THE USE OF INNOVATIVE TECHNOLOGY IN TEACHING SPEAKING SKILLS TO ELEMENTARY SCHOOL TEACHER EDUCATION STUDENTS

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Abstract

This research aims to explore innovative technology in teaching speaking skills to elementary school teacher education students in Universitas Majalengka such as mobile applications, computer software, and online platforms, which can be integrated effectively into the learning process to improve students' speaking skills. This research covers aspects such as the teaching methods used, the most effective types of technology, challenges faced in implementation, and students' perceptions and responses to using technology in learning speaking skills. The research method used is qualitative research with a case study research design through classroom observation and interviews to determine the obstacles, strategies, and results of evaluations carried out by students. Participants in the research involved students in the elementary school teacher education study program. The research results show that innovative technology teaching speaking skills has various advantages. However, challenges must be overcome, such as limited access to technology, teacher readiness to integrate technology into teaching, and adapting the curriculum and relevant teaching methods. In conclusion, innovative technology in teaching speaking skills has great potential to improve students' speaking skills. However, efforts are needed to overcome technology-related challenges and ensure effective integration into the curriculum.
Keywords: innovative technology; teaching speaking; speaking skills; elementary school teacher education.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi penggunaan teknologi dalam pembelajaran Bahasa Inggris lisan bagi mahasiswa jurusan pendidikan guru sekolah dasar di Universitas Majalengka. Pembelajaran Bahasa Inggris lisan adalah aspek penting dalam pengembangan kompetensi komunikatif mahasiswa. Metode penelitian yang digunakan adalah metode penelitian kualitatif dengan desain penelitian studi kasus melalui wawancara untuk mengetahui hambatan, strategi dan hasil evaluasi yang dilakukan oleh mahasiswa. Partisipan pada penelitian melibatkan 30 mahasiswa di program studi pendidikan guru sekolah dasar. Hasil penelitian menunjukkan bahwa penggunaan teknologi dalam pembelajaran Bahasa Inggris lisan memiliki berbagai keuntungan. Teknologi, seperti aplikasi mobile, platform pembelajaran daring, dan rekaman audio atau video, dapat meningkatkan motivasi mahasiswa, memberikan aksesibilitas yang lebih baik, dan memfasilitasi interaksi dan latihan berbicara yang lebih beragam. Namun, ada juga tantangan yang harus diatasi, seperti keterbatasan akses teknologi, kesiapan pengajar dalam mengintegrasikan teknologi dalam pembelajaran, serta penyesuaian kurikulum dan metode pengajaran yang relevan. Dalam kesimpulannya, penggunaan teknologi dalam pembelajaran Bahasa Inggris lisan memiliki potensi besar untuk meningkatkan kompetensi komunikatif mahasiswa. Namun, diperlukan upaya dalam mengatasi tantangan yang terkait dengan teknologi dan memastikan integrasi yang efektif dalam kurikulum.
Kata Kunci: Pembelajaran Bahasa Inggris; teknologi; mahasiswa; jurusan pendidikan guru sekolah dasar.

Introduction

In the era of globalization and advances in information technology, the ability to communicate in English is becoming increasingly important for students majoring in primary school teacher education. Spoken English is a skill needed to interact with international colleagues and to access scientific resources and the latest information (Richards, L, & Morse, J, 2013). The use of technology in learning spoken English has become a significant concern in the educational context in the current digital era. Emerging technologies, such as mobile applications, online learning platforms, and audio or video recordings, offer new opportunities to enhance students' spoken English learning. This technology can provide a more interactive, flexible, and exciting learning experience, which suits the needs and preferences of today's digital generation (Wang et al., 2021).

The use of technology in learning spoken English is still not widely explored (Renandya et al., 2002) . Many of the current teaching methods are still traditional and do not utilize the potential of existing technology. Therefore, research focusing on using technology in English language learning for students is fundamental to bridging the gap between English communication needs and existing teaching methods. By understanding the advantages and challenges of using technology in English learning for students, learning approaches that are more effective and relevant to their context can be developed. Apart from that, this research can also contribute to developing English language learning theory and practice. In the current era of globalization and digitalization, communicating in English is becoming increasingly important for students.

