**ANALYZING THE EFFECT OF ICT TO ENHANCE ENGLISH SKILLS AT TERTIARY STUDENTS IN INDONESIA**

1. **Introduction**

Indonesia is one of developing country at Southeast Asia. All of sector have been working to gain the best result. Education become one of important thing to support the sucessfull of govenment in building Indonesia specially to face Asian Global Trade that have been starting in Asia, so English is one of skills that must be mastery by Society especially professional worker.

English is never splite with several disciplin of knowledge because lot of guide book written in English that must be understanding by learner and English as global communication that use to create cooperation between people or factory in the world. In Indonesia, English taught since elementary to university. Each student in the classroom at level university has diferences of characteristics in learning English namely : students able fastly to understand the material by listening from the lecturer’s explanation and recording of teaching process which call as the audio learning, part of students eassy to understand the material by look at the material direclty toward practice, this case call by visual learning.

Learning English not only held in the classroom both in formal and informal education place, but also it can be doing through digital technology or Information Communication and Technology (ICT). Students might learn anything without hard book but just on Smartphone or computer/note book that connecting to the internet network, they able to enrich their knowledge. It easily for students to learn English in Indonesia, they can read guide to be master in English everywhere.

Suitable the discipline of knowledge which replaced in the research,this research focuses at an investigate how much influence ICT to improve students' English proficiency. The researchers will search the students’ strategies to improve their English ability through online media both Smartphone and notebook in Indonesia and what kinds of application that used or website name.

1. Theoretical Review
2. **The Development of English Competence**

In the developing English competence, someone must improve in English skill that consist of listening, spealking, reading and writing. All of them need practice every day as habit in their live. Some components in developing of second language skills. According to Bialystock (1997) said that They are explicit linguistics knowledge, implicit language knowledge, language exposure and other knowledge.Explecit knowledge is learner’s attention to language form(Daughty and William in Keysser and Juffs, 2005) which is equated with learners’ oral or written explanation of grammar rules. Implicit knowledge was determined by examining the learners uses of some gramatical feature in some kind of performance. Implicite knowledge is developed through exposure to communicative language use and is facilitated by functional practicing. In simple language, the mastery of language forms will be developed through its use in communicative language use.

**B. Language Learning Strategy**

Language learing strategy is step that taken by people to comprehance their learning. According to Oxford(1991) said that langauage learning strategies are defined as steps taken by students to enhance their own learning. The strategies can be done in side or out side of the classroom based on the students themselves. Oxfrord (1991) classifies language learning strategies into direct and indirect strategy. The category of direct strategies consist of memory strategies, cognitive strategies and compensation strategies Than indirect strategies consist of metacoqnitive strategies, affective strategies and social strategies.

Language learning strategies also has several uses. There are more uses of LLS (a) to enhance language learning, (b) to perform pecified tasks, (c) to solve specific problem in language learning, (d) to make learning easier, faster and enjoyable, (e) to compensate for a defecit in learning (cohen, 2007). Based on the statment above can be seen that LLS is important to students who wanna increase their comprehansion in learning a new language. It also as the parameter at the students in mastery langauge well, if students have not strategies in learning language, they will not mastery English fast and well.

**C. Language Learning Strategy in Listening**

Listening English conversation is very difficult for people who second language is not English, or people who English as first foreign language. It is very difficult to be listening because the word and pronounciation is different so need new habit to listen English in daily life to developing their comprehansion in listening. Listening provides the aural input that serves as the basic for language acquisition and enables learners to interact in spoken communication.

To enhance listenins skill, there are many strategies that can be used by strudents, for instance listening English song, watching English television chanell ,ect. Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

There are two listening strategies to enhance the students’ listining skills, they are top-down and botton up strategies. They can be seen bellow *: Top-down strategies*are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include :listening for the main idea, predicting, drawing inferences, summarizing

*Bottom-up strategies*are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include, listening for specific details, recognizing cognates, recognizing word-order patterns. (wilson:2008)

