

Original Research

ICT tools for listening and speaking skills in English teaching and learning: Advantages and challenges in digital globalization era

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Abstract

ICT as a common tool has been used for all the aspect of life and its impact to support the English teaching and learning especially for listening and speaking skills. The recent study aims to explore the kinds of ICT tools for listening and speaking skills in English teaching and learning and also to investigate the advantages and challenges of using those tools in digital globalization era. The method of this study is literature review with narrative review approach. This study focused on integrating different kinds of ICT tools to enhance listening as well as speaking skill and the advantages and challenges in using it. The types of ICT are divided into 2 which are non-web-based learning included (1) movie/film, (2) radio and television, (3) LCD projector, and (4) language lab and web-based learning included (1) website, (2) application, and (3) You-Tube. Then, present information and explanation the advantages and challenges of those ICT tools in digital globalization era. The result of this study is expected to be beneficial as references for educators in understanding the kinds of ICT tools for listening and speaking skills and also the advantages and challenges in using it for English teaching and learning in digital globalization era.

Keywords

ICT, tools, listening, speaking

1. INTRODUCTION

In this digital globalization era, Information Communication Technology (ICT) is a common technology or tool that has been used for all the aspect of human's life. The field of training has been influenced by ICT, which have without a doubt influenced instructing, learning, and examination. ICT can make the school more efficient and productive, there by engendering a variety of tools to enhance and facilitate teachers' professional activities (Besral, 2021). ICT can possibly improve, quicken, advance, and develop aptitudes, to inspire and connect with under studies, to help relate school understanding to work rehearses, make monetary practicality for tomorrow's laborers, just as fortifying instructing and helping schools change.

As ICT has been recognized by educational institutions worldwide, it also has influenced the way people function today, both personally and professionally, which demands

change in the educational arena. The schools which train their students in outdated technologies are not meeting the needs of tomorrow's world. According to ITU (Telecommunications Standardization Sector), ICTs can act as a facilitator in promoting learning skills, when implemented and utilized effectively. Related with the impact of ICT to 4 skills of English are also related to the focus of this study which is in listening and speaking skills.

Listening is one of the most important language skills. Listening is the part in communication and also an activity to pay attention to what is heard. Listening is the most frequently used language skill in everyday life. Listening is the most important skill for learning a language because the most widely used skill in our daily life is listening (Gilakjani & Sabouri, 2016).

In relation with listening skills, one of the skills that is considered as an important skill for learning language specifically for communicating is speaking. According Triyoga

et al. (2022), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Studying listening is in close relation with studying speaking because doing interaction correctly speaker and listener are needed (Hofstetter, 2022). People could not turn out a word correctly especially for non-native speakers without listening to someone's first, or on the other hand before being a good listener they cannot be a good speaker.

The influenced of ICT is impact to the improvement of many tools and teaching media for teaching and learning process. It also impacts to the improvement in teaching English for listening and speaking skills. In the past, the traditional teaching habits of teachers result in the weakness of learners' listening skill because the teachers do not vary the listening sources. Students relatively tend to perform badly when it is necessary to make use of their listening skills, especially when the input or a foreigner talk is not simplified. Sheppard & Butler (2017) state that in this century, teachers should become aware of how vital listening skill is and offer students new opportunities to expose the language in a natural spoken way instead of simplified classroom language, which cannot help them to be enough proficient in listening comprehension. Al-Seghayer (2017) also states that EFL and ESL teachers should adapt their materials; offer authentic materials to learners by moving beyond the limitations of a text. Teachers can achieve that by getting help from the internet; makes use of ICT tools and benefit from computers in their classes.

In short, ICT plays a big role to the improvement of English teaching and learning especially for developing the teaching process in listening and speaking skills. Teachers can benefit from TV shows, movies, songs, and videos, and online tools to offer their students to cope with real life situations and get exposed to speech by native speakers. Therefore, it will be much more possible that these learners will not have the problems. So, in this century of digital globalization era, there are many ICT tools which are very essential for listening and speaking English. However, the educators need to pay close attention to which one of the ICT tools is suitable or appropriate for their English teaching and Learning. To sum up, the advantages and challenges provided in this paper aims to give beneficial references

for educators to find the suitable ICT tools for their English teaching and learning especially for listening and speaking skills which are considered as important and difficult skills to learn.

