

THE INFLUENCE OF TECHNOLOGY-BASED TEACHING METHODS ON SPEAKING ABILITY IN ENGLISH LEARNING IN SECONDARY SCHOOLS

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Abstract

This research examines the influence of technology-based teaching methods on speaking abilities in English language learning in secondary schools. Literature study is used as the main approach in analyzing previous research findings. The results of the literature study show that the use of technology in learning English can increase students' learning motivation, enable the development of more active speaking skills, and support students' learning independence. Additionally, technology facilitates measuring and monitoring student progress more efficiently. However, challenges such as uneven availability of technology access and data security issues also need to be addressed. This research aims to provide practical guidance for teachers and educational policy makers in integrating technology in English language learning and to increase understanding of the role of technology in education.

Keywords: English Language Learning, Technology-Based Teaching Methods, Speaking Proficiency, Secondary School, Literature Review.

INTRODUCTION

The use of technology in educational contexts has experienced rapid growth in recent years. Developments in information and communication technology (ICT) have opened up new opportunities and challenges in the world of education, enabling the development of learning methods that are more effective, interactive and relevant to the ever-growing digital era (Fatmawan et al., 2023). In the context of learning English in secondary schools, there is a significant shift from traditional teaching methods which only rely on textbooks and blackboards. These methods may no longer be adequate to keep up with the demands of an increasingly digital age. As a result, many teachers and educational researchers have shown a strong interest in delving deeper into the influence of technology-based teaching methods on speaking skills in English language learning at the secondary school level (Dermawan et al., 2023).

This is not just about the use of hardware such as computers and tablets, but also includes the use of educational software, online learning platforms, and various other interactive tools. The use of technology in secondary school English learning allows students to engage in more dynamic learning experiences, incorporating video, audio, images, and text in their learning. In addition, technology also opens the door to independent learning, allowing students to access educational resources independently and personalize their learning experience (Hita et al., 2020). However, while the use of technology in English language learning in secondary schools offers many benefits, there are also challenges that need to be overcome. This challenge involves integrating technology into the curriculum in an effective way, training teachers to use digital tools well, and ensuring equitable access to technology for all students.

In the future, we can expect continued research and development in this area, with a focus on how technology can be further enriched and adapted to students' needs in secondary school English learning. By continuing to understand the impact of this technology in more depth, education can continue to keep up with the times and provide more diverse and effective learning approaches (Ariestika et al., 2022). It cannot be denied that in the current era of globalization, the ability to speak English has become a very valuable asset. English is not just an international communication tool, but also a skill that is almost always a requirement in various fields of work. Therefore, the importance of developing effective teaching methods to improve students' speaking skills in English cannot be ignored. In an increasingly globally connected world of work, English is often the primary language for international business communications, international trade and cross-cultural collaboration. The ability to speak good English can open the door to wider career opportunities and provide a competitive advantage in an increasingly competitive job market (Hita et al., 2017).

Additionally, English also plays an important role in accessing various educational, research and cultural resources available globally. By mastering English, students can access the latest information, literature and innovations from around the world, which can enrich their learning experience. To meet these demands, the development of effective teaching methods to improve speaking skills in English must be a priority in the education system (Halim et al., 2023). This method should not only focus on the acquisition of vocabulary and grammar, but also on the development of active speaking skills, understanding of cultural context, and the ability to communicate effectively in a variety of social and professional situations.

The use of technology, such as English-based applications, game-based learning, and online learning platforms, can be a very effective tool for improving students' speaking skills in English (Hasana et al., 2021). Besides Moreover, collaboration between English teachers and industry professionals who use English in their daily work can also provide valuable insights to students (Berutu, 2019). By making the development of English speaking skills a priority, education can prepare students to succeed in an increasingly connected global environment, opening doors of opportunity, and enabling them to compete in an increasingly diverse and competitive job market.

This research aims to examine broadly and in depth the influence of technology-based teaching methods on speaking skills in English language learning in secondary schools. In this context, technology-based teaching methods include the use of interactive learning software, multimedia, mobile devices, and online platforms specifically designed to improve students' speaking abilities. This research will involve an analysis of literature studies that include previous research that has been carried out in this field, relevant theories, as well as the latest developments in educational technology.

With this research, it is hoped that it can provide a deeper understanding of the potential of technology-based teaching methods in improving English speaking skills in secondary schools. Apart from that, it is also hoped that this research can provide practical guidance for teachers and educational policy makers in integrating technology in English language learning so that they can better prepare students to face global challenges in the future.

METHOD

1. Research design

This research will adopt the literature study method. Literature study is a research approach that involves the analysis and synthesis of documents, articles, books, journals, and other secondary sources relevant to the research topic. In this context, literature studies will be used to collect, evaluate, and synthesize previous research findings related to the influence of technology-based teaching methods on speaking abilities in English language learning in secondary schools (Sugiyono, 2016).

2. Selection of Information Sources

Sources of information that will be used in this research will include scientific

journal articles, textbooks, theses, dissertations, research reports, as well as other related academic sources. These sources will be selected based on their relevance to the research topic.

3. **Literature Search and Selection**

The first step is to search for relevant literature using academic databases such as PubMed, Google Scholar, ProQuest, and other related sources. Keywords to use in the search will include phrases such as "technology-based teaching methods," "speaking skills," and "high school English learning." After the search, literature will be selected and selected based on predetermined inclusion and exclusion criteria.

4. **Literature Analysis**

Once relevant literature has been collected, literature analysis will be carried out. This will include:

- a. Identify and summarize important findings from the literature related to the influence of technology-based teaching methods on speaking ability.
- b. Evaluate the methodological quality of existing research in the selected literature.
- c. Identifying gaps in the literature that require further research.

