

**Students' Attitude towards the Use of ICT as Media
in English Speaking Learning at the English Tadris
Study Program in IAIN Curup**

THESIS

**This Thesis is submitted to fulfill the Thesis Examination
in English *Tadris* Study Program**



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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Siti Masyita (19551060)** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **"Students' Attitude Towards the Use of Ict as Media in English Speaking Learning at the English Tadris Study Program in IAIN Curup"** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

Wassalamu'alaikum, Wr.Wb

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PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **Students' Attitude Towards the Use of Ict as Media in English Speaking Learning at the English Tadris Study Program in IAIN Curup (A Case Study of Second and Fourth Semester Students of the English Education Program for the Academic Year 2021/2022)**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, July 2023

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MOTTO

“Boleh jadi kamu membenci sesuatu padahal ia amat baik bagimu, dan boleh jadi pula kamu menyukai sesuatu padahal ia amat buruk bagimu, Allah mengetahui sedang kamu tidak mengetahui (Al-Baqarah:216)”

“Orang lain tidak akan bisa paham struggle dan masa sulitnya kita, yang mereka ingin tahu bagian success storiesnya. Jadi berjuanglah untuk diri sendiri walaupun tidak ada yang tepuk tangan. Kelak diri kita di masa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini”

JADI TETAP BERJUANG YA

DEDICATION

Unable to say anything, Allah is the only reason why I can finish this thesis. Thank you so much for allowing me to complete this thesis as quickly as I hoped. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I dedicate this thesis to:

- ☺ My beloved family who always support, my mother and father who always support me in all conditions and strengthen me in every situation I want to give up, I want to always make you happy. I dedicate this thesis to my father and mother.

- ☺ My beloved brothers M. Azhar and Rahmad Fahlefi, and my sister in-law Deris and Nita I dedicate this thesis to you. so you are proud to have a sister like me.
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as for this thesis the author collacted in order to qualify to obtaina bachelor's Degree (S.1) at the State Islamic Institute (IAIN) Curup, Tarbiyah Faculty and Educational Sciences, Tadris English Study Program. In compling this thesis the author gets a lot of guidance and suggestions from various parties, so that the preparation of this thesis can be resolved, therefore on this occasion the author would like to honorable :

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in this case the author can not do anything to return the favor, in addition to praying that we pray in our protection, and hopefully this thesis can be useful for all of us. Aamiin.

Curup, July 2023

Writer

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ABSTRACT

Siti Masyita,2023

:“Students' Attitude Towards the Use of ICT as Media in English Speaking Learning at the English Tadris Study Program in IAIN Curup”

Advisor

: Jumatul Hidayah, M.Pd

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ICT in the current era is developing a variety of media provided. Almost all students use ICT as their learning media. This research was conducted to determine Students' Attitude Towards the Use of ICT as Media in English Speaking Learning at the English Tadris Study Program in IAIN Curup. This study uses a quantitative design. Data collection was carried out using a questionnaire which was distributed to 94 students 2nd and 4th semester English study program students who were taking a speaking course. The questionnaire consists of 3 indicators derived from 3 aspects of Attitude and 3 indicators from ICT and 26 question items that will be answered by respondents, this type of question is a closed questionnaire. These results indicate that the use of ICT as a learning medium is high. On average, students have very high knowledge of these 3 indicators. This means that the use of ICT as a medium for learning speaking is recognized as quite high.

Key words : Students' Attitude, ICT, Speaking

TABLE OF CONTENTS

TITLE	i
APPROVAL	ii
STATEMENT OF OWNERSHIP	iii
PREFACE.....	iv
MOTTO	v
ACKNOWLEDGEMENT	viii
ABSTRACT	x
TABLE OF CONTENT	xi
LIST OF TABLE	xiii
CHAPTER 1: INTRODUCTION	
A. Background of The Research	1
B. Research Question.....	7
C. Objective of The Research	7
D. Operational Definition	7
E. Significance of The Research.....	9
F. Delimitation of The Study.....	10
G. The Organizatin of the Thesis	10
CHAPTER II: LITERATURE REVIEW	
A. Review of Related Theories	12
1. The Definition of Students Attitude.....	12
2. Compenent Attitude	13
3. The Definition of ICT	16

4. The Role of ICT in Learning Speaking.....	17
5. The Benefits of ICT in Learning Speaking.....	19
6. Classification of Learning Media.....	22
7. Learning of Speaking.....	24
8. Component of Learning Speaking.....	25
B. Review of Related Finding.....	29

CHAPTER III: RESEARCH METHODOOGY

A. Kind of Research.....	32
B. Subject of Research.....	33
C. Techniques of Collecting Data.....	34
D. Instrument of the Research.....	35
E. Validity and Reliability of Instrument.....	40
F. Technique of Data Analyzing.....	42

CHAPTER IV: FINDING AND DISCUSSION

A. Finding.....	45
B. Discussion.....	63

CHAPTER V: CONCLUSION

A. Conclusion.....	67
B. Suggestion.....	68

REFERENCE

APPENDIXES

LIST OF TABLE

Table 3.1	
Total Number of Population	33
Table 3.2	
Blueprint of Questionnaire.....	36
Table 3.3	
Croncabach's Alpa.....	41
Table 3.4	
Descriptive Table Percentage.....	44
Table 4.1	
The Score of Students'	47
Table 4.2	
Percentage of Affective Aspect.....	48
Table 4.3	
Percentage of Cognitive Aspect.....	52
Table 4.4	
Percentage of Behavior Aspect	58
Table 4.5	
Percentage Score of Students Attitudes	62
Table 4.6	
Descriptive Table Percentage.....	63

LIST OF APPENDIX

Appendix 1 : SK Pembimbing

Appendix 2 : Surat Izin Penelitian

Appendix 3 : Kartu Konsultasi Skripsi

Appendix 4 : Blueprint of Questionnaire

Appendix 5 : Percentage of Respondens Answer

Appendix 6 : Diagram 3 Aspect of Attitude

Appendix 7 : Documentation

Appendix 8 : Students' responds on questionnaire

CHAPTER I

INTRODUCTION

A. Background of the study

As a result of globalization, technology is like a means to gain access to this modern world, various creative modern technologies are being published for learning and teaching English the widespread use of mobile devices has changed the way communicate, learn and live.¹ In the quickly-expanding 21st century, numerous cutting-edge technologies are introduced to teach English in the classroom, and vice versa, students also use technology as a medium of learning.

To learn English students have access to all these technologies such as the internet, youtube videos containing education, social communication media, journals, articles, songs, are technologies that can be used by students and teachers that are indispensable in learning English. But it is also important to take advantage of all available facilities, but students must update their knowledge by using modern technology students use the technology have to their advantage, if students do not keep up with technological developments students would declined in the real world. Students can find a variety of learning resources in the use of technology including audio, video, podcasts, quizzes, sound recordings, games, radio and

¹ Chitamba. (2014). Technology and Its Effect in Our Daily Lives. *Vaal of Technology*, 2(1), 2–9.

tv shows. In the world of learning there is such a thing as ICT where a person seeks information.

ICT stands for information and communication technology and is defined, for this primary purpose, as "to create, disseminate, store and manage information across the various technological devices and resources used to communicate. Quoted from research (Christina Ismaniati 2010) that ICT is a technology for capturing, interpreting, storing, and conveying or transmitting information, that there are many factors that influence or support the realization of a quality learning process in an effort to achieve educational goals, one of which is use or utilization of technology in the process of education and learning assistance or facilities provided by learning technology to students are in the form of learning processes and resources. Such as learning interest, initial ability, learning style, learning speed.² And ICT have many uses in student learning.

The use of ICT in learning considering the potential of ICT itself in facilitating and optimizing student learning processes it allows students to interact directly with their environment, allows uniformity of observation and perception for student learning experiences, generates student learning motivation, presents learning information in a consistent, accurate, quality and can be repeated for use or stored according to need and present learning messages simultaneously for small or large/wide target scopes, overcoming

² Ismaniati, Christina. "Penggunaan teknologi informasi dan komunikasi dalam peningkatan kualitas pembelajaran." *Yogyakarta: Universitas Negeri Yogyakarta* 16 (2010).

time constraints (anytime) or space (anywhere).³ This is when the occurrence of technological advances in the present era.

In this digital era, it is difficult to ignore the existence and contribution of technology to learning English where everything is under the control of technology. One of them is by using ICT as a medium, there are many ways to improve students' speaking skill learning. Now the position of English as the language of international communication, therefore dramatically the need for mastery of speaking in English is increasing.⁴ To support the development of language media, English and ICT are needed from anywhere, English sources are no longer only available in books but can also be found with advanced technology. Now there are many places to learn English, but learning to speak English is not only learning in the classroom environment, but outside the classroom, wherever and whenever outside the classroom environment can get information about English, because when to learning one aspect of English like speaking, is impossible for us to just wait for while there are many media that can be used as shortcuts to learn to speak.

It is true that speaking plays quite an important role in the Language Department. Therefore, the community believes that speaking skills are the most important skills for students to have. The tendency to emphasize and use speaking skills as a measure of one's English mastery is reflected in the

³ Sudirnan Siahaan (2010), *Pemanfaatan Teknologi Informasi dan Komunikasi dalam Pembelajaran*. Jakarta: Pustekkomdiknas

⁴ Nazara, S. (2011). Students' perception on EFL speaking skill development. *JET (Journal of English Teaching)*, 1(1), 28-43.

tendency of the environment. It is an important part of everyday interactions and most often one's first impression is based on one's ability to speak fluently and comprehensively.

Specifically for the Tadris English Study Program at IAIN, students are required to be able to speak. By looking at students' speaking skills in English, it seems that speaking skills affect whether someone can understand English. Learning to speak also requires a lot of practice and attention, and one practical way to learn English is by using ICT-based technologies. But have students used ICT as a learning medium in the Tadris English study program because now all ICT-based media are available and accessed very easily.

Based on the results of the pilot study that the researcher conducted, it was found that based on free observations conducted by the researcher to ensure that this phenomenon actually occurred in students of the English Tadris study program who used ICT during the learning process, the researcher conducted free observations in the English Tadris study program on the 4th In May 2023, of 97 semester 2nd students and 4th students from the English Tadris Study Program, 61 students stated that used ICT during the speaking learning process, in this case the researcher concluded that ICT was used in the speaking learning process. This suggests that as technology advances, and media becomes more sophisticated, when links are provided to seek explanations, additional help, and references, the value of using media

increases. The use of media makes it easier for students' minds to enter subjects with media students can easily access all English learning.

In the learning process, after conducting free observations researcher believe that in the English Tadris study program at IAIN Curup, students have used ICT in learning English speaking. Based on free observation and the phenomenon that many students use ICT in learning speaking, so focusing on aspects of attitude. Attitude is a mental or nervous readiness, which is regulated through experience, giving a direct or dynamic influence on an individual's response to all objects and situations related to it.⁵ Seen from the 3 components, affective, cognitive, behavior, of the many aspects why discuss attitudes because from this research can find out how or to what extent, affective attitudes, cognitive, behavior, students in using ICT as a medium in learning to speak. It can be concluded that why this attitude is important because as explained above attitude is a mental readiness that is regulated through experience of all objects related to the individual or simply that is the habit of a person in carrying out an object related to individual.

In learning speaking and using ICT as a medium, why is this research aimed at English Tadris study program students at IAIN Curup because at school the use of technology may still have limitations but if students are adults on campus students are free to use mobile phones, whether the English study program likes it or not. And in the English Tadris study program, all

⁵ Allport, G. W. (1935). Attitudes. In Murchison C. (Ed.), *Handbook of social psychology* (pp. 798–844). Worcester, MA: Clark University Press. Assael, H. (1995). *Consumer behavior & marketing action* (5th ed.). London: PWS-Kent Publishing Company.

students and lecturers have used ICT as a learning medium because it makes it easier for students to access learning. Students have to learn the language and it suits them better and their chances of being exposed to technology in language learning are greater.

In the English Tadris study program when students don't understand the material, for example grammar, pronunciation, like it or not students are looking for this knowledge because students are required to understand it, so students can find it by using ICT as a medium. On campus, precisely at IAIN Curup using ICT, schools also use ICT, but on campus the use of technology is more intense, therefore the researcher chose the campus to be the place of research. Researcher, on the other hand, believe that the use of ICT has an influence on English, especially on students' speaking skills. Therefore, the researcher decided to conduct this research on students of the English Tadris Study Program, IAIN Curup. This study is entitled **"STUDENTS' ATTITUDE TOWARDS THE USE OF ICT AS MEDIA IN ENGLISH SPEAKING LEARNING AT THE ENGLISH TADRIS STUDY PROGRAM IN IAIN CURUP"**.

B. Research Question

Based on the problem of the study, the main of purpose of the study is to find out STUDENTS' ATTITUDE TOWARDS THE USE OF ICT AS MEDIA IN ENGLISH SPEAKING LEARNING The research question is :

- 1) How is Students' Attitude on the Using of ICT as Media in Learning Speaking?

C. Objective of the Research

Based on the research problems above, the purpose of this study was to determine the use of ICT as Media on Students' English speaking ability.