Information and communication technology has changed how we learn and teach, including foreign language learning. The use of technology in English language learning has offered various new opportunities to increase the effectiveness and attractiveness of learning for students. Mobile applications, online learning platforms, and audio or video recordings can provide a more interactive learning experience, allow intensive speaking practice, and increase student learning motivation. However, in the context of the use of technology in English language teaching, it is still not fully utilized (Chen et al., 2022) . Traditional teaching methods, such as lectures and paper-based oral exercises, still dominate the learning environment. To face global communication challenges and prepare students to become competitive educators, it is essential to explore the potential for using technology in English language learning (Zou, X, & Zhang, 2015) .

Research on the use of technology in learning English has been carried out by various researchers with various focuses. For example, Warschauer et al. (2013) highlighted the role of technology in improving English speaking skills through various applications and learning environments. They emphasize how technology can help students practice speaking in a supportive and interactive setting. Stockwell (2021) examines the effectiveness and potential of mobile technology in speaking learning. His research shows that mobile devices, such as smartphones and tablets, can support improved speaking skills by providing easy access to interactive learning resources and exercises. Indartono also discussed the potential of network technology in improving speaking skills, although the specific details of his research were not explained further. Sun, Y., & Cheng (2002) researched the use of corrective feedback through technology in teaching speaking skills. They found that the use of this technology had a positive impact on student performance and perception, with the feedback provided in real-time helping students correct their mistakes more effectively. In Indonesia, Prastiwi (2013) showed that the use of voice recording applications in learning spoken English was effective in improving

elementary school students' speaking skills. This research shows that students can listen back to recordings of their own voices and reflect on their speaking abilities.

Another study by Bunau et al. (2022) shows that the use of video media in speaking learning can improve school students' English speaking skills. The use of videos allows students to see real examples of language use and practice their speaking skills with more confidence. Rokhman (2014) shows that the use of mobile applications in learning to speak English in secondary schools is effective in improving students' speaking skills. The results of this research show that students experienced an increase in vocabulary, sentence structure, and speaking fluency after implementing technology in learning. However, there are several aspects that have not been touched by other researchers. For example, the integration of artificial intelligence (AI) in language learning is still limited. Research into how AI, such as chatbots or virtual assistants, can be used to provide real-time feedback and personalize speaking learning has not been done much. In addition, further exploration of how virtual reality (VR) and augmented reality (AR) can create immersive environments for English speaking practice is still rare. In-depth research on how technology affects students' motivation and engagement in learning to speak English is also lacking. Likewise, research into how technology can be adapted to support speaking learning for students with special needs, such as hearing loss or dyslexia, still requires further attention.

Long-term studies evaluating the impact of technology use in learning to speak English over time are rare. In addition, how cultural and social context influences the effectiveness of technology in learning to speak English, as well as the adaptation of technology to specific contexts, has not been widely explored. By knowing which aspects have been touched upon and which have not, researchers can identify gaps in the existing literature and direct their research to make a significant contribution to the field of technology use in English language learning.

Therefore, research on technology use in spoken English learning for university students has significant relevance. This research can provide new insights into how technology can be applied effectively in the context of spoken English learning. In addition, this research can provide valuable input for developing curricula, teaching methods, and technology that are more effective in helping students improve their communicative competence in English. The importance of using technology in students' learning spoken English can also be seen from the perspective of rapid technological developments. In the current digital era, students tend to be accustomed to using technology in various aspects of their lives. Therefore, integrating technology into spoken English learning suits a more interactive and collaborative learning style (Zhang, Y, 2017) and can also motivate and activate students' active participation.

The use of technology in learning English speaking skills has attracted widespread attention because of its potential to create a more interactive and collaborative learning environment. The integration of technology such as mobile applications, computer software, and online platforms into the learning process can motivate students and encourage their active participation. In addition, the use of this technology also helps students develop digital skills that are important for the world of work in the future. In an increasingly globally connected world, the ability to communicate in English orally with the support of technology is a competitive advantage for graduates. Although the benefits of using technology in English language learning have been recognized, there are still several challenges that need to be overcome. Some of these challenges include the availability of adequate technological infrastructure, the readiness of teachers to utilize technology effectively, and the need to develop relevant and innovative content and learning materials. Overcoming these challenges requires in-depth research into effective ways to apply technology in learning English speaking skills.