2. METHOD

This study is literature review with narrative review approach. A narrative review is a scholarly summary along with interpretation and critique. MacLure (2005) state that narrative review can be conducted using a number of distinctive methodologies. While principles and procedures may diverge from the classic methodology of systematic review, they are not unsystematic (in the sense of being ad hoc or careless), and may certainly be conducted and presented in a systematic way, depending on purpose, method and context. The researcher used narrative review to conduct the data of the kinds of Information and Communication Technology (ICT) tools for developing students' listening and speaking skill in English.

3. RESULTS

Table 1 shows various ICT tools that can be used to improve listening and speaking skills. These tools can be categorized into two main types: non-web based learning and web-based learning.

Non-web based learning tools include movie/film, radio, and television. For example, the British Council provides a variety of listening materials that can be used to improve listening skills. Additionally, Randall's Cyber Listening Lab and the English Listening Lesson Library Online (ELLO) are also popular non-web based tools for listening practice.

Web-based learning tools include websites, applications, and video sharing platforms. For instance, the ELSA (English Language Speech Assistant) Speak and Listen English Daily Practice are popular applications that can be used to improve speaking skills. Additionally, YouTube is a popular video sharing platform that can be used to watch English language videos and practice listening skills.

Table 1. ICT tools for listening and speaking skills in English teaching and learning

ICT tools for listening and speaking skills in English teaching and learning	
Non-Web Based Learning	Web Based Learning
Movie/Film	Website British Council Randall's Cyber Listening Lab English Listening Lesson Library Online (ELLO)
Radio and Television	Application ELSA (English Language Speech Assistant) Speak Listen English Daily Practice
LCD Projector	Youtube
Language Lab	-

ICT tools for non-web based learning have both advantages and challenges in improving listening and speaking skills as shown in Table 2.

Movie/Film is a popular tool that can enhance students' interest in learning English. It can also improve their listening skills by looking at the subtitles of the movie and speaking skills by improving fluency. However, a long duration movie can make students get bored, and the learning objectives may be hard to accomplish due to misfocus on the actors of the movie. The teacher must choose the genre of the movie wisely to improve students' listening and speaking skills in a good way.

Radio is another tool that can improve students' listening skills by listening to the speech, phrases, and

sentences of the broadcaster. Well-prepared radio lessons can also improve speaking skills by making students feel confident. However, shifting traditional radio into digital radio as an act of remediation and recirculation in the digital globalization era can be challenging. Boosting millennials' students who are not very interested in listening to radio to improve their listening skills through it can also be a challenge.

LCD Projector is a media tool that can be used to show or offer the right pronunciation in spoken classes and play clips of song lyrics or videos in listening classes. However, the expensive cost and increasing electricity charges when using LCD Projector can be challenges.

Language Lab creates a secure environment with less

Table 2. ICT tools *Non-Web Based Learning* advantages and challenges in digital globalization era for listening and speaking skills

No	ICT Tools	
1	Movie/Film	
	Advantages	Challenges
	<ul style="list-style-type: none"> • Movies enhance students' interest in learning English • Movies can improve students' listening skill while looking at the subtitles of the movie • Movies can improve students' speaking skill especially their fluency 	<ul style="list-style-type: none"> • A long duration movie can make the students' get bored • The learning objectives is hard to accomplish due to the misfocus of the students with the actors of the movie • The teacher must choose the genre of the movie wisely in order to improve the students' listening and speaking skills in a good way
2	Radio	
	Advantages	Challenges
	<ul style="list-style-type: none"> • Radio improves students' listening skill due to listening to the speech, phrases, and sentences of the broadcaster • The well-prepared radio lessons can improve the speaking skills because of the students feel confidence. • Students' vocabulary is richer if they listen to the radio repeatedly and imitate the radio presenters. 	<ul style="list-style-type: none"> • Shifting the traditional radio into digital radio as the acts of remediation and recirculation in digital globalization era • The way to boost the millennials students who are not very interested in listening to radio to improve their listening through it
3	LCD Projector	
	Advantages	Challenges
	<ul style="list-style-type: none"> • LCD Projector as the media to utilize the spoken and listening classes • LCD helps to show or offer the students with the right pronunciation in spoken class • LCD plays the clips of the song lyrics or video in listening class 	<ul style="list-style-type: none"> • The expensive cost in using LCD Projector in every classroom • The increasing of electricity charges when using LCD Projector
4	Language Lab	
	Advantages	Challenges
	<ul style="list-style-type: none"> • Language lab creates a secure environment with less disturbance on noises • Language lab provides an ideal environment for students in listening to conversation carefully 	<ul style="list-style-type: none"> • The needs to give training for language lab assistance or teacher in running the device and managing the tools in language lab. • Limited time allocation for students to use the language lab than to use of smartphone or enhanced technology device.

disturbance on noises and provides an ideal environment for students to listen to conversations carefully. However, the need for training for language lab assistance or teachers in running the device and managing the tools in language lab can be a challenge. Additionally, limited time allocation for students to use the language lab compared to using smartphones or enhanced technology devices can also be a challenge.