D. Definition

The definitions of terms are describes as follows:

1) Student's Attitude

Student attitude is a person's tendency to respond to something in a certain way. Student responses can be on a continuum of positive to negative or good to bad. This means can see the consequences of attitudes but not attitudes themselves.

As for the Attitude Component, the first is the *cognitive* aspect of an attitude referring to what beliefs students have about a person or object. The second *affective* component relates to the feelings students have towards a person or object. Lastly, the intentional component of *behaviour* refers to the intention that a person has towards a person or object.⁶ So individual attitudes refer to the three components above.

⁶ Spooncer, F. (1992). Behavioural studies for marketing and business. Leckhampton, United Kingdom: Stanley Thornes

2) ICT

ICT is a technology that is used to produce, manage, and disseminate information.⁷ With the contribution of ICT, one of the most noticeable signs in the world of education is the world of science which is increasingly cooperating, so that the relationship between the two becomes faster and easier. ICT in education can also help educators to create more learning materials and find out knowledge so that students gain more knowledge. Learning media is a tool that may be used to channel messages (learning materials) in order to increase students' attention, interests, ideas, and feelings in learning activities in order to achieve learning goals at school and outside of school.⁸ The learning process has changed as a result of the growth of ICT use in education.

3) Speaking

Speaking is a task that may be used to inform or explain someone in a certain setting.⁹ Speaking is an oral linguistic ability with practical applications in daily life because humans can collect and transmit information through speech. Speaking refers to the capacity to use words to convey thoughts, ideas, and emotions. The ability of students to speak (speaking) is the main benchmark in assessing students' language skills. In speaking there are aspects that must be considered, namely grammar, fluency, pronunciation and vocabulary.

⁷ Slater, Don, and Jo Tacchi. *ICT innovations for poverty reduction*. Unesco, 2004.

⁸ Santyasa, I W. (2007). "LANDASAN KONSEPTUAL MEDIA PEMBELAJARAN" (PDF). *Direktori File UPI*. Diakses tanggal 2021-01-27.

⁹ Nunan, David. 1991. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

E. The Significance of Research

The results of the study clarify whether technology has a significant impact on pupils' English proficiency. The Department of English Teacher Education's pre-service English teachers, lecturers, researcher, and students can all benefit from using this as input.

1. Theoretically

Theoretically the results of this study would answered questions on research problems, and would provided benefits for developing the process of learning English speaking.

2. Practically

- a. For university the results of this study are expected to improve the quality of higher education, especially in improving students' speaking skills and English skills in general.
- b. For English Tadris Study Programs the research results can be used for English study programs to enrich students' insight into speaking skills. Therefore, the English learning program can help students who have difficulties in speaking and media in speaking after knowing about the attitudes of students who are faced by students towards the use of ICT in speaking skills. And then it is hoped that it can help English lecturers to consider this the right media to use in speaking classes and the application of more diverse media according to the needs of students and the methods applied.

- c. For the lecturers the results of this study would assisted lecturers in choosing the right media in the teaching and learning process, especially in speaking skills to hone students' speaking skills.
- d. For the Students the results of this research can add new experiences for students, especially in speaking, it is hoped that this research can be a way to master English speaking well.
- e. For the researcher with the results of this study, researcher hope to be able to enrich their understanding of student attitudes and further increase knowledge about research that is suitable for ICT as a medium for learning speaking.

F. Delimitation of The Study

In this research, the researcher limited the research to the English Tadris study program at IAIN Curup, because it was based on the need for research on students' attitudes towards the use of ICT as a media in english speaking learning, because technology was not limited here and students were emphasized to be able to speak English, and students also took a speaking course. Researcher focused on students' attitudes towards the use of ICT as a medium for learning speaking.

G. The Organization of the Thesis

There are five chapters in this research, chapter I consists of background, research problems, research objectives, research significance and definitions of key terms. Chapter II consists of a literature review covering understanding of student attitude,

technology and speaking. Chapter III consists of research methodology which contains a description of the research design, research subjects, research procedures, instruments, and data analysis. Chapter VI consists of findings and discussion and chapter V covers conclusions and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Students' Attitude

a. Definition of Students' Attitude

The way a person reacts to all things and circumstances that are related with their attitude, which can be thought of as a mental or nervous preparedness that is organized by experience, is directly or dynamically influenced.¹⁰ It has been proven that attitudes have an impact on how people see the world and behave in social situations.¹¹ A straightforward definition of attitude is the inclination to respond in a particular way as a result of experience and personal character. Attitudes help us determine how we see situations, and determine how we behave towards situations or objects.

Attitudes include feelings, thoughts, and actions as illustrated in the three-component model. A person's attitude can be manifested in the form of feelings of pleasure or displeasure, agreeing or disagreeing, liking or disliking these things. A person's attitude arises based on experience that is not innate or something that is inherited but is the result of learning.

¹⁰ Allport, G. W. (1935). Attitudes. In Murchison C. (Ed.), *Handbook of social psychology* (pp. 798–844). Worcester, MA: Clark University Press. Assael, H. (1995). *Consumer behavior & marketing action* (5th ed.). London: PWS-Kent Publishing Company.

¹¹ Baron, R.A. & Bryne, D. (1994). *Social psychology: understanding human interaction*. (7th ed) Massachusetts: Allyn and Bacon.

According to Calhoun and Lawrence, Attitude can be interpreted as a set of beliefs and feelings attached to a particular object and a tendency to act towards that object in a certain way in which a person behaves towards that tendency.¹² So, student attitude is the propensity of a person to react to something in a particular manner. A succession of positive to negative or good to awful student replies is possible.

The propensity of a person's behavior patterns to act in a particular manner toward other people, things, or ideas is often referred to as attitude. Students' attitudes towards learning are conditions within students in the form of feelings, thoughts, and behaviors to act or react to learning. This situation is formed on the basis of knowledge, feelings and experience. As a psychological aspect, attitude is an aspect that has important meaning in everyday behavior. The attitude that students have would give color and style to their actions, both accepting and rejecting in response to something that is outside of them.

b. Component of Attitude

During this encounter beliefs about the attitude object are formed. Attitudes are formed during one's encounter with the attitude object. Attitudes consist of an organization of several beliefs focused on a particular object or situation.

¹² Calhoun, Lawrence. "Designing the Nuclear Energy Attitude Scale." *Science Education* 72.2 (1988): 157-74.

Attitude itself is considered to consist of three components which can be separated Affective, Cognitive, and Behavioral:

1) Affective

Affective is also known as the realm that determines a person's level of success.¹³ That emotional evaluation is seen as more diagnostic of actual attitudes than is the unemotional reason why the affective component is important to behavior.¹⁴ Affective is also the emotional response (*like or dislike*) to the attitude object. The affective component consists of the feelings and emotions and physiological responses that have not been partially described that may accompany effective experiences.¹⁵ Integrated model of attitudes and choices is proposed by combining the flow of influences (feelings and emotions).

2) Cognitive

The cognitive component is the storage part where an individual organizes information.¹⁶ That belief is made up of

¹³ Popham, W. James. *Classroom assessment: What teachers need to know*. Allyn & Bacon, A Viacom Company, 160 Gould St., Needham Heights, MA 02194; World Wide Web: <http://www.abacon.com>, 1999.

¹⁴ Fazio, R. H. (1995). Attitudes as object-evaluation associations: Determinants, consequences, and correlates of attitude accessibility. In R. E. Petty & J. A. Krosnick (Eds.), *Attitude strength: Antecedents and consequences* (pp. 247-282). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

¹⁵ Eagly, Alice H., and Shelly Chaiken. "The advantages of an inclusive definition of attitude." *Social cognition* 25.5 (2007): 582-602.

¹⁶ Fishbein, M & Ajzen, I, 1975 *Beliefs, attitudes, intentions, and behavior*, Reading, MA Addison – Wesley.

knowledge a person has about a particular thing, knowledge that directly links the object's features to characteristics; the cognitive component is the area of the brain where a person stores and organizes knowledge.¹⁷ Cognitive refers to the *ideas, beliefs, and attitudes people have about things*.

Beliefs and understandings that are formed provide information and knowledge about objects, individual beliefs and understandings of an object through the process of seeing, hearing and feeling are called cognitive components.¹⁸ from the discussion above it can be concluded that cognitive component: Individual belief and comprehension of an item through the senses of sight, sound, and touch. Information and knowledge about the thing are provided by the developed trust and comprehension.

3) Behavioral

That the behavioral dimension includes a person's tendencies and reactions to an event.¹⁹ These relate to an individual's (*willingness or unwillingness*) to take action in response to the attitude object. Behavioral Aspects Responses

¹⁷ Ajzen , I & Fishbein , M., 1977. Attitude - behavior relations : A theoretical analysis and review of empirical research . *Psychological bulletin* , 84 (5) , pp.888-918 .

¹⁸ Eagly, Alice H., and Shelly Chaiken. "The advantages of an inclusive definition of attitude." *Social cognition* 25.5 (2007): 582-602.

¹⁹ Niloo Askari and Ahmad Moinzadeh , ' Iranian EFL Faculty Members ' Attitude towards Silent Students ' , *International Journal of Research Studies in Education* , 4.1 (2014) , 55-64 < <https://doi.org/10.5861/ijrse.2014.954> >

to actions, behaviors, or statements of attitudes about behavior are components of behavior.

Behavior not only by the stimulus of what is in front of us, but also by previous *experiences, current circumstances, and future expectations*. From the theory above can conclude that behavior is formed by the habit of an individual to an object so as to form a behavioral component.

2. ICT

a. The Definition of ICT

ICT is a technology that is used to produce, manage, and disseminate information.²⁰ The field of information and communication technology (ICT) is expanding quickly in the modern world. Information and communication technology (ICT) is a program that consists of all the technological instruments for handling, helping, modifying, and communicating information. Information technology covers everything having to do with how information is created, used as a tool, managed, and processed. While all issues connected to the employment of assistive devices to process and transport data from one device to another fall within the umbrella of communication technology.

Now know that information technology and communication technology are two aspects that are very closely related so that they cannot be separated from one another. ICT plays an important role in life

²⁰ Slater, Don, and Jo Tacchi. *ICT innovations for poverty reduction*. Unesco, 2004.

and can be utilized in various aspects of life, one of which is in the world of education. In this era, the use of ICT is currently growing very rapidly, everyone can access various kinds of information that are useful for life by using ICT.

b. The Role of ICT in Learning Speaking

ICT in the current era is developing and advancing rapidly. With the ICT that goes along with the development of science that is used as a tool in learning activities. With this ICT, can get everything quickly, such as finding *teaching materials* for the learning process that would implemented.²¹ The internet would have a growing impact on daily life since there are so many users worldwide. Individuals can obtain various types of information simply by making use of search engines such as Google. For students to be engaged in engaging in each session, teachers must also use learning media more effectively.

The convenience and consistency of teaching and learning processes are improved by the use of learning media. These techniques help to make the *meaning communicated clearer* so that learning objectives can be better.²² Today, use technology in a variety of ways, especially in education. In the process of teaching and learning, the use of instructional media may inspire and *motivate students, increase*

²¹ LJ Cronbach - Journal of Research in Science Teaching, 1964 - Wiley Online Library

²² J. Speck. \$20 million technology investment helps build a product that benefits everyone. The Role of Technology in English Learning [Internet], 2019, <https://wallstreetenglish.com/blog/technologyenglish-learning/> Available from: Wall Street English.

learning activities, and even have a psychological impact on them.²³ So that, almost all students use technology to get a wealth of knowledge and information, one of which is a place to study.

Now many schools, colleges and universities use ICT as a medium in learning. The use of ICT is still common, including learning English especially in learning speaking. ICT should be used to teach speaking more generally because of its numerous benefits. Using a pronunciation test app, for instance help with pronunciation. when speaking incorrect grammar students can seek justification through the available applications. ICT improves *independent learning*, ICT enables to *focus on one specific aspect* of the lesson (pronunciation, vocabulary) and Selection of *updated articles* from the Internet contributes to the learner's language awareness (grammar skills).²⁴ To *support learning processes* that are believed to improve the quality of learning, expand access to education and learning, address the need for participation in ICT.²⁵ ICT also promotes individuals in achieving many big learning goals in the future, particularly studying English. ICT also aids in the development of education.

The first stage is integrating ICT into the context of language teaching and learning since the benefits would be enormous. In this

²³ Hamalik, Oemar. 1994. Media Pendidikan. Bandung: PT Citra Aditya Bakti

²⁴ Houcine, Samira. "The effects of ICT on learning/teaching in a foreign language." *Retrieved September 1 (2011): 2012.*

²⁵ Elang Krisnadi. 2009. Rancangan Materi Pembelajaran Berbasis ICT. disajikan dalam Workshop Pengembangan Materi Pembelajaran Berbasis ICT di FMIPA UNY pada tanggal 6 Agustus 2013

regard, Padurean and Margan (2009) state: “The application of ICT provides *more opportunities for communication* between fellow students they can work in teams on different projects, exchange emails, participate in blog discussions, and exchange information”.²⁶ The students would gain a deeper understanding of the culture of the nation and the people whose language they are studying if they use real Internet-provided information. As a result, it can be said that ICT plays a crucial role in helping students learn a foreign language. Students can use ICT to identify their knowledge gaps, and language learners should be provided with a variety of intellectual tools to help foster a learning environment that fosters communication and learner awareness.

c. **The Benefits of ICT in Learning Speaking**

The use of ICT as a teaching tool that can assist students in developing their English speaking abilities. It has been reported that the emergence of new technologies has a *positive influence* on students and teachers.²⁷ The advantages of employing technology include improved means of cooperation and communication, greater exposure to technology, *enhanced individual* assistance and chances for personal growth, and higher efficiency and effectiveness in learning.²⁸

²⁶ Padurean, A., & Margan, M. (2009). Foreign Language Teaching Via ICT. *Revista De Informatică Socială*, 6 (12), 97-101.