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Therefore, this study aims to explore the use of innovative technology in teaching English-speaking skills to students. This research focuses on mobile applications, computer software, and online platforms that can be effectively integrated into the learning process to improve students' speaking abilities. By understanding the challenges, opportunities, and benefits of using technology in English language learning, innovative and relevant learning strategies can be developed to prepare students to face the demands of global communication.

This research also aims to provide guidance and recommendations for teachers and policymakers in maximizing the potential of technology to improve the quality of learning. This research can help identify the most effective ways to implement technology in English language teaching by evaluating various technologies and their integration methods. In addition, this research will also examine the impact of technology use on students' motivation and active participation, as well as the long-term benefits associated with developing digital skills and students' readiness for the future world of work. Thus, it is hoped that this research can make a significant contribution to developing more innovative and effective English learning strategies by utilizing technology, as well as preparing students to become competent communicators in the global era.

In addition, using technology in learning spoken English can also help students develop the digital skills needed in the future world of work. In a world of sports that is increasingly connected globally, the ability to communicate in English orally with the support of technology is a competitive advantage for graduates (Zhang, Y, 2017) . Although the importance of using technology in spoken English learning has been recognized, challenges still need to be overcome. Some of these challenges include the availability of adequate technological infrastructure, the readiness of lecturers to utilize technology, and the need to develop relevant content and learning materials (Smith, 2021) . Therefore, research on the use of technology in spoken English learning for students can provide guidance and recommendations for teachers and policymakers in maximizing the potential of technology to improve learning. To meet these needs, this research explores the use of innovative technology in teaching English speaking skills to students, such as mobile applications, computer software, and online platforms, which can be integrated effectively into the learning process to improve speaking skills for school teacher education students. Base. By understanding the challenges, opportunities, and benefits of using technology to learn spoken English for students, innovative and relevant learning strategies can be developed to prepare students to face the demands of global communication.

According to Hennessy, Ruthven, and Brindley (2005, p. 2), The term Information and Communication Technology includes a variety of hardware (desktop and portable computers, projection technology, calculators, data logging and digital recording equipment), software applications (generic software, sources multimedia power), telecommunications and information system facilities (Intranet, Internet). So it can be concluded that information and communication technology examples of Information and Communication Technology are IWB, computers, computer-based language learning (CALL) software, office applications (Words, PowerPoint, drawing tools, etc.), Internet-downloadable websites, and software, CD-ROM textbooks, DVD players, cell phones, electronic dictionaries, digital cameras, and videos, DAT recorders, document cameras, data projectors, furthermore, many variations of the latest technology can be used and utilized and are options to suit your needs.

Information and Communication Technology Concepts in English Language Learning

As stated by Cakiki (2016), with the development of Information and Communication Technology as a new tool in language teaching, EFL teachers and methodologists are expected

to adopt a new view on integrating basic Information and Communication Technology skills in the EFL classroom appropriately. This is a prerequisite for complementing language learning with the necessary technological skills. The application of Information and Communication Technology requires specific language skills and strategies. Introducing Information and Communication Technology into the language classroom has significant implications for curriculum reform, classroom teaching, and student learning. Therefore, implementing information and communication technology into learning with a more accurate context is now crucial because its increasing power and capabilities trigger changes in the environment or atmosphere of English language learning.

Furthermore, the concept of English language learning based on Information and Communication Technology, according to Faridi (2009), media or learning aids, there are several applications offered in English language learning, such as (1) E-learning (Web Course, Web-Centric Courses, Web Enhanced Course); (2) E-Library; (3) Virtual University; and (4) EducasiNet. The information and communication technology-based learning tools and applications mentioned above are options that can be implemented and tailored to learning outcomes.

The ability to speak English cannot be separated from mastering four skills: Listening, Speaking, Writing, and Reading. Information and Communication Technology can be used to facilitate and improve the ability of the four skills. These include listening, speaking, writing, and reading. The ability to listen or listen is an essential key to speaking English. As stated by Nachoua (2012), the ability to listen or listen using CALL (Computer Assisted Language Learning) is one way to motivate language students to take a dynamic role in learning even though they act as passive listeners. Several options exist for developing listening skills using multimedia instruments such as digital stories, MP3s, recordings, or podcasts.