In Table 3, we can see the advantages and challenges of using ICT tools for web-based learning in improving listening and speaking skills in English teaching and

learning. The table includes three ICT tools: Website, Application, and YouTube.

The first ICT tool, Website, has several advantages. For example, the British Council Learn English website provides authentic videos and worksheets to measure students' understanding of audio. It also offers various topics and is user-friendly, which can improve students' speaking skills. However, there are challenges such as the need for adequate quota for students and teachers, the British accent used in the audio, and the lack of translation in Indonesian.

Table 2. ICT tools *Non-Web Based Learning* advantages and challenges in digital globalization era for listening and speaking skills

No	ICT Tools	
1	Movie/Film	
	Advantages	Challenges
	<ul style="list-style-type: none"> • Movies enhance students' interest in learning English • Movies can improve students' listening skill while looking at the subtitles of the movie • Movies can improve students' speaking skill especially their fluency 	<ul style="list-style-type: none"> • A long duration movie can make the students' get bored • The learning objectives is hard to accomplish due to the misfocus of the students with the actors of the movie • The teacher must choose the genre of the movie wisely in order to improve the students' listening and speaking skills in a good way
2	Radio	
	Advantages	Challenges
	<ul style="list-style-type: none"> • Radio improves students' listening skill due to listening to the speech, phrases, and sentences of the broadcaster • The well-prepared radio lessons can improve the speaking skills because of the students feel confidence. • Students' vocabulary is richer if they listen to the radio repeatedly and imitate the radio presenters. 	<ul style="list-style-type: none"> • Shifting the traditional radio into digital radio as the acts of remediation and recirculation in digital globalization era • The way to boost the millennials students who are not very interested in listening to radio to improve their listening through it
3	LCD Projector	
	Advantages	Challenges
	<ul style="list-style-type: none"> • LCD Projector as the media to utilize the spoken and listening classes • LCD helps to show or offer the students with the right pronunciation in spoken class • LCD plays the clips of the song lyrics or video in listening class 	<ul style="list-style-type: none"> • The expensive cost in using LCD Projector in every classroom • The increasing of electricity charges when using LCD Projector
4	Language Lab	
	Advantages	Challenges
	<ul style="list-style-type: none"> • Language lab creates a secure environment with less disturbance on noises • Language lab provides an ideal environment for students in listening to conversation carefully 	<ul style="list-style-type: none"> • The needs to give training for language lab assistance or teacher in running the device and managing the tools in language lab. • Limited time allocation for students to use the language lab than to use of smartphone or enhanced technology device.

Table 3. ICT tools *Web-Based Learning* advantages and challenges for listening and speaking skills in English teaching and learning