These statment above show as that in learning listening English start in simple world that related to the our daily activities to build new habit in our live. An other theory also explain from http://www.nclrc.org/essentials/listening/stratread.htm said that Strategic listeners use *metacognitive strategies*to plan, monitor, and evaluate their listening. They plan by deciding which listening strategies will serve best in a particular situation. They monitor their comprehension and the effectiveness of the selected strategies. They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one. The statment above is one way strategy to the teacher to increase the students’ listening skill in teaching in the calssroom, it very importan to the teachers, Before they teach in the classroom, they must decided kinds of strategies to reach the goal perfectly and choose the material that eassy to understand by the students. Monitoring is never leaves by teachers to see the students’ comprehension, they can evaluate are their strategies are have good impact to the students’ ability or does not reach the goal. Evaluation give to the students, their result can be seen is the strategy reach the goal or not. Its not enough for students to merely to listen the audio assignments. The students must uses strategies that make them active not passive listener. To understand the difference between active and passive listening, students need direct instruction on strategies that work. ( Vandergrif, 1999;Goh,2008). To accomplish this, teachers should use time in class to model effective strategies and evaluate students’ use of them. Students who use before-during-and after- listening strategies develop skills that eneble them to monitor their own metacognitive process. The most common obstacle to effective listening is noise. The classroom can be a cacophony of teacher and students talking, chairs scraping across the floor, papers rustling, pencils dropping, doors opening and closing. While the brain's auditory system is capable of blocking out background noises to focus on specific stimuli, nonetheless all these sounds can be distracting. According to Wilson (2014) said that Explicit instruction on using the HEAR strategy offers concrete steps to focus on and improve listening. The HEAR strategy consists of these four steps: Halt: Stop whatever else you are doing, end your internal dialogue on other thoughts, and free your mind to pay attention to the person speaking. Engage: Focus on the speaker. We suggest a physical component, such as turning your head slightly so that your right ear is toward the speaker as a reminder to be engaged solely in listening.Anticipate: By looking forward to what the speaker has to say, you are acknowledging that you will likely learn something new and interesting, which will enhance your attention. Replay: Think about what the speaker is saying. Analyze and paraphrase it in your mind or in discussion with the speaker and other classmates. Replaying the information will aid in understanding and remembering what you have learned.

**C. Language Learning Strategy in Speaking**

According to Henry G. Tarigan (1981:15) states that speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or felling. Speaking is a means to communicate with other people; it can be done in monologues or dialogues. So the role of speaking in human life is so important, because human cannot live normally without communicating with other people. Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language (Scoot Thornbury, 2005).

Many English students complain that they understand English, but don't feel confident enough to join a conversation. There are a number of reasons for this including: Students are trying to translate from their native language into English. Production "blocking" is occurring due to nervousness, lack of confidence, etc. The speaker is looking for a specific word, rather than using simple language to describe what is mean There aren't enough conversation opportunities in or outside of class. Students aren't able to speak to peers (for example: mixed classes of adults and teenagers). Exam preparation focuses on grammar, vocabulary, etc. and leaves little time for active use.

According to Beare (2015) said that People who their mother tongue not english they need learns more to fluent in speaking English, kinds of methode and strategies to do to mastery English well. Register use refers to the "tone" of voice and words that you choose when speaking to others Appropriate register use can help you develop a good rapport with other speakers.. Social English Examples : Making sure that your conversation starts well often depends on using social English (standard phrases). These social English examples provide short dialogues and key phases necessary., Dialogues: Dialogues are useful in learning standard phrases and vocabulary used in common situations. These situations are some of the most common you'll find when practicing your English.

**D. Language Learning Strategy in Reading**

 People need an information to know about something condition by several methods namely: watching television, and reading news paper both printable and online. Reading need concentration to understand what the message that contain in the written that convey to the writer. In English reading is one of skills that must be master by learner. It is very difficult for learners who the English as foreign language, so need lot of strategies to be master in English. According to www. Englishclub.com said that Here are some strategies for improving your comprehension skills.

1. Skim: read for the brief idea or overview.
2. Scan: read for specific details or a specific reason.
3. KWL: determine what you Know about the topic, what you Want to know, and what you Learned.
4. Skip: if you don't understand a word or section, keep reading ahead. Come back to the section or word again and try to figure out the meaning. Use a dictionary if necessary.
5. Look for headings, subtitles and keywords.
6. Read out loud: children read out loud when they first start reading. You can too. Get comfortable hearing your English voice.
7. Create timelines or charts: reorganize what you read in a different format.
8. Rewrite in a different tense.
9. Rewrite in a different format: for example, rewrite an article in letter or list form.
10. Illustrate: if you think you're a visual learner, sketch images or an infographic related to what you read.
11. Write the questions: as you read, think about which questions you might find on a test or quiz. Write them down and answer them, or quiz a friend.
12. Summarize or retell: you can do this by writing a letter to a friend, writing a blog post, making a web cam video, or just starting a conversation on this topic.
13. Learn affixes: knowing prefixes and suffixes will increase your word recognition.
14. Keep a vocabulary journal.
15. Get a vocabulary partner.
16. Use a pen or ruler: some people find it is easier to read with a pacer. A pen, ruler or fingertip can help you keep your place and prevent your eyes from wandering off. This may not be suitable if you are reading on a computer or mobile device. Adjust the screen to a larger size if necessary.

The statement above is steps that able to uses by learner to increase their abilities in reading English.

**E. Language Learning Strategy in Writing**

In developing writing skills, implicit and explicit skills are needed. The learners need to be active in communication as well as mastering language forms. In writing, natural activities are (a) choosing a topic (b) gathering information from variety of sources (c) planning (d) writing a draft (e) checking the report (f) writing the final report. Beside learners are expected to master sufficient language forms of English to do writing tasks.

In line with these ideas of writing some learning strategies in writing are proposed from Oxford (1991) in the following list.