Speaking ability is seen as an English lingua franca, as Drigas states. Several applications that can be used, as stated by Hashemi (2011), namely the use of Oovo and Skype, are that students can benefit from authentic learning experiences rather than the routine they are used to, which in turn will motivate them to ask for more accurate communication, more opportunities to internalize the language. The ability to write is seen as stated by Drigas (2011), so according to Drigas, the ability to write can be difficult for many language students because grammar must be correct. Unlike speaking, written language cannot use gestures or language. Body to explain what needs to be understood or conveyed. Meanwhile, Arslan, Lomicka, and Miyazoe revealed that blogs and Twitter can help students practice written language in the language they want to learn and share their thoughts or feelings. Other applications that can be used include app.readable.io and sli. Do, and bubbl.us. Reading Ability by Drigas (2011) Therefore, according to Drigas, online reading can be essential for language learners in the 21st century, and the creation of a web-based reading program which is effectively called 'Online English Reading' was created to narrow the gap between reading and comprehension using online reading strategies.

Research Method

This research employed a qualitative case study method. A case study is a research approach that studies a particular phenomenon in an accurate and specific context to gain an in-depth understanding of the problem being researched (Creswell, 2016) In addition, Yin (2014) mentions that a descriptive case study describes an intervention or phenomenon in the real-life context in which it occurs. In line with the expert's discussion about the case study, this research used a case study since this research aims to investigate the use of innovative technology in teaching speaking skills to elementary school teacher education students.

However, it is hoped that the results of this research can provide insight and input for developing spoken English learning strategies that are more effective and integrated with technology. Thus, through this detailed case study method, this research is expected to provide a more comprehensive understanding of the use of technology in teaching speaking for students majoring in elementary school teacher education. The research was carried out in Universitas Majalengka by considering the relevance and representativeness of the general student population majoring in primary school teacher education. This research involved one lecturer and one English class that consisted of twenty-five students. The lecturer used innovative technology tools in teaching speaking classes.

The data collection process involved various techniques, including classroom observation and interviews. The researchers observed the learning process. The researchers systematically recorded the use of technology, student interactions, and student responses to technology-based learning. Next, researchers interviewed students to investigate their perceptions, experiences, and opinions regarding using technology in teaching speaking. Interviews were conducted using a previously designed interview guide, which included questions related to the benefits, challenges, and expectations regarding the use of technology in learning (Kasiram, 2010).

The collected data was analyzed qualitatively. Data analysis involves grouping, categorizing, and thematizing data from observations and interviews. The results of the analysis are used to comprehensively understand the use of technology in teaching speaking including the benefits, challenges, and related perceptions.

In this research, data analysis was carried out qualitatively to understand in depth the use of technology in teaching English speaking skills. This analysis process involves several interrelated stages, namely grouping data, categorizing data, and developing themes from data obtained through observation and interviews.

The first stage in data analysis is grouping. At this stage, raw data that has been collected through various methods such as observation and interviews are organized based on similarities or connections found. For example, data related to the use of mobile applications in English learning will be grouped. This grouping aims to simplify complex data by collecting similar pieces of information, making it easier to identify existing general patterns or trends. The researcher will review all the data that has been collected, code the relevant information, and group pieces of data that share a common context or topic.

After the data is grouped, the next stage is data categorization. At this stage, the data that has been grouped is broken down into more specific categories based on certain themes or topics. This categorization helps in understanding the relationships between various pieces of data. For example, in the context of this research, data regarding the benefits of using technology in English language teaching can be further categorized into sub-categories such as increasing student motivation, increasing active participation, and developing digital skills. By categorizing data more specifically, researchers can analyze in more depth specific aspects of the data and understand the relationships and correlations between them.

The final stage in data analysis is theme development. At this stage, researchers search for and identify the main themes that emerge from the categories that have been previously formed. This process involves interpreting data to discover underlying meanings and larger patterns that can explain the phenomenon being studied. For example, from the various categories of data that have been analyzed, major themes may emerge such as "Challenges in Technology Integration", "Benefits of Using Technology for Speaking Skills", and "Teacher and Student Perceptions of Technology Use". These themes provide a broader and deeper picture of how

technology influences the learning of English speaking skills. The researcher then developed a description of these themes and linked them back to the research objectives to provide a more comprehensive understanding of the use of technology in English language teaching.