No	ICT Tools	Advantages	Challenges
1		Website	
	<ul style="list-style-type: none"> British Council Learn English 	<ul style="list-style-type: none"> BC Learn English has authentic videos resources which can promote listening comprehension Worksheets section is provided in various kinds like matching words, multiple choices, filling the blank which can measure how far is the students understand the audio. BC learn English has various of topics and the website is friendly to use which can improve students' speaking skill 	<ul style="list-style-type: none"> The needs of adequate quota for students and teachers in using the British Council website so the school must provide more support and facilities. Teacher plays a big role to explain the topics in this website because the website is only available in English and there is still no translation in Indonesia The accent use in every audio is British accent so sometimes it is difficult to understand in terms of pronunciation and word choice.
	<ul style="list-style-type: none"> Randall's Cyber Listening Lab 	<ul style="list-style-type: none"> The teachers can assign the students to listen to the audio based on their level in the class Randall's ESL web does not only provide topics but also various themes with different cultural context. Randall's ESL web is that they provide educators with pre-listening, while and post-listening activity 	<ul style="list-style-type: none"> The teacher must master in using this website and always accompany the students especially young learners because this website is still not provided in Bahasa Indonesia Teacher should do needs analyses then after they can give listening materials according to their students' interest and levels
	<ul style="list-style-type: none"> English Listening Lesson Library Online (ELLO) 	<ul style="list-style-type: none"> Students will increase their English language skills in ELLO by listening to 180 audio lesson from Beginner to Advanced level. Students are able to listen to normal discussions with speakers from all over the world. Each lesson comes with answering button printable worksheets and supplementary lesson in vocabulary 	<ul style="list-style-type: none"> Some videos in ELLO's often can not be played so the teacher needs to pay attention to always check the audio before deliver it to the students in the class in case the video is broken. The teacher also needs to check the comprehension test in ELLO because there are some questions that have more than one to answer, students can click in the response options more than one option.
2		Application	
	<ul style="list-style-type: none"> ELSA (English Language Speech Assistant) Speak 	<ul style="list-style-type: none"> This app employs "proprietary artificial intelligence" (AI) including automatic speech recognition (ASR) to provide feedback on users' pronunciation accuracy. The students as users can listen to the pronunciation of the target sound and then record themselves. ELSA determines the accuracy of the recording and provides feedback for correct and incorrect pronunciations. 	<ul style="list-style-type: none"> The students need to have a smartphone and adequate quota because they must download and install the application first. The topics are limited by paid contents. The interactive features of ELSA can make the teacher rely too much in this application.
	<ul style="list-style-type: none"> Listen English Daily Practice 	<ul style="list-style-type: none"> There are several features such as levels, various themes, and Accents (British & American) that can be customized. Students can read and understand the text in English because the subtitle feature is present in this application. The students can set the audio speed in order to listen the audio carefully or in their own pace. 	<ul style="list-style-type: none"> The teacher's must have strategies and good instructions that make students do not become bored and lose motivation when they use this application. There are many Pop-up ads because this application is free for every content so the teacher needs to pay attention to time allocation when using this application as a teaching media in the class.
3	YouTube	<ul style="list-style-type: none"> YouTube is a rich source of authentic material to improve students' listening. YouTube videos are interesting, fun to watch, and easy to understand for everyone. YouTube also could improve students' vocabulary, pronunciation, listening, reading, writing, and speaking in learning English. 	<ul style="list-style-type: none"> The students still some flaws where they are not being able to interact directly with the teacher when using You-Tube. The variety of accents in You-Tube make some students do not understand the content because of the speaker's accent.

The second ICT tool, Application, includes ELSA (English Language Speech Assistant) Speak. This app uses AI to provide feedback on pronunciation accuracy. Students can listen to target sounds, record themselves, and receive feedback. However, the app requires a smartphone and adequate quota, and the topics are limited by paid contents.

The third ICT tool, YouTube, is a rich source of authentic material for improving listening skills. It offers interesting and easy-to-understand videos that can also improve vocabulary, pronunciation, and other English skills. However, students may not be able to interact directly with the teacher when using YouTube, and the variety of accents can make it difficult for some students to understand the content.

4. DISCUSSION

There are many tools for teaching and learning and specifically for listening and speaking skills. However, ICT tools, are divided into two types which are non-web based and web based learning tools. Some examples of non-web based are movie/film, radio, television, LCD projector, and language lab. On the other hand, some examples of web-based learning are website (British Council website, Randall's ESL Cyber Listening Lab, and ELLO), application (ELSA and Listen English Daily Practice), and You-Tube. Some advantages and challenges of ICT tools will be presented in details in this paper. This paper gives an explanation advantages and challenges of non-web based and web-based learning for listening and speaking skills in English teaching and learning.

4.1 Advantages of Non-Web Based Learning

Non-Web-based learning is one of types of ICT tools which are intended for offline use. Some of the advantages of non-web-based learning for listening and speaking skills as follows:

1. Movie/Films

Films are the most powerful non-web-based learning in this globalization era where the entertainment industry is very popular nowadays. The first advantages of movie is enhancing students' interest in learning English. Kalra (2017) stated that using English movies in the EFL classroom was new and very pleasant experience for the students. Second, movies can improve students' listening skill while looking at the subtitles of the movie. Rokni & Ataee (2014) stated that movies with English subtitles had a significantly positive effect on the students' listening skill compared to the movies with no subtitles. Third advantage is movies can improve students' speaking skill especially their fluency. The study of Sari & Sugandi (2015) stated that teaching English by using English movie as media in the EFL classroom is a good way to teach the students how to speak well by imitating the actors and actress in the movie.