1. Memory Strategies
* Grouping
* Placing new word in to context
1. Cognitive Strategies
* Formally practicing with writing system
* Recognizing and using formula and pattern
* Practicing naturalistically
* Repeating
* Using resources of sending message
* Translating
* Talking notes
* Summarizing
1. Metacognitive Strategies
* Arranging and planning the learning

Research on strategies had been done by He.2002 and Yo&Yo,2002 in Anderson (2005). The firs research on a writing strategies in which the subjects were divided by two groups: mastery orientation and performance orientation. The objective was to find if the learners goal orientation influence the learners’ strategies use. The finding was that both goups used planning, monitoring, revising and retrieving. The second researcher examined the strategies the subjects lacked of metacognitive strategies in the writing process. In holding the research, the researcher gave a writing composition and interview was done to find what strategies they used.

1. Theoretical review

The successful a research not split from the theory as the basic of research, in this proposal will explain several theory to support in this research.

1. ICT and Education
2. English as foreign language
3. Learning style
4. Research Design

C. Research Method

* 1. **Research Design**

In this research, the researchers will use qualitative research that focuses on case study approach. Qualitative research is a process of inquiry aimed at understanding human behaviour by building complex,holistic picture of social and cultural setting in which such behaviour occures(Angrosino, 2007:1). Qualitative research does not require measurment or cannot be measures because the reality they present can only be approximated.

Case study is primarily a form of qualitative and interpretative research (Lier.2005). case study is about individual, a case study can provide rich information about individual learner, they can inform us about process and strategies that individual L2 learns use to communicate and learn, how the personalities, attitudes linguistics growth(Johnson in Lier,2005) and goal interact with the learning enviorement and about the preciese nature of their personality.

* 1. **Subjects of the Research**

The subjects in this research are students at college of STKIP PGRI Lubuklinggau and University of Muhammadiyah Metro Lampung

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* 1. **The Data Collection Techniques**

 In this research, the researchers will gathering the data by giving questionnaire. It uses to know deeper information from the subjects about their learning strategies in mastery English through ict, than the data collected and analyses.

* 1. **Data Analysis Technique**

 In this resesrch, the researchers uses categories analysis in order to make the research containing valid information. By this method the researcher intended to find out variouse source of data according to the topic of research by focusing on selecting the material which needed, after the data collected, the researcher analyzes them. The researchers will write all the students information about their learning strategies and method to keep theirs ability in mastery English based on the result of questionnaire

**References**

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**DRAFT BUDGET ESTIMATION**

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| --- | --- | --- | --- |
| **No** | **Name of Activity** | **Budget Estimation** | **Total**  |
| 1 | Transportation and Acomodation From STKIP PGRI Lubuk Linggau (South Sumatera) to Muhammadiyah University of Metro (Lampung) for Two persons | $ 175/person | $ 350 |
| 2 | Papers and Stationary | $ 50 | $ 50 |
| 3 | Data Validation and Prelemenary Research in STKIP PGRI Lubuk Linggau and Muhammadiyah University of Metro | $ 150 | $ 150 |
| TOTAL | $ 550 |

There will be two collaboration researchers from different area and province namely in South Sumatera and Lampung. These researchers are lecturers in those universities who are dealing with English Education Study Program.

1. Oktober - December 2017 --> proposal draft

2. December to January 2018 --> proposal submission

3. Feb - May 2018 --> Preliminary research and Data Collection

4. June- July 2018 --> Data Analysis

5. Agustus - October 2018 --> Report writing and presentation

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2 Papers and Stationary = $ 50

3 Data Validation and Observation Research in STKIP PGRI Lubuk Linggau and Muhammadiyah University of Metro = $ 150

Total Budget = $ 550

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The Data Collection Techniques

 In this research, the researchers will gather the data by giving questionnaire. It is to know how deeper information from the subjects about their learning strategies are in English mastery through ICT, the data then are collected and analyzed.

Data Analysis Technique

 In this study, the researchers will use categories analysis in order to make the research containing valid information. By this method, the researchers intend to find out some data according to the topic of research by focusing on selecting the material which is needed, after the data are collected, the researcher will classify them. The researchers will write all the students information about their learning strategies and method to keep their ability in English mastery based on the result of questionnaire.

Learning English is not only held in the classroom both in formal and informal education place but it is also possible to do through digital technology or Information Communication and Technology (ICT). Students might learn many things without printed books yet just on Smartphone or computer/notebook that connects to the internet network. On the other hand, they would be able to enrich their knowledge and It might be fruitful for the Indonesian students to learn English. Thus by using ICT would elevate them in mastering English proficiency.

This research plan focuses on an investigate 1) How does ICT enhance students' English proficiency, 2) What are the strategies used by the students to improve their English ability through online media both Smartphone and notebook and 3) What are applications used by the EFL learners?

This experiment is the hope for the development and acceleration of English Education Study Program, especially for the Indonesian EFL Learners. In addition, the result of this study would be a valuable reference for the English teachers who would like to gain the Indonesian EFL students in adapting and acknowledging the technological development.

ICT for the Indonesian EFL Learners