²⁷ Mansor, N 2007, ‘Collaborative learning via email discussion: Strategies for ESL writing classroom’, *The Internet ESL Journal*, vol. 13, no. 3. <http://iteslj.org/Techniques/Mansor-EmailDiscussion>

²⁸ Electronic Government, an International Journal Vol. 12, No. 4, pp 395–405 January 01, 2016

Technology as a learning support, which cannot be obtained while studying in class, can be obtained anytime using technology anywhere.

According to research, technology improves both the growth of *teaching strategies* and students' knowledge.²⁹ Because when students do not understand the material students see knowledge using internet-based technology with applications that support or by searching on google. The use of technology resources including the internet, podcasts, video conferencing, video, and voice recognition software has been thought to assist students enhance their language abilities. These technologies are also seen to be the *best for teaching* speaking skills.³⁰ ICT allows students to control their own learning processes and gives them quick access to knowledge that teachers might not be able to impart. Students have their own skills when using technology to learn. Foreign language *teachers are utilizing* technology's advantages due to the possible benefits of doing so.³¹ ICT is evolving quickly not just in terms of technology but also in terms of content.

Anderson et al. (2005) stated that “ICT offers various advantages to *facilitate learning* for children with different learning styles and abilities, including slow learners, socially disadvantaged

²⁹ Frigaard, A 2002, ‘Does the computer lab improve student performance on vocabulary, grammar, and listening comprehension?’ ERIC Document Reproduction Service. No. ED476749.

³⁰ Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skill. Acme International Journal of Multidisciplinary Research, 2(4), 9-13.

³¹ Lam, Y., & Lawrence, G 2002, ‘Teacher-student role redefinition during a computer-based second language project: Are computers catalysts for empowering change?’ Computer Assisted Language Learning, vol. 15, no. 3, pp. 295-315.

children, children with mental and physical disabilities, gifted children, and those living in these remote rural areas are some of the advantages of ICT".³² Educators can then design pertinent learning techniques for a *specific learning topic* using the current ICT environment.³³ ICT may also play a variety of instructional functions, such as reducing students' anxiety as they *learn new material* and *complete assignments*, and increasing their level of engagement since they learn by using technology to complete a task rather than by being directly "instructed" by it.³⁴ So it can be concluded that ICT has an influence on students as an instructional role so that students feel more relaxed, active by applying technology when learning.

To support this, Houcine (2011) estimates that ICT adoption generates many benefits:³⁵

- a) ICT increases student *motivation* and the occurrence *increases* student involvement in learning.
- b) ICT empowers self-directed learning that can be done by every individual.
- c) When completing learning assignments, ICT encourages student cooperation and communication.

³²Anderson, J., Semenov, A., Pereverzev, L. and BulinSokolova, E. (2005). Information and communication technologies in schools. Paris: Unesco.

³³ Abdulhak, I., & Darmawan, D. (2005). Teknologi Pendidikan. Bandung: Remaja Rosda Karya.

³⁴ Grabe & Grabe. (2005). Integrating technology for meaningful learning. USA: Houghton Mifflin.

³⁵ Houcine, Samira. "The effects of ICT on learning/teaching in a foreign language." *Retrieved September 1 (2011): 2012.*

d) The usage of ICT enhances academic performance and student learning outcomes.

The use of ICT in language instruction is also a resource that language teachers may take use of; it is not just something that benefits students.

d. Classification of Learning Media

Learning media has various types. Media classification learning can be classified into three types:

1) Visual Media

In order to utilise the human sense of sight, this media must be used. Examples of visual media are photos, pictures or props. Still images, whether in the form of text, bulletins, display boards, slides, film strips, or an overhead projector.³⁶ In the context of education, because the majority of them are based on the manner the material is communicated, they can improve the efficacy of teaching through visuals, pictures, charts, and etc.³⁷ In contrast to text's ability to portray information in an abstract or virtual way through its structure or content, visual media highlight concepts, improve comprehension, and widen perception. As in the receiver's ability to decode the message and that is why visual media is such an important element.

³⁶ Gerlach, S. Vernon, 1980, Teaching and Media, New Jersey, Prentice- Hall., Inc.

³⁷ Nicolaou, C. Audiovisual media in adult education. In Proceedings of the 15th Pancyprian Conference of the Pedagogical Society of Cyprus on The Role of Educational Research as an Equalizer in a Society of Disparities, Nicosia, Cyprus, 13 October 2018.

2) Audio Media

Media in the form of audio is media that uses make use of one's sense of hearing. The use of audio media in education, among other things, greatly enhances oral communication because audio content can touch emotions, create emotions, bring the past to life by activating memories, and generally awaken the deeper elements.³⁸ This audio media can help students find pronunciation or sounds that need to be corrected.

For instance, experiments with podcasting, which makes use of audio recordings of academic lectures that can be listened to whenever and anywhere, have been well-received by students and are acknowledged as a useful tool. So it can be concluded that audio-visual is also very influential on student learning because students can use audio-visual at any time and listen to it at any time so that it is recognized as a valuable tool to support student learning.

3) Audiovisual Media

Audiovisual media is a learning media whose use is uses two senses, namely sight and hearing implemented simultaneously. Examples of audiovisual media are: films, instructional videos or television. In order to introduce, clarify, and promote the creation of

³⁸ Kalliris, G.; Matsiola, M.; Dimoulas, C.; Veglis, A. Emotional aspects and quality of experience for multifactor evaluation of audiovisual content. *Int. J. Monit. Surveill. Technol. Res.* **2014**, *2*, 40–61.

additional learning activities, that audiovisual media is employed as a medium that delivers tangible experiences through visualization.³⁹ So it can be concluded that audiovisual media makes it easier to explain concepts that students do not know by seeing and hearing. To translate an abstract concept into a practical understanding, the learning process is therefore made easier for pupils by the use of audio-visual media.

3. Speaking

a. Definition of Speaking

Speaking is “the process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in various contexts”.⁴⁰ The researcher concluded that speaking has a role in certain topics so that there is feedback to respond to each other in the topic being discussed. To learn to talk, need to have a command of grammar as well as the cognitive ability to comprehend information and ideas. Learning to speak means learning a processing and process that involves the production, selection, preparation, reception, and processing of information. in order to build good communication so speaking requires communicative competence, pronunciation, grammar, vocabulary, fluency, accuracy, comprehension and improvement of gestures.⁴¹ Language plays a crucial

³⁹ Hardjito. (2004). Peran guru dalam pemanfaatan media pembelajaran ditinjau dari perspektif progresif. *Teknodik* 7 (14), 85-107.

⁴⁰ Chaney, A.L., and T.L. Burk. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn&Bacon.

⁴¹ H.Douglas Brown, *Teaching with the Principles of an Interactive Approach to Language Pedagogy*, *Teaching with the Principles of an Interactive Approach to Language Pedagogy*, 2000.

part in students' intellectual, social, and emotional development and is essential for academic achievement in all subject areas.

Students are anticipated to learn more about their own cultures as well as other cultures via language study. Conversational fluency in the target language is a key indicator of language acquisition success.⁴² If language learners are unable to learn how to speak or are not given the opportunity to speak in class, students rapidly lose interest and enthusiasm in studying the language. So in conclusion speaking skills in English are important because speaking fluency is one of the assessments of someone being able to speak English, and when speaking there is a reciprocal action so that speaking skills develop and don't stop there so that a student has a role in intellectual development so as to achieve the target language.

b. Component of Learning Speaking

Of the four skills, speaking skills are skills that are difficult to assess precisely, because speaking skills are complex skills to acquire. The following is an assessment that must be considered in speaking skills:

1) Pronunciation

Pronunciation is an important part of someone learning English. Pronunciation is the method or rules for pronouncing vowel

⁴² Nunan, D. (1991). Communicative tasks and the language curriculum. *TESOL quarterly*, 25(2), 279-295.

and consonant sounds.⁴³ In English, there are many mistakes in English communication caused by mispronunciation of English vocabulary. The purpose of learning pronunciation is for students to be able to pronounce a word like a native accent. But in a simple way so that students are able to pronounce words accurately enough so that they can be more easily understood by the other person.

Related to learning English pronunciation, there are various ways to be able to learn English pronunciation in class or outside the classroom. One way is to use Android-based technology or applications that are included in the ICT system. Quoted from the journal Abbas et al (2022) for example in ICT there is an Android-based pronunciation application that is easy to use is “English Pronunciation”. In this ICT-based application, teachers and students of English can find pronunciations that are difficult to pronounce, as well as distinguish American or British accents.⁴⁴ From the statement above that the use of ICT can help a student or teacher to be able to learn pronunciation and can be accessed easily.

2) Grammar

Grammar is an explanation of ways, which are sometimes also called rules or laws, which use word order patterns to make a correct

⁴³ Hornby, A.S. (1995). Oxford Advanced Learner’s Dictionary. Oxford: Oxford University Press.

⁴⁴ Abbas, M. Fadhly Farhy, and Marwa Marwa. "Pemanfaatan Aplikasi “English Pronunciation” Berbasis Android sebagai Upaya Pengenalan Kompetensi Komunikasi Antar-Budaya." *Jurnal Abdimasa Pengabdian Masyarakat* 5.1 (2022): 100-104.

sentence.⁴⁵ Grammar is very important to compose a correct sentence so that there is no change in the meaning of what is said, both orally and in writing.

To support the use of ICT to study grammar quoted from the journal Rokhayani, Atik, et al (2021) one example of using ICT based on Human-to-Human Interaction can be used in learning to help students communicate and provide interesting experiences for students and communicate actively with lecturers and students. The availability of ICT can facilitate better grammar instruction and benefit both instructors and students. They demonstrate a good attitude toward using ICT and the usage of ICT greatly enhances the learning process for grammar.⁴⁶ The researcher could draw the conclusion that using ICT can help students communicate, offer them experience, and substantially promote the process of learning grammar so that they have a favorable attitude about using ICT.

3) Vocabulary

Vocabulary is a collection of various words that are combined to give them meaning since the four language abilities of speaking, writing, and listening cannot be isolated from it.⁴⁷ When studying a foreign language, vocabulary is an essential component that students

⁴⁵ Francis, N. W. 1967. *The English Language*. London: The English Universities Press Limited.

⁴⁶ Rokhayani, Atik, et al. "Implementasi Information Communication Technology (ICT) Berbasis Human-to-Human Interaction dalam Pembelajaran Grammar." *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*. Vol. 4. No. 1. 2021.

⁴⁷ Hornby, A.S., 1984. *Oxford Advanced Learner's dictionary of current English*. Oxford University Press.

must learn word for word in order to expand their vocabulary and improve their speaking abilities. Thus it can be said that intensive vocabulary mastery by students would certainly make it easier for these students to speak fluently, especially English.

Quoted in the journal Hussain, Zakir (2018) in his journal wrote that the application of media-based ICT in students can improve their vocabulary mastery. One of which is ICT-based vocabulary learning through Wiki has proven effective in providing alternative vocabulary learning media for students, namely online and at the same time creating fun learning activities in the classroom.⁴⁸ In summary, learning should not be restricted to lectures in class utilizing ICT since developing mastery of English vocabulary is a long-term project. Vocabulary learning becomes more accessible through existing application-based ICT.

4) Fluency

In a broad sense, fluency can be seen as overall speaking proficiency, fluency related to the fluency and ease of oral delivery.⁴⁹ The researcher comes to the conclusion that being able to talk clearly and fluently is what is meant by "fluency." These clues suggest that the speaker didn't spend much time looking for the words required to communicate the message. Fluency includes a fairly fast speaking rate

⁴⁸ Hussain, Zakir. "THE EFFECTS OF ICT-BASED LEARNING ON STUDENTS' VOCABULARY MASTERY IN JUNIOR HIGH SCHOOLS IN BANDUNG." *International Journal of Education* 10.2 (2018): 149-156.

⁴⁹ Lennon, P. (1990). Investigating fluency in EFL: A quantitative approach. *Language Learning*, 3, 387-417.

and only a few pauses and "ums" or "errs" so that a speaker's pauses are not too long to show fluency.

Speaking quickly enough to count the amount of syllables per second would give students an idea of how fast someone is speaking, which is connected to fluency. The student experiences a variety of benefits while using ICT as a teaching tool for speaking. According to Goh (2016), using technology in speaking instruction helps students become more fluent, accurate, and complicated with their language.⁵⁰ so this is that ICT also has an impact on the learning that students receive, making it easier for students to learn fluency for example learning to speak correctly with clear intonation patterns and the correct sentence structure by using ICT-based applications.