The conclusions of this analysis provide deeper insight into the benefits and challenges faced in using technology for teaching English speaking skills. Apart from that, this analysis also reveals teachers' and students' perceptions of the integration of technology in the learning process. With this understanding, research can provide practical recommendations and strategies that can be used to maximize the potential of technology in improving students' speaking skills. This research also helps prepare students for future global communications by understanding how technology can be effectively integrated into the learning process. The results of this analysis form the basis for developing innovative and relevant learning strategies that can be applied in the context of language education.

Result and Discussion

The results of observations and interviews on the use of technology for learning spoken English show several findings, namely, increasing motivation to use technology in learning spoken English tends to increase learner motivation. Learners feel more motivated to learn because technology allows them to engage actively through engaging and interactive content. Furthermore, improving oral skills in spoken English learning technology helps learners improve their oral skills by providing opportunities to practice live conversations with tutors or through interactive platforms. This allows learners to hone their speaking and listening skills in authentic contexts. Observations show that spoken English learning technology provides flexibility in selecting learning materials that suit the interests and needs of learners. Various content and topics, from general communication skills to daily life situations or specific discussions according to areas of interest. Interviews with learners indicate that spoken English learning technologies often provide adequate personal support.

The use of technology brings many benefits, but there are also several technical challenges encountered. Some students have trouble with unstable internet connections, technical problems with learning platforms, or awkwardness in using technological devices. However, these obstacles can be overcome with proper guidance and adequate access to technical support. Based on the observations and interviews, spoken English learning technology has great potential to improve English language skills effectively. However, it is essential to pay attention to technical challenges that may arise and continue to develop appropriate solutions to make the learning experience better for students.

Application of Technology in Spoken English Learning

The application of technology in learning spoken English has brought many benefits and positive changes to the learning process. The following are some of the results that can be achieved through the application of this technology:

Better accessibility

Technology allows more accessible and more flexible access to spoken English learning materials. Through online learning platforms, students can access learning content, study materials, and other resources anytime and anywhere using devices such as computers, tablets, or smartphones. This allows students to learn spoken English independently and adjust their study schedule as needed. In a study, using media technology allows people to interact more with supporting media such as audio-visual (Asrizal et al., 2017).

Multimedia enrichment

Using technology, spoken English learning can be presented with various media such as audio, video, animation, and interactive images. This helps increase students' interest and motivation in learning and makes them more involved and active in learning. For example, through videos or audio recordings, students can listen and practice English pronunciation and intonation better.

Interactive simulation

Technology also allows for interactive simulations in learning spoken English. Students can practice speaking English with a computer or device that provides real-time responses or feedback using special software or applications. This simulation helps students practice their speaking, listening, and interacting skills in English in situations like real life.

Engagement and collaboration

Through technology, students can be involved in interactive and collaborative learning activities. For example, students can interact with classmates through online forums or integrated learning platforms to practice speaking English. This helps improve speaking and listening skills in English and broadens cultural horizons through exchanging information and experiences.

Use of learning applications and software

There are various applications and software designed specifically for spoken English learning. This application can help students practice vocabulary, grammar, pronunciation, and speaking skills independently. Some applications even use artificial intelligence to provide personalized feedback and suggestions. Several things can be done using technology, including technology; interactive efforts are not only limited to existing field media but allow people to learn the theory first more efficiently, several practitioners do as; this was stated in their research (Singh, 2003).

The application of technology in learning spoken English provides an excellent opportunity to improve the quality of learning and learning outcomes. Increasing motivation and interest in learning, the application of technology in learning spoken English has been proven to increase motivation and interest in learning. Various media, such as video, audio, and animation, make learning more exciting and fun. Students tend to be more motivated to learn spoken English because they can interact with more exciting and relevant content. Furthermore, improving technological communication skills allows students to actively practice and improve their communication skills in English. Through interactive simulations, students can practice speaking, listening, and interacting in situations like real life. This helps students feel more confident using English orally and improves their communication skills. The application of technology in learning spoken English provides flexibility in time and place. They can access learning materials anytime and anywhere through online learning platforms. This allows students to study at their own pace and adjust their study schedule as needed. Those living in remote areas or with physical limitations can also use this technology to learn spoken English. Furthermore, involvement and collaboration, as well as technology, also allow students to be involved in interactive and collaborative learning activities. Students can interact with classmates through online forums, integrated learning platforms, or information-sharing applications. This helps students improve their English speaking and listening skills and broaden their cultural horizons through exchanging information and experiences. Moreover, by increasing vocabulary and grammar, technology can be an effective tool for expanding vocabulary and learning grammar in English. Many learning applications and software are

specifically designed to enrich vocabulary and understand sentence structure in English. Students can use this app to practice and test their understanding independently.