2. Radio

Radio is non-web based learning which are useful tools of language learning. First, radio improves students' listening skill due to listening to the speech, phrases, and sentences of the broadcaster. Second, the well-prepared radio lessons can improve the speaking skills because of the students feel confidence. The results of the study by Odera (2011) indicated that pupils improve mastery of the contents and understand grammars and phrases radio by listening to short sentences and short story to teach new words in radio. Most of the teachers also reported that English radio lessons are presented in a good way. Third, Students' vocabulary is richer if they listen to the radio repeatedly and imitate the radio presenters. The results of the study by Odera (2011) showed that some of the pupils 60% also noted that radio teachers makes them feel confidence, when they speak English language especially when the radio teacher ask them to repeat sentences, new words and the songs.

3. LCD Projector

LCD projector is a type of video projector for displaying video, images or computer data on a screen or other flat surface. The advantages of LCD Projector are as the media to utilize the spoken and listening classes. LCD helps to show or offer the students with the right pronunciation in spoken class and LCD plays the clips of the song lyrics or video in listening class. Those data are also discussed in the study of Amin et al. (2018) who stated that speaking and listening skills are shown by multimedia projector. Sometimes, the teacher used multimedia projector to listen English song to teach listening skill. Multimedia projectors in English language teaching classroom plays significant tasks to make a class cooperative and guide to make conversation.

4. Language Lab

Language lab is one of the modern technological teaching aids. There are two advantages of language lab which are it creates a secure environment with less disturbance on noises and provides an ideal environment for students in listening to conversation carefully. The study of Asningtias (2018) stated that teachers believe that when students are situated in language lab during the listening activities class, they will take advantage by having a secure environment with less disturbance on noises, which resulted in better focus and concentration on the main features being discuss in the tape. In addition, teachers believe that having their lesson conducted in the language laboratories, it will provide students ideal environment to carefully listen to conversation or utterances, although real life activity will be less likely similar. As the pupils are in the learning stages, the ideal environment help them in process of acquiring the language.

4.2 Challenges of Non-Web Based Learning

Some of the challenges of non-web-based learning for

listening and speaking skills as follows:

1. Movie/Films

The initial obstacle lies in the extended duration of a movie, which may lead to students becoming bored. Barak et al. (2011) supports this notion, asserting that a movie typically extends beyond an hour, making it tedious for students to remain engaged until the conclusion. Another challenge arises from the difficulty in achieving learning objectives, primarily due to students' distraction by the movie's actors. This issue is also highlighted in a study by Rachmi & Sari (2022), indicating that students may be captivated by the actors and actresses, thereby losing sight of the intended educational purposes of watching the movie. To address these challenges, teachers must judiciously select the movie genre to enhance students' listening and speaking skills effectively. Sari & Sugandi (2015) contend that fiction movies, in particular, have the potential to encourage students to think and imagine in unconventional ways.

2. Radio

The first challenge of radio is shifting the traditional radio into digital radio as the acts of remediation and recirculation in digital globalization era. Fetveit as cited in Tejkalova et al. (2023) explains that media forms and platforms "do not so much disappear as they reappear, through the acts of remediation and recirculation" leading to more of a "proliferation of media than to their unification". Second challenge is the way to boost the millennials students who are not very interested in listening to radio to improve their listening through it. According to Suárez-Álvarez & García-Jiménez (2021) stated that 18% adolescent was the heaviest consumer of audio content but 61% of their listening time are from TikTok or similar short-form platforms accounts compared to peak audio represents 22–24-year-olds who consume audio from radio, TV, streaming, owned, social, and livestreams.

3. LCD Projector

The LCD's challenges are the expensive cost in using LCD Projector in every classroom and also the increasing of electricity charges when using LCD. The increase in ICT (projectors, LCD, and TV) in schools will increase the education budget, equipment maintenance costs, and higher electricity bills should also be considered in the budget. Agustina & Joni (2019) mentioned electricity in the room or presentation location must exist when using LCD.

4. Language Lab

One of the challenges of language lab is the needs to give training for language lab assistance or teacher in running the device and managing the tools in language lab. The result of Asningtias (2018)'s studies on teacher's role as language lab administrator shows that many of the language teachers have proper training in operating language lab in their precinct, however, the confidence in working with the devices and skills in trouble shooting which is

badly needed. Other than that, the limited time allotment for students to use the language lab than to use of smartphone or enhanced technology device also become an issue. Practically, teachers can only do one session per week to cover the listening and speaking activities in the language lab which is not enough time, taking into consideration the students mobility and the troubleshooting.