B. Review of Related Finding

This section is about previous studies similar studies. The first research from (Fachri Iqbal Bawazier, 2021) entitled "ENGLISH EDUCATION DEPARTMENT STUDENTS' PERCEPTION OF USING ICT TO ENHANCE SPEAKING SKILLS" This research focuses on the use of ICT as a medium to improve the speaking skills of third semester students who take speaking courses. The purpose of this study was to determine students' perceptions of the use of ICT in the learning process of speaking. The type of research used is descriptive qualitative using a phenomenological

⁵⁰ Goh, C. C. (2016). Teaching speaking. In English Language Teaching Today (pp. 143-159). Springer, Cham

approach. The subjects of this study were 9 students who took speaking courses. Data obtained by interview method and filling out several questionnaires. The results of this study were obtained from the perceptions and experiences of students during speaking courses using ICT. The results of this study indicate that they feel more enjoy when using ICT, students feel more confident when using ICT, students feel helped when using ICT.⁵¹

The second research from (Riskiyah Ayu) the research entitled “APPLYING ICT TO IMPROVE STUDENTS’ ENGLISH SPEAKING ABILITY” This study aims to determine the improvement of students' speaking through the use of ICT in grade 8 at SMPN 4 Gantarangeke in fluency and pronunciation. This research aims to improve students' speaking skills in grade 8 SMPN 4 Gantarangeke on fluency and pronunciation. The population of this study was grade 8 SMPN 4 Gantarangeke, with a total sample of 25 people. The research sample was taken by purposive sampling technique. Based on these findings, that there is effectiveness before and after giving treatment by applying ICT. This is evidenced by that the t-test score in speaking fluency is greater than the t-table ratio of $9.732 > 1.710$, the t-test value in speaking in pronunciation is greater than the t-table ratio of $7.782 > 1.710$. based on the results of the two components it was found that the results of the ttest in students' speaking ability were greater than the t-table ratio $9.089 > 1.710$. Based on the table it can be concluded that the alternative

⁵¹ Bawazier, Fachri Iqbal, and Koesoemo Ratih. *Students' Perception on Using ICT to Enhance Speaking Skills in English Education Department at Muhammadiyah University of Surakarta*. Diss. Universitas Muhammadiyah Surakarta, 2021.

hypothesis is accepted. Finally it can be concluded that the null hypothesis is rejected. There is effectiveness before and after giving treatment by applying ICT at SMPN 4 Gantarangkeke.⁵²

Based on the explanation above, this research is different from that research. The difference is, in this study researcher need to know students' attitudes by covering 3 attitude components, namely affective, cognitive, and behavior toward the use of ICT in speaking skills in English students in semesters 2nd and 4th in English Tadris Study Program at IAIN Curup. After that, the researcher knows the domain of students' attitudes towards the use of ICT in speaking skills by using a quantitative approach.

⁵² AYU, RISKIYAH. "APPLYING ICT TO IMPROVE STUDENTS'ENGLISH SPEAKING ABILITY." (2020).

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

Using a quantitative approach, this research was created as a descriptive study. It is the goal of descriptive research to accurately characterize the participants by characterizing the individuals who participate in the study.⁵³ Quantitative research is the collection of numerical data which is analyzed using a math-based method with the type of research that explains phenomena.⁵⁴ The researcher in this study examines the events that occur in English study program pupils using a descriptive quantitative methodology.

ICT was the main topic of study when it came to teaching people how to talk. Therefore, information about the use of ICT as a learning medium was gathered through quantitative research from students in the English Language Study Program at IAIN Curup. This study adopts a quantitative methodology since it relies heavily on numbers throughout—from data collecting to data analysis to the presentation of the findings. Then, as it instructs the outcomes to explain the data acquired and address the formulation, it is described in a descriptive manner.

⁵³ Nurul Zuriah , *Metodologi Penelitian Sosial dan Pendidikan : Teori Aplikasi* , (Jakarta : Bumi Aksara , 2007) , hal . 47 .

⁵⁴ John W. Cresswel, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Fourth Edition*, (Pearson Education: USA, 2012) hal.376

B. Population and Sample

1. Population

The population is a group that would indeed be applied by research researcher.⁵⁵ In research there is what is called the population is a group of people who would to be generalized. The population in this study were students of English Tadris Study Program IAIN Curup from semester 2nd and 4th students who is taking a speaking course, while in semester 6th they are not taking speaking courses. The total population is given in table 3.1

Tabel 3.1

Total number of population

NO	Semester	Students
1	TBI Semester II	58
2	TBI Semester IV	39
Total		97

*Source: A number of students in 2nd and 4th semester
TBI IAIN Curup in academic year 2023/2024*

2. Sample

The sample is a subset of the population chosen to reflect the entire population.⁵⁶ Total sampling was used in this study to collect data on the subject. Total sampling is a method of sampling in which every member of the population is taken as a sample. As a research subject, 97 students were selected as the research sample but 94 students returned the

⁵⁵ Jack . R. Frankell & Narmale , How Design and Evaluate Research in Education , (Mc Graw Hill : International Edition , 2006) , p . 78

⁵⁶ Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and how of it. *Indian Journal of Medical Specialties*, 4(2), 330-333.

questionnaire. Following are some considerations based on the characteristics of this study, such as: 1) Because students are taking speaking subjects (semester 2nd "*speaking for daily communication*" semester 4th "*speaking for formal settings*"). 2) Students were also chosen because after making free observations they have a lot of experience using ICT-based technology.

C. Technique of Collecting Data

Researcher use quantitative research. The technique used in collecting data in this study is:

1. Questionnaire

In this study, researcher used a questionnaire. Here the researcher uses a closed questionnaire. Closed items are questions in a survey that have a limited number of viable answers that are chosen or evaluated by the responder, according to Nunan and Bailey.⁵⁷ When asked a closed-ended question, participants must offer a checklist as their response.

The Likert scale was employed by the researcher in this research. The questionnaire was designed by researcher based on a Likert scale according to Jamieson, S. (2004) according to the needs of researcher with 4 alternative choices.⁵⁸ Questionnaires were given to semester 2nd and semester 4th students who were taking English Speaking classes. Students as respondents simply answered the questionnaire given by the researcher.

⁵⁷ Nunan D & Bailey K.M , Exploring Second Language Classroom Research , (2009) .

⁵⁸ Jamieson, S. (2004). Likert scales: How to (ab)use them. Medical Education, 38(12), 1217-1218.

D. Instrument of the Research

Depending on the techniques above, the following are some of the instruments used by researcher to collect data as follow:

1. Questionnaire

Sappaile (2007) notes that Instrument is a tool that satisfies academic standards so that it may be used as a tool to measure a measuring item or gather data on a variable.⁵⁹ Researcher used a questionnaire as an instrument of this study. First, the researcher analyzes the theory by reading carefully sequentially to find out the meaning of the theory. Secondly, after the researcher absorbs the indicators derived from the theory, the researcher combines the two groups of indicators into items or sub-indicators in a list of statements or questions. Based on the statement above, before the researcher distributes the questionnaires to the respondents, the indicators and sub-indicators must be validated. That the researcher would asked one of the supervising lecturers to act as a validator in this study.

Questionnaires were made by researcher which were developed from existing theories 1) *The role of ICT*, 2) *The benefits of ICT and 3) Components in learning to speak*. The theory consists of 3 Variable which the researcher then develops into 26 questions. This questionnaire was created to answer the questions (*How are Students' Attitudes on the Using of ICT as Media in Learning Speaking?*). To obtain data, the researcher uses a closed angle as an instrument. The closed questionnaire format is one that includes

⁵⁹ Sappaile, Baso Intang. "Konsep instrumen penelitian pendidikan." *Jurnal Pendidikan dan kebudayaan* 13.66 (2007): 1-7.

multiple answer choices. To gather information on students' attitudes regarding utilizing ICT as a tool for speaking instruction, researcher in this study employed a closed questionnaire.

The questionnaire designed by the researcher uses a Likert scale. The Likert scale choices were: (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree).⁶⁰ A survey in which participants marked objects with their answers or responded in writing to questions. The following questions must be addressed in order to receive information:

Table 3.2
Blueprint of Questionnaire
Students' Attitude towards the Use of ICT as Media in English Speaking Learning at the English Study Program in IAIN Curup

Indicators of attitude	Indicators of ICT as Media in Learning Speaking	Items	Judgments			
			S D	D	A	S A
Affective (emotion; feeling)	1. The Roles of ICT	1) I like using ICT as a medium for learning speaking because teaching materials are easily accessible 2) I feel motivated when using ICT as a medium for learning speaking, as it generates motivation in my learning activities 3) I feel excited and motivated when				

⁶⁰ Jamieson, S. (2004). Likert scales: How to (ab)use them. *Medical Education*, 38(12), 1217-1218.

		<p>using ICT as a learning speaking medium as it stimulates my learning activities</p> <p>4) I am interested and enthusiastic when using ICT as a learning speaking medium to support the learning process.</p>				
	2. The Benefits of ICT	<p>1) I like using ICT as a medium for learning speaking because it provides helpful learning aids</p> <p>2) I feel excited when using ICT as a medium for learning speaking because it increases support and provides more learning opportunities</p>				
	3. Components of learning speaking	<p>1) I feel enjoyable and engaged when using ICT as a medium for learning vocabulary because learning through ICT is fun</p> <p>2) I feel excited and motivated when using ICT as a medium for learning fluency because it enhances the accuracy and complexity of language</p>				
Cognitive (belief; perspective ; opinion; understanding; perception)	1. The Roles of ICT	<p>1) I believe that using ICT as a medium for learning speaking helps me clarify unknown meanings</p> <p>2) I recognize the value of using ICT as a medium for learning</p>				

		<p>speaking because it provides many choices of updated articles.</p> <p>3) I believe that using ICT as a medium for learning speaking can make me focus on one particular aspect of speaking.</p>				
	<p>2. The Benefits of ICT</p>	<p>1) I believe the benefit of using ICT as a medium for learning speaking to effectively regulate the learning process</p> <p>2) I believe that using ICT as a medium for learning speaking has a positive influence on the learning process</p> <p>3) I recognize that using ICT as a medium for learning speaking increases the efficiency and effectiveness of the learning process</p> <p>4) I believe that using ICT as a medium for learning speaking increases the positive potential of learning</p> <p>5) In my perspective, utilizing ICT as a medium for learning speaking facilitates the learning process and enhances its benefits.</p> <p>6) I perceive that using ICT as a medium for learning speaking can enhance achievement and improve learning</p>				

		outcomes."				
	3. Components of learning speaking	<ul style="list-style-type: none"> 1) I believe that using ICT as a pronunciation learning media can help me to solve difficult things in learning speaking. 2) In my perception, using ICT as a medium for learning grammar improve my accuracy in speaking. 				
Behavior (possible action)	1. The Roles of ICT	<ul style="list-style-type: none"> 1) I actively engage in using ICT as a learning medium to promote communication among fellow students 2) I want to use ICT as a speaking learning medium to enhance independent learning 3) I will continue to use ICT as a medium for learning speaking to expand access to learning. 				
	2. The Benefits of ICT	<ul style="list-style-type: none"> 1) I will use ICT to get benefits from it as a learning medium to talk about better collaboration and communication methods. 2) I want to continuously use ICT as a medium for learning speaking because I have to improve my skills in learning. 				
	3. Components of	3) I make an effort to				

	learning speaking	consistently use ICT as a learning medium to improve my fluency in speaking 4) I actively use ICT to enhance my comprehension of English messages during speaking activities				
Note: SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree						

E. Validity and Reliability of Instrument

a. Validity

Content validity is defined as “the degree to which items in an instrument reflect the content universe to which the instrument would be generalized”.⁶¹ This research instrument uses construct validity as said by According to Azwar (2005), construct validity is a term used to describe how well a measuring device's results match the theory.⁶² The validity of the developed non-test instrument can be seen from the validity of the content and the underlying theoretical constructs.

Utilizing expert evaluations to verify the construct's validity, the items were then examined by determining the association between the individual item scores and the instrument's overall score. One expert was employed by the researcher in this investigation to collect input and opinions. The researcher the came to class to disseminate questionnaires to 94 students as respondents in order to obtain construct validity. The

⁶¹ STRAUB, D., BOUDREAU, M.-C. & GEFEN, D. 2004. Validation guidelines for IS positivist research. *Communications of the Association for Information Systems*, 13, 380-427.

⁶² Azwar, S. (2005). *Dasar-Dasar Psikometri*. Yogyakarta: Pustaka Pelajar.

spreadsheet containing the students' answers was then downloaded by the researcher. The researcher then performed an Excel analysis to determine the validity of the questionnaire.

b. Realibility

The extent to which a phenomenon's measurement produces reliable and consistent results is referred to as its reliability.⁶³ After using ms.Excel to analyze the validity of the questionnaire. Cronbach Alpha is a method for evaluating reliability. Cronbach's alpha is the name given to the most used internal consistency (or "reliability") statistic.⁶⁴ It is frequently employed when a scale is made up of numerous Likert questions in a survey or questionnaire and it is desired to ascertain the accuracy of the scale. This produces a wide range of reliability, according to Nunnally. Most psychometric tests fell between 0.75 and 0.83, with at least one reporting a Cronbach alpha of exceeding 0.90. The following is the commonly used definition of internal consistency:

Table 3.3

Cronbach's Alpha

Cronbach's Alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good

⁶³ CARMINES, E. G. & ZELLER, R. A. 1979. Reliability and Validity Assessment, Newbury Park, CA, SAGE.

