then presenting the difference either, 'Must' expresses a strong obligation or necessity that we have to obliged to obey it, if we do not follow, we will violate the law and will receive consequences, whereas 'Have to' states that the obligation to be performed comes from someone else, not the speaker, and is non-coercive then the material is made into a perfect summary.

The writer aims to train students' speaking skills by paying attention to how the students spell words and how to improve students 'speaking to sound like native speakers. The writer participates incorrectly in the way they pronounce it because correct pronunciation is needed for good communication. The writer wants them to be independent and to develop ideas by watching the video.

2. Youtube Audio

The method is used for students to practice listening by recognizing words from the audio. The writer only plays audio without activating subtitles to make students focus on the ongoing monologue.

Figure 2. The audio scripts
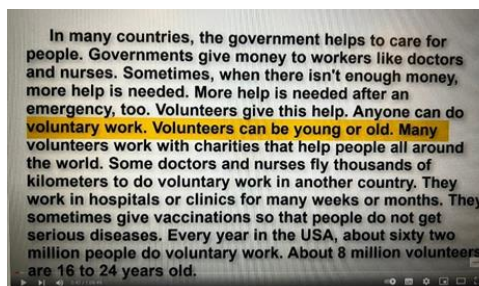
Source: (English Language Academy, 2021)

Figure 2 is an audio script for the application, which plays the audio using speakers to make students hear a sentence from the audio. Next, students are asked to write what they hear from the audio. In this listening practice, students are not required to record everything according to the script but only make conclusions from the overall topic of the audio monologue. At the end of the activity, each student will express the big idea or essential points heard in the audio. It can motivate students

to listen with intention and focus on improving their listening skills; their exercise papers are submitted to be assessed to determine the score.

Weakness and Solution during Learning Process

1. Weakness in Learning, Speaking, and Listening

Many students need help with problems, such as catching the main points when the writer speaks and explaining the material using English; they also need to help pronounce English words while speaking practice because of the lack of vocabulary. In listening practice, some students need help taking notes (words) from what they hear from the audio; another weakness is that the sound is disconnected from the audio and requires time to be repeated. Students have difficulty concentrating because sometimes there is noise outside the classroom. The root causes of students' speaking difficulties are worry and shyness. They need to be more challenging to pronounce and spell, which makes them embarrassed to ask or answer questions during class discussion. The students felt scared and worried when they had to talk to their friends. The students also felt worried about practising, and feared being critiqued if they made mistakes. For most students, the problem is the need to understand the subject matter. In this learning method, each meeting is divided into two sessions. In the first session, the learning method was based on books and lesson plans that were determined. The second session used the method held by the writer with the help of YouTube video and audio to implement student learning and improve speaking and listening skills. Even though the second session used YouTube as a learning tool, the material was still related to the lesson plan that will be studied and presented.

2. Solution in Learning Speaking and Listening

Before listening practice starts, the writer usually speaks first. At the beginning of the learning process, the writer asks students to read the text, so the writer hopes that this method can help students recognize English words when practical listening occurs. Giving students a reason to feel motivated to believe in themselves. Regardless of whether they are right or wrong, students should have the courage to

speak in front of class. They should not be afraid to share their thoughts or ideas even if they make mistakes. Increasing willingness to learn English while the teacher suggests that students attend English meetings or courses. Based on the students' interviews, their problem-solving revolves around convincing themselves they can resolve the issue. In other words, they should motivate themselves. The writer then explained that students struggle with speaking because they are shy. Every lesson had a limited time; the writer divided it into two sessions, each lasting 30 minutes. In this way, teaching and learning activities in class run smoothly; it can be shown that students are more enthusiastic, their scores increase, and they can learn to manage their time well.

Effective of Modern Technology

The writer discusses effective learning using modern technology to improve students' skills, and the data from the research and the writer have been described in the teaching process. Before applying this method, the writer collects and compares the student's scores in the previous chapter when before this method was applied. The writer created a table assessment to assess students' listening skills.

Graph 1. Pre-Test and Post Test
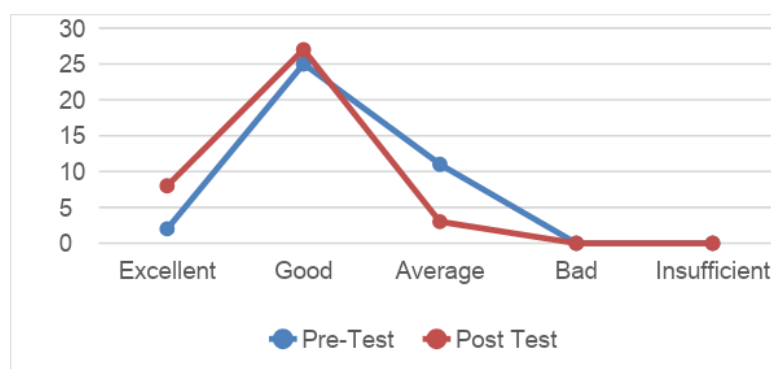
The graphic shows the results of practical listening for 38 students in that class; the total score was 3023 before this method was applied and 3142 after this method was applied, which can be interpreted as a technology that is effective as a learning

tool to help students improve their speaking and listening skills. Likewise, interviews were conducted at the end of the research using this method, and most students responded that learning was more fun. It states that effective learning of English improves speaking and listening skills using YouTube videos and monologue audio, as educational institutions can use learning tools as a teaching medium that students prefer. Students can easily understand information in the form of knowledge through media related to information technology and conventional delivery in class. Most of the students were interested in the methods, such as conveying knowledge that only comes from the class facility that the school has; learning to speak and listen has proven to be very helpful for the writer in conveying material to be more exciting and fun. After implementing this research method in learning speaking and listening skills, the author found several good student results.

CONCLUSION

This study demonstrates that modern technology, specifically the use of YouTube videos, can significantly enhance secondary school students' speaking and listening skills. The integration of YouTube as a learning tool, with features such as subtitles and adjustable playback speed, has proven effective in improving student scores and increasing their motivation and engagement in learning English.

The pre-test and post-test results, showing an increase from a total score of 3023 to 3142, underscore the efficacy of this method. Students reported finding the learning process more enjoyable and accessible, indicating that multimedia resources can bridge gaps in traditional teaching methods. This approach provides a dynamic and interactive learning environment, making it easier for students to grasp and apply complex linguistic concepts in real-world contexts. Moreover, the qualitative feedback from students highlights the broader educational benefits of incorporating technology into the curriculum. It fosters a more inclusive and adaptable learning atmosphere, catering to diverse learning styles and needs. This study's findings support the continued and expanded use of digital tools in language education,

suggesting that educators should explore various multimedia resources to enhance their teaching practices further.

Future research should investigate the long-term impacts of technology on language learning, including its effects on other language skills, such as writing and reading. Additionally, exploring the integration of other digital platforms and tools could provide further insights into optimizing language education in a technologically evolving educational landscape. By leveraging modern technology, educators can create a more engaging, effective, and inclusive learning experience that improves language proficiency and prepares students for a globalized world where English communication is crucial.

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