4.3 Advantages of Web-Based Learning

Web-based learning is well known as online or e-Learning includes online course content discussion forums via email, room chat, video conferencing, and live lectures (video - streaming via synchronous or asynchronous teaching). Some of the advantages of web-based learning for listening and speaking skills as follows:

1. Website

There are 3 sources useful websites for teaching listening and speaking skills. They are British Council Learn English, Randall's ESL Cyber Listening Lab, and ELLO. Those website sources have several advantages as follows:

British Council Learn English. British Council Learn English is a website that provides many English learning materials such as grammar, vocabulary, business English, general English, IELTS, skills (listening, speaking, reading, and writing) as well as online learning. British Council Learn English has several advantages. One of the advantages is BBC learn English has various of topics and the website is friendly to use which can improve students' speaking skill. This data is supported by the study of Khashan & AbuSeileek (2023) who stated that as a part of the world service, BBC learning English has provided English courses for the audience of the world since 1943 offering audio, video, and text materials to students all over the world. Therefore, listening has a necessary role in language teaching, and speaking is the product of the process of listening. As a result, BBC Learning English application represents an important part in improving both speaking and listening while teaching the language.

Randall's ESL Cyber Listening Lab. Randall's ESL Cyber Listening Lab is a Web-Based Language Learning (WBLL), multimedia listening website designed to improve listening comprehension skills in English. There are several advantages of Randall's website such as the teachers can assign the students to listen to the audio based on their level in the class, the web does not only provide topics but also various themes with different cultural context (Lestari, P., & Sihombing, L. H., 2022), and Randall's ESL web is provided educators with pre-listening, while and post-listening activity. This data is supported by Miranty (2017) who stated in her study Randal's ESL Cyber Listening made the students easier to understand the material and motivate them to listened the materials and gave positive response about using Randall's ESL cyber listening lab.

English Listening Lesson Library Online (ELLO) Website. ELLO is an website that provides free listening activities for students to learn how to listen, including six different

activities: view, videos, mixer, news center, games, and scene. There are several advantages in using ELLO. First advantage is students will increase their English language skills in ELLO by listening to 180 audio lessons from Beginner to Advanced level (Izzah & Keeya, 2019). Another benefit is that students can engage in authentic conversations featuring speakers from diverse regions globally. Additionally, each lesson includes printable worksheets with an answering button and supplementary vocabulary lessons. This information is substantiated by Hadi et al. (2021), which affirms that the utilization of ELLO significantly influences students' listening comprehension.

2. Application

Some applications for improving students' listening and speaking in teaching and learning are ELSA and Listen English Daily Practice. Several advantages of those applications are discussed as follows:

ELSA (English Language Speech Assistant) Speak. ELSA is an English pronunciation app that helps the user can speak English confidently and clearly. The advantages of ELSA are already according to the study by Kholis (2021) are first ELSA employs "proprietary artificial intelligence" (AI) including automatic speech recognition (ASR) to provide feedback on users' pronunciation accuracy. Next, the students as users can listen to the pronunciation of the target sound and then record themselves. The last advantage is ELSA determines the accuracy of the recording and provides feedback for correct and incorrect pronunciations. ELSA speak can improve students speaking and listening skills. Pinontoan et al. (2022) stated that ELSA speak application is beneficial, effective, and essential for English teaching and learning in speaking and pronunciation ability.

Listen English Daily Practice. Listen English Daily Practice is a free application to listen to audios in the English language with subtitles section, audio script section, vocabulary section, and the test section to be able to measure listening comprehension (AMA English, 2019). There are several advantages in using this app such as several features such as levels, various themes, and Accents (British & American) that can be customized, students can read and understand the text in English because the subtitle feature is present in this application, and the students can set the audio speed in order to listen the audio carefully or in their own pace. This data is also discussed in the study by Laub (2000) that Listen English Daily Practice is a free application to listen to audios in the English language with subtitles section, audio script section, vocabulary section, and the test section to be able to measure listening comprehension and the wide variety of topics, levels, and accents that can be chosen according to the students' interests or needs can help them to improve their listening comprehension.