⁶⁴ NUNNALLY, Jum C. Psychometric theory—25 years ago and now. *Educational Researcher*, 1975, 4.10: 7-21.

$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The researcher has analyzed reliability by using Ms. Excel. From the result, the questionnaire has 0.93. It means that the items interpreted to excellent internal consistency because it is more than 0.9 based on the table Cronbach alpha. In other words, the items of questionnaire were reliable.

F. Tecnique of Data Analyzing

Data collection techniques are instruments (tools) in the process of collecting information or real material that can be used as the basis for research. Information that is recorded on information cards or goes directly to the field, this is one of the so-called data collection techniques.⁶⁵ A questionnaire was utilized as the method of data collecting in this study. In this study, a questionnaire was used to gather detailed information on students' perspectives toward utilizing ICT to learn speaking. After gathering the data, researcher would examined it. The following procedures are for data analysis: In order to determine the average score for using ICT as a learning medium, the researcher first employed four Likert Scale values to examine the data from the questionnaire. To get an average score, each statement is

⁶⁵ Dwiloka, Bambang & Rati Riana, *Teknik Menulis Karya Ilmiah (Skripsi, Tesis, Artikel, Makalah dan Laporan)*, Rineka Cipta, Jakarta, 2005

developed with a value (4 = Strongly Agree, 3 = Agree, 2 = Disagree, 1 = Strongly Disagree) , the formula is described as follows:

$$x = \{(f \text{ SA} \times 4) + (f \text{ A} \times 3) + (f \text{ D} \times 2) + (f \text{ SD} \times 1)\}$$

Where :

F : Frequency

D : Disagree

SA : Strongly Agree

SD : Strongly Disagree

A : Agree

The researcher next figures out how many of each question on the questionnaire the respondent actually responded. Researcher employed percentage analysis to determine the types of attitudes students had toward using ICT as a learning tool. Only understanding students' attitudes regarding using ICT was the sole aim of this study. These are the steps in the formula:⁶⁶

$$P = \frac{\Sigma \text{score}}{\text{Max score}} \times 100\%$$

Where

P : Number Of Percentage

Σ score : Total score

Max score : Maximum scores

⁶⁶ Arif , cara menghitung skala Likert <http://naufansapoetra.blogspot.com/2015/11/cara-menghitung-kuesioner-skala-likert.html> .. Accessed on August , 6th 2020 .

The researcher used the percentages of the total items and indicators to ascertain students' views on the use of ICT as a tool for speaking instruction based on the following standards:

Table 3.4
Descriptive Table Percentage

NO	Percentage	Interpreted
1	81% - 100%	Very High
2	61% - 80%	High
3	41% - 60%	Fair
4	21% - 40%	Low
5	0% - 20%	Very Low

Source: Ridwan,2004⁶⁷

The table above is categorized from the Likert Scale which divides students' Attitudes into four categories according to Ridwan. There are Strongly Agree, Agree, Disagree, Strongly Disagree. Based on calculations with these four categories, the most calculated results are categorized as positive attitudes and negative attitudes.

⁶⁷ Ridwan as cited in Wisnu Budiman , Students ' Perception Of Lecturers ' Role In Enhancing Efl Learners ' Communication Ability (A Study at Eight Semester on Academic Year 2018 in IAIN CURUP) P.53

CHAPTER IV

FINDING AND DISCUSSION

A. Finding of the research

The English Study Program students from IAIN Curup's second and fourth semesters served as the study's data source. The researcher employed questionnaires as the instruments for gathering data from the participants and addressing the study topics. The research is described on the variable to make it simple to grasp. There are two variables in this research ICT and speaking skill. The researcher conducted the questionnaire to know the students speaking ability in using ICT as a learning Media . In this finding, the researcher has described How are Students' Attitude on the Using of ICT as Media in Learning Speaking.

1. Students' Attitude on the Using of ICT as Media in Learning Speaking.

The researcher employed a questionnaire to determine the students' attitudes on using ICT as a media for learning speaking at the IAIN Curup English Study Program. Here the following below were the result of them:

One of the most crucial aspects of the teaching process was the teacher's deployment of effective strategy. The pupils' attitudes in this regard varied. Students' attitudes can be understood generally as attitudes.

The researcher personally observes attitudes, but also makes assumptions about them based on how well respondents to a questionnaire that the researcher distributed self-reported.

In this research the researcher conducted the research through questionnaire in the second and fourth semester's as the sample. So, all of the students as the sample are 94 students. There are 26 statements on the questionnaire sheets, and the researcher utilized a Likert scale to assess the attitudes of the students. All of the statements had an alternative, such as Strongly Agree (SA), Agree (A), Disagree (D), or Strongly Disagree (SD). A person's score was calculated by adding the point values assigned to each response, which were assigned to each sentence. Positive statements may have the following point values: SA=4, A=3, D=2, and SD=1. The next step is to find out the maximum score by multiplying the number of items with the highest Likert scale, which is 4. The total score of participants is divided by the maximum score multiplied by 104.

Based on the questionnaire that has been distributed by the researcher to the respondents, the following is an explanation of the findings found by the researcher. The first 5 items regarding the affective aspect are collided with five speaking indicator points, namely, pronunciation, vocabulary, grammar, fluency and comprehension.

The table describes the resume of Students' Attitude on the Using of ICT as Media in Learning Speaking.:

Table 4.1
The score of Students' Attitude on the Using of ICT as Media in Learning Speaking.

Students	Score	Students	Score	Students	Score	Students	Score
1	82	31	82	61	81	91	78
2	96	32	78	62	72	92	88
3	54	33	94	63	89	93	78
4	88	34	90	64	85	94	86
5	61	35	81	65	74	Σ	7815
6	52	36	104	66	79		
7	77	37	104	67	88		
8	94	38	88	68	104		
9	82	39	78	69	78		
10	86	40	87	70	77		
11	88	41	78	71	89		
12	78	42	75	72	86		
13	86	43	83	73	91		
14	66	44	75	74	88		
15	75	45	79	75	87		
16	76	46	93	76	85		
17	83	47	92	77	79		
18	84	48	79	78	60		
19	79	49	84	79	78		
20	104	50	72	80	89		
21	78	51	82	81	83		
22	91	52	82	82	87		
23	79	53	67	83	78		
24	82	54	87	84	77		
25	78	55	77	85	94		
26	94	56	86	86	78		
27	90	57	87	87	88		
28	81	58	86	88	78		
29	104	59	80	89	85		
30	104	60	91	90	85		

Additionally, the next section provides descriptive statistics of the students' scores to further explain the more extensive data.

1. Affective Aspect

The table below is a percentage of students' attitudes on Affective (feeling; emotion) towards the use of ICT in learning speaking:

Table 4.2
Percentage of Affective Aspect

Indicators	Sub Indicators	No Item	S	D	A	SA	Total		
							Score	Score Max	Percentage
Affective	The Roles of ICT	1	0	1	53	40	321	376	85%
		2	2	3	64	25	300	376	80%
		3	1	8	59	26	298	376	79%
		4	1	3	63	27	304	376	81%
	The Benefits of ICT	5	3	6	63	22	292	376	78%
		6	1	4	58	31	307	376	82%
	Components of learning speaking	7	2	1	61	30	307	376	82%
		8	1	5	61	27	302	376	80%
Average percentage aspect									81%

The proportion of each question on the survey would be displayed by the researcher. The researcher recorded the frequency (F) with which pupils selected the single choice on the table. The outcome of data gathering from the students' responses is expressed as a percentage (%). The researcher applied the % formula to determine the percentage. Frequency multiplied 100% after dividing the total number of students. $X = (f SA \times 4) + (f A \times 3) + (f D \times 2) + (f SD \times 1)$

is the equation. The questionnaire's maximum score is $26 \times 4 = 104$. The formula $P = F/104 \times 100$ was used to calculate the proportion of each claim.

From the data above, Item number 1 about affective aspect (*The roles of ICT*) which reads *"I like using ICT as a medium for learning speaking because teaching materials are easily accessible"* was answered by 94 participants. 40 participants answered Strongly Agree with a score of 4, 53 participants answered Agree with a score of 3, 1 participants answered Disagree with a score of 2, and 0 participants answered Strongly Disagree with a score of 1. The final result is 321 overall. The percentage was 85% at the time, making it an extremely high category.

The next affective (*The roles of ICT*) item is number 2 which reads *"I feel motivated when using ICT as a medium for learning speaking, as it generates motivation in my learning activities"*. This item was answered by 94 participants. 25 participants answered Strongly Agree with a score of 4, 64 participants answered Agree with a score of 3, 3 participants answered Disagree with a score of 2, and 2 participants answered Strongly Disagree with a score of 1. The final result is a 300. The category was high and the proportion was 80%.

The next affective (*The roles of ICT*) item is number 3 which reads *"I feel excited and motivated when using ICT as a learning"*

speaking medium as it stimulates my learning activities". This item was answered by 94 participants. 26 participants answered Strongly Agree with a score of 4, 59 participants answered Agree with a score of 3, 8 participants answered Disagree with a score of 2, and 1 participant answered Strongly Disagree with a score of 1. The final result is 298. In the meantime, the proportion was 79%, which was high.

The next affective (*The roles of ICT*) item is number 4 which reads "*I am interested and enthusiastic when using ICT as a learning speaking medium to support the learning process.*". This item was answered by 94 participants. 27 participants answered Strongly Agree with a score of 4, 63 participants answered Agree with a score of 3, 3 participants answered Disagree with a score of 2, and 1 participant answered Strongly Disagree with a score of 1. The result is 304 points overall. It was a very high category, with the proportion being 81% at the time.

The next affective (*The benefits of ICT*) item is number 5 which reads "*I like using ICT as a medium for learning speaking because it provides helpful learning aids*". This item was answered by 94 participants. 22 participants answered Strongly Agree with a score of 4, 63 participants answered Agree with a score of 3, 6 participants answered Disagree with a score of 2, and 3 participants answered

Strongly Disagree with a score of 1. The result is a 292-point total. At 78%, the proportion was high for the category.

The next affective (*The benefits of ICT*) item is number 6 which reads “*I feel excited when using ICT as a medium for learning speaking because it increases support and provides more learning opportunities*”. This item was answered by 94 participants. 31 participants answered Strongly Agree with a score of 4, 58 participants answered Agree with a score of 3, 4 participants answered Disagree with a score of 2, and 1 participant answered Strongly Disagree with a score of 1. Therefore, the final score is 307. During this time, the percentage was 82%, making it an extremely high category.

The next affective (*Components of learning speaking*) item is number 7 which reads “*I feel **enjoyable** and **engaged** when using ICT as a medium for learning vocabulary because learning through ICT is fun*”. This item was answered by 94 participants. 30 participants answered Strongly Agree with a score of 4, 61 participants answered Agree with a score of 3, 1 participant answered Disagree with a score of 2, and 2 participants answered Strongly Disagree with a score of 1. The result is a 307 overall score. It was a very high category, with the proportion being 82% at the time.

The last affective (*Components of learning speaking*) item is number 8 which reads “*I feel **excited** and **motivated** when using ICT*

as a medium for learning fluency because it enhances the accuracy and complexity of language". This item was answered by 94 participants. 27 participants answered Strongly Agree with a score of 4, 61 participants answered Agree with a score of 3, 5 participants answered Disagree with a score of 2, and 1 participants answered Strongly Disagree with a score of 1. So the total score is 302. Meanwhile the percentage was 80% and it was a high category.

2. Cognitive Aspect

The table below is a percentage of students' attitudes on Cognitive (Belief; Perspective; Opinion; Evaluation) towards the use of ICT in learning speaking:

Table 4.3
Percentage of Cognitive Aspect

Indicators	Sub Indicators	No Item	SD	D	A	SA	Total		
							Score	Score Max	Percentage
Cognitive	The Roles of ICT	9	2	11	53	28	295	376	78%
		10	1	4	67	22	298	376	79%
		11	3	11	58	22	287	376	76%
	The Benefits of ICT	12	0	3	61	30	309	376	82%
		13	1	6	59	28	302	376	80%
		14	1	2	55	36	314	376	84%
		15	2	5	67	20	293	376	78%
		16	2	5	61	26	299	376	80%
	Components of learning speaking	17	4	10	56	24	288	376	77%
		18	1	7	57	29	302	376	80%
		19	2	8	52	32	302	376	80%
Average percentage aspect								80%	

The researcher would display the percentage of each question on the survey. The researcher utilized frequency (F) on the table to represent how frequently students chose the single choice. The data gathered from the students' responses are shown as a percentage (%). The researcher applied a formula for percentages to determine the percentage. After dividing the total number of students, frequency multiplied by 100%. $X = (f_{SA} \times 4) + (f_A \times 3) + (f_D \times 2) + (f_{SD} \times 1)$ is the equation. Therefore, $26 \times 4 = 104$ is the questionnaire's maximum score. $P = F/104 \times 100$ was used to calculate each statement's percentage.