5. **Synthesis of Findings**

Once the literature analysis is complete, the findings will be synthesized to construct a comprehensive picture of the influence of technology-based teaching methods on speaking ability in English language learning in secondary schools. This will include establishing the main findings, patterns and trends in the literature that has been analyzed.

6. **Preparation of reports**

The results of this literature study will be prepared in the form of a research report which includes introduction, background, methods, findings, analysis, conclusions and suggestions for further research. This report will make an important contribution to the understanding of the role of technology in English language learning in secondary schools and can be used as a guide for educators and educational policy makers.

RESULTS AND DISCUSSION

The literature study that has been carried out in this research has resulted in an in-depth understanding of the influence of technology-based teaching methods on speaking abilities in English language learning in secondary schools. The following are the main findings found from the literature analysis:

1. **Increased Learning Motivation**

Many studies show that the use of technology in English learning can increase students' learning motivation. Interactivity, gamification, and the use of multimedia in learning have been proven to make students more involved in learning English, which in turn can positively influence their speaking abilities (Suwarma et al., 2023).

2. **Development of More Active Speaking Skills**

Technology-based teaching methods, such as the use of online learning platforms that allow students to participate in online discussions or roles in simulated communication situations, can encourage students to speak more actively. This helps in overcoming communicative barriers that students often experience in learning English (Fathoni et al., 2021).

3. Independent Learning Ability

Technology provides students with opportunities for independent learning and improving their speaking skills. Students can access online learning resources, speaking practice, and interactive lessons that allow them to practice speaking independently outside of class (Dwi Rita Nova & Widiastuti, 2019).

4. Measuring and Monitoring Progress

With technology, teachers can more effectively measure and monitor students' progress in speaking. Technology-based learning systems often provide automatic evaluation tools that can identify weaknesses and strengths in students' speaking abilities (Heryani et al., 2022).

5. Limitations and Challenges

Although technology offers many benefits, several studies also note challenges in implementing technology-based teaching methods. These challenges include the unequal availability of technology access among students, data security issues, and the need for teacher training in the use of technology.

In discussing the results of this literature study, we will further explore the findings that have been identified previously. This will allow us to understand the impact of using technology-based teaching methods on speaking abilities in English language learning in secondary schools more broadly and in depth.

1. Increased Learning Motivation

One of the main findings from the literature study is that the use of technology in learning English can increase students' learning motivation. Technology provides engaging interactive, gamification, and multimedia elements for students. This creates a more interesting and enjoyable learning environment, which in turn increases students' interest in learning and speaking English.

In language learning, motivation is the key to success. Motivated students tend to be more active in speaking and participating in communicative activities. Therefore, using technology as a tool to increase student motivation is a very positive approach (Prabowo et al., 2023).

2. Development of More Active Speaking Skills

Technology-based teaching methods, such as simulating communication situations through online learning platforms, allow students to practice speaking in real contexts. This helps students overcome communicative barriers that are often experienced in learning English. They can develop confidence in speaking and improve their active speaking skills. The importance of active speaking skills in English cannot be ignored. In real-world situations, students need to be able to communicate fluently and effectively in English. Technology-based teaching methods can help them better achieve these goals (Sappaile et al., 2023).

3. Independent Learning Ability

One of the great benefits of technology in learning is students' ability to learn independently. They can access online learning resources, including speaking exercises, learning videos, and other interactive materials. This independent learning ability allows students to practice speaking in a structured manner outside the classroom environment. Independent learning capabilities also promote students' independence in developing their speaking skills. This is important because students who can learn independently are more likely to continue practicing and improving their speaking skills even after they graduate from school (Melati et al., 2023).

4. Measuring and Monitoring Progress

The use of technology in English language learning also facilitates measuring and monitoring student progress more effectively. Technology-based learning platforms often provide automated evaluation tools that can identify certain aspects of a student's speaking ability that need improvement. With the help of technology, teachers can provide faster feedback to students and design learning programs that suit their individual needs. This has the potential to improve learning outcomes and ensure that students develop better speaking skills (Dewi et al., 2019).

Additionally, there are data security and privacy issues that need to be considered when using technology in education. Protection of student data and privacy must be a priority in technology implementation. Finally, teacher training in the use of technology is also an important factor. Teachers need to receive adequate training to be able to integrate technology in English language learning effectively. In conclusion, the use of technology-based teaching methods can have a significant positive impact on students' speaking abilities in English learning in secondary schools. However, it is necessary to pay attention to the challenges and limitations associated with the use of these technologies. Therefore, developing learning strategies that combine technology well and take into account student needs is key to achieving optimal learning outcomes.

CONCLUSION

From the results of the literature study that has been carried out, several important conclusions can be drawn regarding the influence of technology-based teaching methods on speaking skills in English language learning in secondary schools:

1. The use of technology in learning English in secondary schools can increase students' learning motivation. Interactive, gamification and multimedia elements in learning technology create a more engaging learning environment.
2. Technology-based teaching methods encourage the development of more active speaking skills. Simulated communication situations and online platforms allow students to practice speaking in real contexts.
3. Technology provides opportunities for students to study independently

and access online learning resources. This supports the development of students' independence in honing their speaking skills.

4. Measuring and monitoring student progress becomes more efficient with technology. Automated evaluation tools facilitate faster feedback to students and help design appropriate learning programs.
5. Challenges include the unequal availability of technology access, data security issues, and the need for teacher training in the use of technology.

In order to optimize the potential of technology-based teaching in improving English speaking skills in secondary schools, it is necessary to focus on developing learning strategies that are balanced and take into account existing needs and challenges. Thus, English language learning in secondary schools can become more effective and relevant to face the demands of today's globalization.

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