3. YouTube

YouTube is a platform where the teacher can give this tool as a media for teaching and also get the material to

support the learning teaching process. First advantage of YouTube is a rich source of authentic material to improve students' listening. Concerning the listening skill, many studies have proven that authentic videos are very effective in enhancing EFL learners' listening skills (Alabsi, 2020). Second advantage is YouTube videos are interesting, fun to watch, and easy to understand for everyone (Pratama et al., 2020). Videos involve positive attitudes, management of the learning process, enhancement of reading and study behaviour, and the performance of students. Third, YouTube also could improve students' vocabulary, pronunciation, listening, reading, writing, and speaking in learning English (Tahmina, 2023).

4.4 Challenges of Web-Based Learning

Web-based learning is well known as online or e-Learning includes online course content discussion forums via email, room chat, video conferencing, and live lectures (video - streaming via synchronous or asynchronous teaching). Some of the challenges of web-based learning for listening and speaking skills as follows:

1. Website

There are several challenges of using British Council Learn English, Randall's ESL Cyber Listening Lab, and ELLO for listening and speaking skills in English teaching and learning as follows:

British Council Learn English. There are several challenges when a student and teacher using this website in their class. First challenge is the needs of adequate quota facilities. This issue also mentioned by Yelvita (2022) based on the results of interviews and observations, it can be concluded that students' difficulties in using the British Council website are a bad signal, or they do not have an internet quota. The other challenges of this website are teacher plays a big role to explain the topics in this website because the website is only available in English and there is still no translation in Indonesia and the accent use in every audio is British accent so sometimes is difficult to understand in terms of pronunciation and word choice. McGee (2009) also mentioned that the accent use in British Council is british only so it seems that the current limited selection of only British accents may not be satisfactory to students.

Randall's ESL Cyber Listening Lab. There are two challenges in using Randall's website. They are the teacher must master in using this website and always accompany the students especially young learners because this website is still not provided in Bahasa Indonesia and second challenge is the teacher should do needs analyses then after they can give listening materials according to their students' interest and levels.

English Listening Lesson Library Online (ELLO). The challenge in using ELLO is some videos in ELLO's often can not be played so the teacher needs to pay attention to always check the audio before deliver it to the students in the class and the next challenge is the teacher needs to check the comprehension test in ELLO because there are

some questions that have more than one answers. The data of these challenges are provided based on the interview result of the study by Palangngan et al. (2016).

2. Application

Several challenges of ELSA (English Language Speech Assistant) Speak and Listen English Daily Practice are discussed as follows:

ELSA (English Language Speech Assistant) Speak. There are 3 challenges in using ELSA. First, the needs of smartphone and adequate quota for every student. Then, the topics in ELSA are limited by paid contents. According to the official FAQs of ELSA, only ELSA Pro membership is accessible all the lessons and content in ELSA speak. Next challenge is considering ELSA is AI so the interactive features of ELSA can make the teacher rely too much in this application.

Listen English Daily Practice. The challenges for this application are the teachers must have strategies and good instructions that make students do not become bored and lose motivation when they use this application. Then, the next challenge when using this application is there are many Pop-up ads because this application is free for every content so the teacher needs to pay attention to time allocation when using this application as a teaching media in the class

3. YouTube

The first challenge in using YouTube is the students still has some flaws where they are not being able to interact directly with the teacher when using YouTube. Other than that, the variety of accents in YouTube make some students do not understand the content because of the speaker's accent. The data is supported by the study of Yuyun & Simamora (2021) that mentioned some problems and challenges of using YouTube and one of them is the accent of the speaker.

5. CONCLUSION

In this globalization era, ICT plays a big role as a common tool has been used for all the aspect of life and its impact to support the English teaching and learning especially for listening and speaking skills. This study is focused on the types of ICT tools to enhance listening as well as speaking skill. The types of ICT are divided into 2, they are non-web-based learning and web-based learning. The ICT tools of non-web-based learning are (1) movie/film, (2) radio, (3) LCD projector, and (4) language lab. Otherwise, the ICT tools of web-based learning are (1) website (British council, Randall's ESL Cyber Listening Lab, ELLO), (2) application (ELSA and Listen English Daily Practice), and (3) YouTube.

Those ICT tools also has several advantages and challenges in digital globalization era. The advantages can be beneficial as reference and insight for teachers to develop their teaching media. Then, the challenges can also help

the teacher as a warning before the teacher use it in their classroom. In brief, the advantages and challenges are used as references so the teacher can find the suitable ICT tool for their teaching and learning process especially for speaking and listening skills.

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