From the data above, The Cognitive aspect (*The roles of ICT*) item is number 9 which reads "*I believe that using ICT as a medium for learning speaking helps me clarify unknown meanings*". This item was answered by 94 participants. 28 participants answered Strongly Agree with a score of 4, 53 participants answered Agree with a score of 3, 11 participants answered Disagree with a score of 2, and 2 participants answered Strongly Disagree with a score of 1. The final result is 295 overall. In the meantime, the proportion was 78%, which was high.

The next Cognitive (*The roles of ICT*) item is number 10 which reads "*I recognize the value of using ICT as a medium for learning speaking because it provides many choices of updated articles.*". This

item was answered by 94 participants. 20 participants answered Strongly Agree with a score of 4, 67 participants answered Agree with a score of 3, 4 participants answered Disagree with a score of 2, and 1 participant answered Strongly Disagree with a score of 1. The final result is 298. In the meantime, the proportion was 79%, which was high.

The next Cognitive (*The roles of ICT*) item is number 11 which reads “*I believe that using ICT as a medium for learning speaking can make me focus on one particular aspect of speaking.*”. This item was answered by 94 participants. 22 participants answered Strongly Agree with a score of 4, 58 participants answered Agree with a score of 3, 11 participants answered Disagree with a score of 2, and 3 participants answered Strongly Disagree with a score of 1. The final result is 287. In the meantime, the percentage was 76%, which was high.

The next Cognitive (*The benefits of ICT*) item is number 12 which reads “*I believe the benefit of using ICT as a medium for learning speaking to effectively regulate the learning process*”. This item was answered by 94 participants. 30 participants answered Strongly Agree with a score of 4, 61 participants answered Agree with a score of 3, 3 participants answered Disagree with a score of 2, and 0 participants answered Strongly Disagree with a score of 1. The final

result is a 309 overall. During this time, the percentage was 82%, making it an extremely high category.

The next Cognitive (*The benefits of ICT*) item is number 13 which reads “*I believe that using ICT as a medium for learning speaking has a positive influence on the learning process*”. This item was answered by 94 participants. 28 participants answered Strongly Agree with a score of 4, 59 participants answered Agree with a score of 3, 6 participants answered Disagree with a score of 2, and 1 participants answered Strongly Disagree with a score of 1. Consequently, the final score is 302. In the meantime, the percentage was 80%, making it a high category.

The next Cognitive (*The benefits of ICT*) item is number 14 which reads “*I recognize that using ICT as a medium for learning speaking increases the efficiency and effectiveness of the learning process*”. This item was answered by 94 participants. 36 participants answered Strongly Agree with a score of 4, 55 participants answered Agree with a score of 3, 2 participants answered Disagree with a score of 2, and 1 participants answered Strongly Disagree with a score of 1. Therefore, the final score is 314. The percentage was 84% at the time, making it an extremely high category.

The next Cognitive (*The benefits of ICT*) item is number 15 which reads “*I believe that using ICT as a medium for learning*

speaking increases the positive potential of learning". This item was answered by 94 participants. 20 participants answered Strongly Agree with a score of 4, 67 participants answered Agree with a score of 3, 5 participants answered Disagree with a score of 2, and 2 participants answered Strongly Disagree with a score of 1. The final score is 293 as a result. A high category was represented by the percentage of 78% at the time.

The next Cognitive (*The benefits of ICT*) item is number 16 which reads "***In my perspective, utilizing ICT as a medium for learning speaking facilitates the learning process and enhances its benefits.***". This item was answered by 94 participants. 26 participants answered Strongly Agree with a score of 4, 61 participants answered Agree with a score of 3, 5 participants answered Disagree with a score of 2, and 2 participants answered Strongly Disagree with a score of 1. The final result is 299 points. The percentage was 80% at the time, making it a high category.

The next Cognitive (*The benefits of ICT*) item is number 17 which reads "***I perceive that using ICT as a medium for learning speaking can enhance achievement and improve learning outcomes.***". This item was answered by 94 participants. 24 participants answered Strongly Agree with a score of 4, 56 participants answered Agree with a score of 3, 10 participants answered Disagree with a score of 2, and

4 participants answered Strongly Disagree with a score of 1. The final score is 288. In the meantime, the percentage was 77%, making it a high category.

The next Cognitive (*Compenents of learning speaking*) item is number 18 which reads “I **believe** that using ICT as a pronunciation learning media can help me to solve difficult things in learning speaking.”. This item was answered by 94 participants. 29 participants answered Strongly Agree with a score of 4, 57 participants answered Agree with a score of 3, 7 participants answered Disagree with a score of 2, and 1 participants answered Strongly Disagree with a score of 1. Consequently, the final score is 302. In the meantime, the percentage was 80%, making it a high category.

The next Cognitive item is number 19 which reads “**In my perception**, using ICT as a medium for learning grammar improve my accuracy in speaking.”. This item was answered by 94 participants. 32 participants answered Strongly Agree with a score of 4, 52 participants answered Agree with a score of 3, 8 participants answered Disagree with a score of 2, and 2 participants answered Strongly Disagree with a score of 1. Consequently, the final score is 302. In the meantime, the percentage was 80%, making it a high category.

3. Behavior Aspect

The table below is a percentage of students' attitudes on Behavior (Response; Action) towards the use of ICT in learning speaking:

Table 4.4
Percentage of Behavior

Indicators	Sub Indicators	No Item	SD	D	A	SA	Total		
							Score	Score Max	Percentage
Behaviour	The Roles of ICT	20	1	12	64	17	285	376	76%
		21	2	8	57	27	297	376	79%
		22	2	4	55	33	307	376	82%
	The Benefits of ICT	23	0	6	66	22	298	376	79%
		24	2	3	57	32	307	376	82%
	Components of learning speaking	25	4	1	60	29	302	376	80%
		26	3	6	59	29	299	376	80%
	Average percentage aspect								80%

The researcher would displayed the percentage of each question on the survey. The researcher utilized frequency (F) on the table to represent how frequently students chose the single choice. The data gathered from the students' responses are shown as a percentage (%). The researcher applied a formula for percentages to determine the percentage. After dividing the total number of students, frequency multiplied by 100%. $X = (f SA \times 4) + (f A \times 3), (f D \times 2),$ and $(f SD \times 1)$ is the equation. Therefore, $26 \times 4 = 104$ is the questionnaire's maximum score. $P = F/104 * 100$ was used to calculate each statement's percentage.

From the data above , The next aspect is Behavior (*The roles of ICT*) item is number 20 which reads “*I actively engage in using ICT as a learning medium to promote communication among fellow students*”. This item was answered by 94 participants. 17 participants answered Strongly Agree with a score of 4, 64 participants answered Agree with a score of 3, 12 participants answered Disagree with a score of 2, and 1 participants answered Strongly Disagree with a score of 1. The final result is 285 overall. In the meantime, the percentage was 76%, which was high.

The next Behavior (*The roles of ICT*) item is number 21 which reads “*I want to use ICT as a speaking learning medium to enhance independent learning*”. This item was answered by 94 participants. 27 participants answered Strongly Agree with a score of 4, 57 participants answered Agree with a score of 3, 8 participants answered Disagree with a score of 2, and 2 participants answered Strongly Disagree with a score of 1. The final score is 297. In the meantime, the percentage was 79%, making it a high category.

The next Behavior (*The roles of ICT*) item is number 22 which reads “*I will continue to use ICT as a medium for learning speaking to expand access to learning.*”. This item was answered by 94 participants. 33 participants answered Strongly Agree with a score of 4, 55 participants answered Agree with a score of 3, 4 participants

answered Disagree with a score of 2, and 2 participants answered Strongly Disagree with a score of 1. Therefore, the final score is 307. During this time, the percentage was 82%, making it an extremely high category.

The next Behavior (*The benefits of ICT*) item is number 23 which reads “*I will use ICT to get benefits from it as a learning medium to talk about better collaboration and communication methods.*”. This item was answered by 94 participants. 22 participants answered Strongly Agree with a score of 4, 66 participants answered Agree with a score of 3, 6 participants answered Disagree with a score of 2, and 0 participants answered Strongly Disagree with a score of 1. The final score is 298. In the meantime, the percentage was 79%, making it a high category.

The next Behavior (*The benefits of ICT*) item is number 24 which reads “*I want to continuously use ICT as a medium for learning speaking because I have to improve my skills in learning.*”. This item was answered by 94 participants. 32 participants answered Strongly Agree with a score of 4, 57 participants answered Agree with a score of 3, 3 participants answered Disagree with a score of 2, and 2 participants answered Strongly Disagree with a score of 1. Therefore, the final score is 307. The percentage at the time was 82%, which was high.

The next Behavior (*Compenents of learning speaking*) item is number 25 which reads “*I make an effort to consistently use ICT as a learning medium to improve my fluency in speaking*”. This item was answered by 94 participants. 29 participants answered Strongly Agree with a score of 4, 60 participants answered Agree with a score of 3, 1 participants answered Disagree with a score of 2, and 4 participants answered Strongly Disagree with a score of 1. Consequently, the final score is 302. In the meantime, the percentage was 80%, making it a high category.

The next Behavior (*Compenents of learning speaking*) item is number 26 which reads “**I actively use ICT** to enhance my comprehension of English messages during speaking activities.”. This item was answered by 94 participants. 29 participants answered Strongly Agree with a score of 4, 55 participants answered Agree with a score of 3, 6 participants answered Disagree with a score of 2, and 3 participants answered Strongly Disagree with a score of 1. The final result is 299 points. The percentage was 80% at the time, making it a high category.

Table 4.5

Percentage Score of Students Attitudes

Students	Persentase	Students	Persentase	Students	Persentase
1	78.8	41	75.0	81	79.8
2	92.3	42	72.1	82	83.7
3	51.9	43	79.8	83	75.0
4	84.6	44	72.1	84	74.0
5	58.7	45	76.0	85	90.4
6	50.0	46	89.4	86	75.0
7	74.0	47	88.5	87	84.6
8	90.4	48	76.0	88	75.0
9	78.8	49	80.8	89	81.7
10	82.7	50	69.2	90	81.7
11	84.6	51	78.8	91	75.0
12	75.0	52	78.8	92	84.6
13	82.7	53	64.4	93	75.0
14	63.5	54	83.7	94	82.7
15	72.1	55	74.0	AVERAGE	79.9
16	73.1	56	82.7		
17	79.8	57	83.7		
18	80.8	58	82.7		
19	76.0	59	76.9		
20	100.0	60	87.5		
21	75.0	61	77.9		
22	87.5	62	69.2		
23	76.0	63	85.6		
24	78.8	64	81.7		
25	75.0	65	71.2		
26	90.4	66	76.0		
27	86.5	67	81.7		
28	77.9	68	100.0		
29	100.0	69	75.0		
30	100.0	70	74.0		
31	78.8	71	85.6		
32	75.0	72	82.7		
33	90.4	73	87.5		

34	86.5	74	84.6
35	77.9	75	83.7
36	100.0	76	81.7
37	100.0	77	76.0
38	84.6	78	57.7
39	75.0	79	75.0
40	83.7	80	85.6

Table 4.6

Descriptive Table Percentage

NO	Percentage	Interpreted
1	81% - 100%	Very High
2	61% - 80%	High
3	41% - 60%	Fair
4	21% - 40%	Low
5	0% - 20%	Very Low

According to the calculation above, the Average score of students is **79.9**, it meant that Students' Attitude on the Using of ICT as Media in Learning Speaking is in High category. This result is interesting because we know that the students of English study program especially in second and fourth semester was in positive attitude on the Using of ICT as Media in Learning Speaking.

B. Discussion

The researcher attempts to assess students' attitudes on using ICT as a medium for learning speaking in this section.

The researcher used a questionnaire to the 94 respondents from the second and fourth semesters since they have studied English using ICT as a medium in learning speaking in order to learn students' attitudes toward using ICT as a Medium in Learning Speaking at the Second and Fourth Semester English Students in IAIN Curup. 26 items make up the questionnaire, which is based on four key indicators.

In terms of affective attitude, students can improve their content, concept organization, language use, vocabulary, and speaking mechanics by being positive about their feelings and emotions. It is evident from the average or mean percentage, which can be classified as high at 79.9%. Since ICT may help students improve their language use and speaking mechanics, it is because it can comprehend the stuff, they write that they are interested in utilizing it. As Geoffrey noted, there are various ways that feelings might affect the attitude of the target.⁶⁸ Because of this, the affective element has the ability to change the attitude object.

Students can improve their content, concept organization, language use, vocabulary, and speaking mechanics by exhibiting behaviors or observable responses that fall under the behavioral category of attitude. The average or mean percentage for this attitude-related finding is 69.85%. Students can be classified as high achievers based on this, which demonstrates their positive attitudes. The students desire to use ICT because, based on their experience, they believe that doing so would greatly contribute

⁶⁸ Geoffrey Haddock. 2012. Attitudes: content, Structural and Function. P.115

to their vocabulary enrichment as well as their ability to speak more fluently and with greater expression. Additionally, by utilizing ICT, they can better understand the organization and content of what is being spoken. According to Geoffrey, engaging in conduct that has evaluative implications or connotations affects sentiments favorably in a more direct manner than does doing so.⁶⁹ Connotation's impact attitude preferences, which means that conduct can have an even more direct impact on attitudes.

Students can improve the content, arrangement of ideas, language use, vocabulary, and mechanics in speaking competence by improving the cognitive part of attitude that constitutes belief, viewpoint, and opinion engaged in evaluation. According to these findings, the average or mean percentage for this attitude-related factor is 71%. This demonstrates that kids have a good mindset and fit into the high category. Because the majority of students think that speaking with ICT would improved their understanding of the subject matter and their ability to organize their thoughts when speaking. Then, they believe that ICT training can help people improve their spoken language use and mechanics. Additionally, they would gained a large vocabulary of English words through the use of ICT. Fazio contends that an attitude object would be regarded favorably if it is connected to or considered as promoting positive outcomes while avoiding adverse outcomes. Only salient beliefs, or those that a person perceives to be most pertinent, are taken

⁶⁹ Ibid, P.117

into account when calculating total attitudes.⁷⁰ Positive associations with items would be regarded as indicative of a positive attitude since the attitude as a whole is influenced by prominent beliefs.

According to the explanation provided above, it can be inferred that the majority of students have a favorable attitude toward the affective, cognitive, and behavioral aspects of using ICT in speaking skill since doing so allows them to express their ideas, improve their speaking skill, and access it from anywhere at any time. It means that ICT or Media of learning is an effective way for teachers or lecturers used in learning as a strategy. According to Speck, educational media is a tool that supports the consistency and convenience of the teaching and learning process. These resources help to make meaning clearer so that learning goals can be better met.⁷¹ Today, we use technology in a variety of ways, especially in education. In the process of teaching and learning, the use of teaching media can inspire and motivate students, increase learning activities, and even have a psychological impact on them.⁷² So that, almost all students use technology to get a wealth of knowledge and information, one of which is a place to study.

⁷⁰ Fazio, R.H. & Petty, R.E. (Eds.) (2007). *Attitudes*. Vol. 1: *Structure, function, and consequences*. Hove: psychology press.

⁷¹ J. Speck. \$20 million technology investment helps build a product that benefits everyone. The Role of Technology in English Learning [Internet], 2019, <https://wallstreetenglish.com/blog/technologyenglish-learning/> Available from: Wall Street English.

⁷² Hamalik, Oemar. 1994. *Media Pendidikan*. Bandung: PT Citra Aditya Bakti

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion and suggestion below serves as the final component of this research after the analysis and interpretation of the data gathered in the previous chapter. The following conclusion provides the answer to the research question, whereas the suggestion is meant to alert readers who might be interested in exploring this topic further.

A. Conclusion

After conducting research on how students' attitudes towards the use of ICT to help them learn to speak. the researcher concludes that attitudes about the use of ICT in learning to speak students can have an impact on learning to speak to students. This attitude can be observed from three angles: emotive, cognitive, and behavioral. The next researcher found student sentiment regarding the use of ICT in teaching speaking when viewed from this perspective, and found that the majority of students had a good attitude towards ICT in speaking mastery. Based on the findings, it can be concluded that while affective factors are responsible for a high proportion of student attitudes and cognitive factors are responsible for a low proportion, all student attitude factors support the use of ICT in teaching speaking. They can improve their speaking skills, find what they need in their speaking learning, and access it from anywhere at any time.

B. Suggestion

Based on the conclusions above, the researcher suggests for further research so that researcher can provide more of what this research has done. The researcher hopes that future researcher can conduct research on students' attitudes towards the use of ICT in English speaking skills but in different cases. For students, in using ICT, researcher hope that students can use ICT as well as possible and increase their knowledge of learning speaking on the use of ICT.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 310 Tahun 2023

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B.137/FT.5/PP.00.9/05/2023
2. Berita Acara Seminar Proposal Pada Hari Selasa, 18 April 2023

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Jumatul Hidayah, M.Pd** NIP. 19780224 200212 2 002
2. **Sarwo Edy, S.Pd.I., M.Pd** NIDN. 2007068102

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Siti Masyita**

N I M : **19551060**

JUDUL SKRIPSI : **Students' Attitude towards the Use of ICT As Media in English Speaking Learning at the English Study Program in IAIN Curup**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 05 Mei 2023

Dekan,



Hamengkubuwono

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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IAIN CURUP

Nomor : 200 /In.34/TA/PP.00.0/05/2023 11 Mei 2023
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

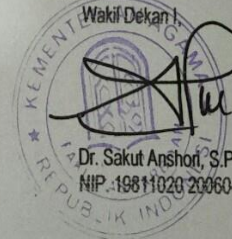
Nama : Siti Masyita
NIM : 19551060
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : Students' Attitude towards the Use of ICT as Media in English Speaking Learning at
The English Study Program in IAIN Curup
Waktu Penelitian : 11 Mei 2023 s.d 11 Agustus 2023
Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

(Wakil Dekan I)



Dr. Sakut Anshori, S.Pd.I., Hum
NIP. 198110202006041002

Tembusan : disampaikan Yth ;

1. Rektor
2. Wakil 1
3. Ka. Biro AUAK
4. Arsip



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	12/5/23	Perbaikan Bab II (Footnote)	K	S
2	15/5/23	Perbaikan RESEARCH QUESTION	K	S
3	16/5/23	Bimbingan Bab III, INSTRUMENT.	K	S
4	19/5/23	Bimbingan Bab III. QUESTIONAIRE.	K	S
5	5/1/23	Bimbingan Bab IV	K	S
6	7/1/23	Bimbingan Bab IV	K	S
7	14/1/23	Bimbingan Bab IV & V	K	S
8	13/3/23	Pembahasan & Penulisan Secara Keseluruhan	K	S



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	12/5/23	Perbaikan Bab I	K	S
2	17/5/23	Bimbingan INSTRUMENT Bab III	K	S
3	22/5/23	Bimbingan INSTRUMENT Bab III	K	S
4	24/5/23	Bimbingan IV	K	S
5	5/1/23	Bimbingan Bab IV	K	S
6	8/1/23	Bimbingan Bab IV	K	S
7	10/1/23	Bimbingan Bab V	K	S
8	13/3/23	Pembahasan dan Penulisan Secara Keseluruhan	K	S

Table Questionnaire

Indicators of attitude	Indicators of ICT as Media in Learning Speaking	Items	Judgments			
			S D	D	A	S A
Affective (emotion; feeling)	1. The Roles of ICT	1) I like using ICT as a medium for learning speaking because teaching materials are easily accessible 2) I feel motivated when using ICT as a medium for learning speaking, as it generates motivation in my learning activities 3) I feel excited and motivated when using ICT as a learning speaking medium as it stimulates my learning activities 4) I am interested and enthusiastic when using ICT as a learning speaking medium to support the learning process.				
	4. The Benefits of ICT	1) I like using ICT as a medium for learning speaking because it provides helpful learning aids 2) I feel excited when using ICT as a medium for learning speaking because it increases support and provides more learning opportunities				

	<p>5. Components of learning speaking</p>	<p>1) I feel enjoyable and engaged when using ICT as a medium for learning vocabulary because learning through ICT is fun</p> <p>2) I feel excited and motivated when using ICT as a medium for learning fluency because it enhances the accuracy and complexity of language</p>				
<p>Cognitive (belief; perspective ; opinion; understanding; perception)</p>	<p>4. The Roles of ICT</p>	<p>1) I believe that using ICT as a medium for learning speaking helps me clarify unknown meanings</p> <p>2) I recognize the value of using ICT as a medium for learning speaking because it provides many choices of updated articles.</p> <p>3) I believe that using ICT as a medium for learning speaking can make me focus on one particular aspect of speaking.</p>				
	<p>5. The Benefits of ICT</p>	<p>1) I believe the benefit of using ICT as a medium for learning speaking to effectively regulate the learning process</p> <p>2) I believe that using ICT as a medium for learning speaking has a positive influence on the learning process</p> <p>3) I recognize that using</p>				

		<p>ICT as a medium for learning speaking increases the efficiency and effectiveness of the learning process</p> <p>4) I believe that using ICT as a medium for learning speaking increases the positive potential of learning</p> <p>5) In my perspective, utilizing ICT as a medium for learning speaking facilitates the learning process and enhances its benefits.</p> <p>6) I perceive that using ICT as a medium for learning speaking can enhance achievement and improve learning outcomes."</p>				
	6. Components of learning speaking	<p>1) I believe that using ICT as a pronunciation learning media can help me to solve difficult things in learning speaking.</p> <p>2) In my perception, using ICT as a medium for learning grammar improve my accuracy in speaking.</p>				
Behavior (possible action)	4. The Roles of ICT	<p>1) I actively engage in using ICT as a learning medium to promote communication among fellow students</p> <p>2) I want to use ICT as</p>				

		a speaking learning medium to enhance independent learning 3) I will continue to use ICT as a medium for learning speaking to expand access to learning.				
	5. The Benefits of ICT	1) I will use ICT to get benefits from it as a learning medium to talk about better collaboration and communication methods. 2) I want to continuously use ICT as a medium for learning speaking because I have to improve my skills in learning.				
	6. Components of learning speaking	1) I make an effort to consistently use ICT as a learning medium to improve my fluency in speaking 2) I actively use ICT to enhance my comprehension of English messages during speaking activities				
Note: SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree						

**SURAT PERNYATAAN VALIDASI
INSTRUMEN PENELITIAN TUGAS AKHIR**

Saya yang bertanda tangan di bawah ini :

Nama : Nastiti Handayani, M.Pd

NIP :

Menyatakan bahwa instrument penelitian atas nama mahasiswa:

Nama : Siti Masyita

NIM : 19551060

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : "Students' Attitude Towards the Use of ICT as Media in English Speaking Learning at the English Tadris Study Program in iain Curup"

Setelah dilakukan kajian atas instrument penelitian tersebut dapat dinyatakan :

Layak digunakan untuk penelitian

Dengan Catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Curup, 16 Juni 2023

Validator,



Nastiti Handayani, M.Pd

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The **blue color words or statements** mean the validator's additional point for your instrument.

The **red color** means something that you need to revise or delete.

Suggestions from Validator:

Since your research wants to investigate **the Students' Attitude** towards the Use of ICT as Media in English Speaking Learning at the English Study Program in IAIN Curup, your instrument must include **the domain of attitudes namely affective, cognitive, and behavior**.

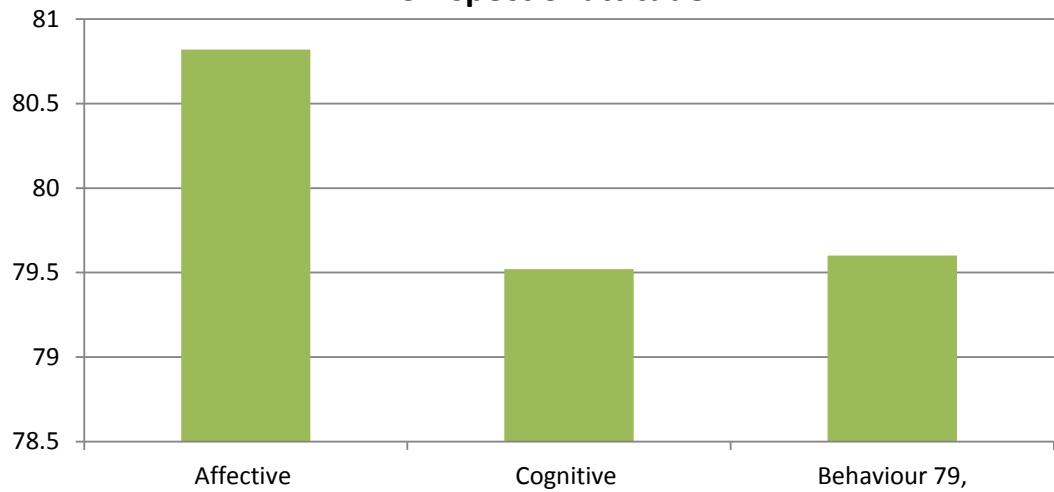
Curup, 16 Juni 2023

Validator,



Nastiti Handayani, M.Pd

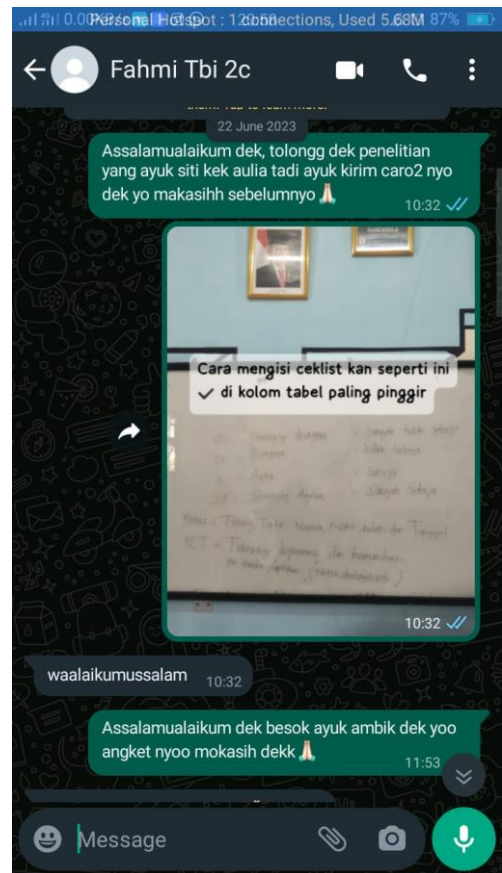
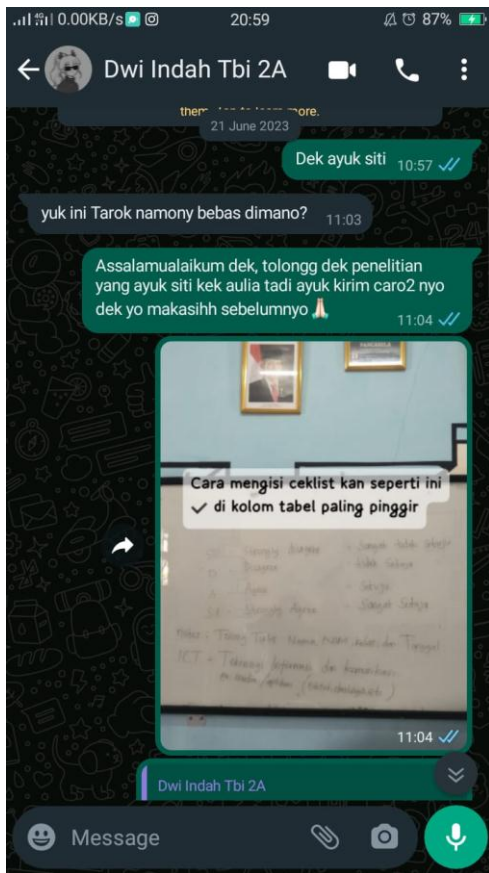
**Diagram The frequency of Students' Attitude towards
the Use of ICT as media in learning speaking
3 Aspect of attitude**



Documentation







Nama: Deric Alifah
 NIM: 22551028
 Kelas: 2B

Blueprint of Questionnaire
Students' Attitude towards the Use of ICT as Media in English Speaking Learning as the English Study Program in IAIN Curup

Indicators of attitude	Indicators of ICT as Media in Learning Speaking	Items	Judgments				
			SD	D	A	SA	
Affective (emotions, feelings)	1. The Roles of ICT	1) I like using ICT as a medium for learning speaking because teaching materials are easily accessible. (Saya suka menggunakan TK sebagai media pembelajaran bahasa karena bahan ajar mudah didapat.) 2) I feel motivated when using ICT as a medium for learning speaking, as it generates motivation in my learning activities. (Saya merasa termotivasi ketika menggunakan TK sebagai media pembelajaran bahasa, karena hal itu membangkitkan semangat dalam kegiatan belajar saya.) 3) I feel excited and motivated when using ICT as a learning speaking medium as it stimulates my learning activities. (Saya merasa senang dan termotivasi ketika menggunakan TK sebagai media pembelajaran bahasa, karena hal itu membangkitkan semangat dalam belajar saya.) 4) I am interested and enthusiastic when using ICT as a learning speaking medium to support the learning process. (Saya tertarik dan antusias ketika menggunakan TK sebagai media pembelajaran bahasa untuk mendukung proses pembelajaran.) 5) I like using ICT as a medium for learning speaking because it provides helpful learning aids. (Saya suka menggunakan TK sebagai media pembelajaran bahasa karena menyediakan alat bantu belajar.)					✓
	2. The Benefits of ICT	1) I believe that using ICT as a medium for learning speaking can make me focus on one particular aspect of speaking. (Saya percaya bahwa dengan menggunakan TK sebagai media pembelajaran bahasa, saya dapat memusatkan perhatian saya pada aspek tertentu dari berbicara.) 2) I believe the benefit of using ICT as a medium for learning speaking is to effectively regulate the learning process. (Saya percaya manfaat utama program TK sebagai media pembelajaran bahasa adalah untuk mengatur secara efektif proses pembelajaran.) 3) I believe that using ICT as a medium for learning speaking has a positive influence on the learning process. (Saya percaya bahwa program TK sebagai media pembelajaran bahasa memiliki pengaruh positif terhadap proses pembelajaran.) 4) I recognize that using ICT as a medium for learning speaking increases the efficiency and effectiveness of the learning process. (Saya menyadari bahwa program TK sebagai media pembelajaran bahasa meningkatkan efisiensi dan efektivitas dari proses pembelajaran.) 5) I believe that using ICT as a medium for learning speaking increases the positive potential of learning. (Saya percaya bahwa menggunakan TK sebagai media pembelajaran bahasa meningkatkan potensi positif pembelajaran.) 6) In my perspective, utilizing ICT as a medium for learning speaking facilitates the learning process and enhances it. (Menurut pandangan saya, memanfaatkan TK sebagai media pembelajaran bahasa memudahkan proses belajar dan meningkatkannya.)					✓

Cognitive (belief, perspective, opinion, understanding, perception)	3. Components of learning speaking	1) I feel enjoyable and engaged when using ICT as a medium for learning vocabulary. (Saya merasa senang dan tertarik ketika menggunakan TK sebagai media pembelajaran kosakata karena saya dapat mempelajari kosakata baru dengan menyenangkan.) 2) I feel excited and motivated when using ICT as a medium for learning fluency because it enhances the accuracy and complexity of language. (Saya merasa senang dan termotivasi ketika menggunakan TK sebagai media pembelajaran kelancaran karena hal itu meningkatkan ketepatan dan kompleksitas bahasa.) 3) I believe that using ICT as a medium for learning speaking helps me clarify my ideas more clearly. (Saya percaya bahwa menggunakan TK sebagai media pembelajaran bahasa membantu saya menjelaskan ide saya dengan lebih jelas.) 4) I recognize the value of using ICT as a medium for learning speaking because it provides many choices of updated articles. (Saya menyadari nilai program TK sebagai media pembelajaran bahasa karena menyediakan banyak pilihan artikel terbaru.)					✓
	4. The Roles of ICT	1) I believe that using ICT as a medium for learning speaking helps me clarify my ideas more clearly. (Saya percaya bahwa menggunakan TK sebagai media pembelajaran bahasa membantu saya menjelaskan ide saya dengan lebih jelas.) 2) I recognize the value of using ICT as a medium for learning speaking because it provides many choices of updated articles. (Saya menyadari nilai program TK sebagai media pembelajaran bahasa karena menyediakan banyak pilihan artikel terbaru.)					✓

2. The Benefits of ICT	3) I believe that using ICT as a medium for learning speaking can make me focus on one particular aspect of speaking. (Saya percaya bahwa dengan menggunakan TK sebagai media pembelajaran bahasa, saya dapat memusatkan perhatian saya pada aspek tertentu dari berbicara.) 4) I believe the benefit of using ICT as a medium for learning speaking is to effectively regulate the learning process. (Saya percaya manfaat utama program TK sebagai media pembelajaran bahasa adalah untuk mengatur secara efektif proses pembelajaran.) 5) I believe that using ICT as a medium for learning speaking has a positive influence on the learning process. (Saya percaya bahwa program TK sebagai media pembelajaran bahasa memiliki pengaruh positif terhadap proses pembelajaran.) 6) I recognize that using ICT as a medium for learning speaking increases the efficiency and effectiveness of the learning process. (Saya menyadari bahwa program TK sebagai media pembelajaran bahasa meningkatkan efisiensi dan efektivitas dari proses pembelajaran.) 7) I believe that using ICT as a medium for learning speaking increases the positive potential of learning. (Saya percaya bahwa menggunakan TK sebagai media pembelajaran bahasa meningkatkan potensi positif pembelajaran.) 8) In my perspective, utilizing ICT as a medium for learning speaking facilitates the learning process and enhances it. (Menurut pandangan saya, memanfaatkan TK sebagai media pembelajaran bahasa memudahkan proses belajar dan meningkatkannya.)					✓
	3. Components of learning speaking	1) I believe that using ICT as a pronunciation learning media can help me to solve difficult things in learning speaking. (Saya percaya bahwa dengan menggunakan TK sebagai media pembelajaran pengucapan, saya dapat memecahkan hal-hal yang sulit dalam berbicara.) 2) In my perspective, using ICT as a medium for learning grammar improves my accuracy in speaking. (Menurut pandangan saya, menggunakan TK sebagai media pembelajaran tata bahasa meningkatkan ketepatan saya dalam berbicara.) 3) I actively engage in using ICT as a learning medium to promote communication among fellow students. (Saya aktif menggunakan TK sebagai media pembelajaran untuk meningkatkan komunikasi antar teman sekelas.) 4) I want to use ICT as a speaking learning medium to enhance independent learning. (Saya ingin menggunakan TK sebagai media pembelajaran untuk meningkatkan pembelajaran mandiri.) 5) I will continue to use ICT as a medium for learning speaking to expand my skills. (Saya akan terus menggunakan TK sebagai media pembelajaran bahasa untuk memperluas keterampilan saya.)				

Behavior (observable action)	3. The Roles of ICT	1) I believe that using ICT as a pronunciation learning media can help me to solve difficult things in learning speaking. (Saya percaya bahwa dengan menggunakan TK sebagai media pembelajaran pengucapan, saya dapat memecahkan hal-hal yang sulit dalam berbicara.) 2) In my perspective, using ICT as a medium for learning grammar improves my accuracy in speaking. (Menurut pandangan saya, menggunakan TK sebagai media pembelajaran tata bahasa meningkatkan ketepatan saya dalam berbicara.) 3) I actively engage in using ICT as a learning medium to promote communication among fellow students. (Saya aktif menggunakan TK sebagai media pembelajaran untuk meningkatkan komunikasi antar teman sekelas.) 4) I want to use ICT as a speaking learning medium to enhance independent learning. (Saya ingin menggunakan TK sebagai media pembelajaran untuk meningkatkan pembelajaran mandiri.) 5) I will continue to use ICT as a medium for learning speaking to expand my skills. (Saya akan terus menggunakan TK sebagai media pembelajaran bahasa untuk memperluas keterampilan saya.)					✓
	3. Components of learning speaking	1) I believe that using ICT as a pronunciation learning media can help me to solve difficult things in learning speaking. (Saya percaya bahwa dengan menggunakan TK sebagai media pembelajaran pengucapan, saya dapat memecahkan hal-hal yang sulit dalam berbicara.) 2) In my perspective, using ICT as a medium for learning grammar improves my accuracy in speaking. (Menurut pandangan saya, menggunakan TK sebagai media pembelajaran tata bahasa meningkatkan ketepatan saya dalam berbicara.) 3) I actively engage in using ICT as a learning medium to promote communication among fellow students. (Saya aktif menggunakan TK sebagai media pembelajaran untuk meningkatkan komunikasi antar teman sekelas.) 4) I want to use ICT as a speaking learning medium to enhance independent learning. (Saya ingin menggunakan TK sebagai media pembelajaran untuk meningkatkan pembelajaran mandiri.) 5) I will continue to use ICT as a medium for learning speaking to expand my skills. (Saya akan terus menggunakan TK sebagai media pembelajaran bahasa untuk memperluas keterampilan saya.)					✓

3. The Benefits of ICT	1) I will use ICT to get learning materials to help about better collaboration and communication methods. (Saya akan menggunakan TK untuk mendapatkan materi belajar yang membantu meningkatkan metode kolaborasi dan komunikasi.) 2) I want to continuously use ICT as a medium for learning speaking because I hope to improve my skills in learning. (Saya ingin terus menggunakan TK sebagai media pembelajaran bahasa karena saya berharap dapat meningkatkan keterampilan saya dalam berbicara.) 3) I will continue to use ICT as a medium for learning speaking to expand my skills. (Saya akan terus menggunakan TK sebagai media pembelajaran bahasa untuk memperluas keterampilan saya.)					✓
	3. Components of learning speaking	1) I make an effort to continuously use ICT as a learning medium to improve my fluency in speaking. (Saya berusaha untuk terus menggunakan TK sebagai media pembelajaran untuk meningkatkan kelancaran berbicara saya.) 2) I actively use ICT to enhance my understanding of English language during speaking activities. (Saya aktif menggunakan TK untuk meningkatkan pemahaman saya tentang bahasa Inggris selama kegiatan berbicara.)				

Scale: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree

Comp. 08 of June 2023
 Validasi

Huari Hendryca, M.Pd

BIOGRAPHY



The name of the researcher is Siti Masyita. was born in Curup on September 19, 2001. She is the daughter of the best married couple, Mr. M. Hidayat & Mrs. Irdawati. has two older brothers named M.Azhar and Rahmad Fahlepi. They are all the motivation for me to complete this research. My hobbies are traveling and climbing mountains. Siti graduated from elementary school at SDN 23 Curup Utara, continued to junior high at SMPN 04 Rejang Lebong and then continued to SMAN 03 Rejang Lebong. For the continuing education program, Siti decided to enter the Islamic Higher Education Institute (IAIN) Curup and chose English Tadris Study Program. Now, Alhamdulillah, all education is going very well.