In conclusion, the application of technology in spoken English learning provides various benefits, including increased motivation and interest in learning, improved communication skills, flexibility of time and place, involvement and collaboration, as well as increased pronunciation of vocabulary and grammar. To realize optimal results, the application of technology in spoken English learning needs to be integrated wisely and strategically. By paying attention to these things, it is hoped that technology can improve the quality of learning and help students achieve better-spoken English skills.

Effectiveness of Using Technology in Spoken English Learning

Improved cross-cultural communication: Using technology to learn spoken English can help students improve cross-cultural communication skills. Through media such as video, audio, and online learning platforms, students can interact with students from various countries, broaden their cultural horizons, and develop adaptability in communicating with individuals with different cultural backgrounds. This is in line with what is done in research (Bunau et al., 2022; Brown, 2014). Improved understanding of instructions and subject matter, technology enables the use of multimedia in spoken English learning. This helps students better understand English instructions and subject matter more visually and interactively. For example, through learning instruction videos in English, students can better understand patterns or techniques, making it easier to practice them when teaching. Using English media is more possible in terms of simple vocabulary and not too many words that create wrong meanings and perceptions (Haris et al., 2017).

Collaboration and active involvement: Technology allows students to collaborate and actively participate in spoken English learning. They can use online learning platforms to discuss, share ideas, and collaborate on English-related projects. This helps improve their communication skills, expand networks, and build collaborations with students from other departments or universities. Accessibility of learning materials: Through technology, students can access spoken English learning materials more efficiently and flexibly. They can download materials, watch videos, listen to audio recordings, or read texts online according to their needs and schedule. This accessibility allows students to learn spoken English independently and repeat material if necessary.

Using supporting applications and software, students can use various English learning applications and software. For example, translator applications or online dictionaries help them understand and translate terms into English. Apart from that, applications for pronunciation practice or voice recording help them practice their ability to speak English accurately and clearly. Through the effective use of technology in learning spoken English, students can achieve the following results:

Improved communication skills

Technology allows students to engage in learning activities focusing on English communication. They can access video or audio content related to teaching tutorials and exercises in English. This helps them enrich their vocabulary in English, understand particular terminology, and improve their communication skills while working (Andriyani et al., 2020). Furthermore, improving students' presentation and teaching skills through technology can improve their presentation and teaching skills in English. They can use presentation software or online learning platforms to deliver lesson material more interestingly and interactively (Wahyuni et al., 2020). Students can also record and improve their presentations, increasing their confidence and teaching skills in English. Utilization of digital resources: With the

application of technology, students can utilize various digital resources to learn spoken English. They can access blogs, podcasts, or YouTube channels containing English content. Students can listen to interviews with experts in the teaching field, read articles, or watch YouTube in English. Utilizing the resources helps expand their knowledge and improve their understanding of spoken English.

Development of Independent Skills

Technology provides opportunities for students to develop independent learning skills in spoken English. They can use self-paced learning applications or platforms that provide interactive exercises, tests, or games to strengthen their understanding of spoken English (Kristiawan, 2018). Students can learn at their own pace and focus on areas that need improvement, enabling them to achieve better results efficiently. Moreover, in preparation for an international career, applying technology in learning spoken English benefits students who plan to pursue an international career. Skills gained through technology, such as cross-cultural communication skills, effective presentations, and an understanding of teaching in English, provide students with a competitive advantage in their career preparation. They have the skills to communicate from different countries and teach in a multicultural environment.

Development in the technological era is one part that will support interaction not only offline but online, so it can make it easier for anyone to collaborate with countries abroad. This is extraordinary progress, but language is essential for supporting processes in the technological era itself (Samsudin et al., 2022). In conclusion, using technology to learn spoken English for students brings many positive results. Students can improve cross-cultural communication skills, understand instructions and subject matter related to their field, and develop presentation and teaching skills in English. In addition, using technology also enables the utilization of digital resources, the development of independent learning skills, and preparation for international careers in education. By using technology wisely, students can obtain oral English learning outcomes that are effective and relevant to their needs.

Student Perceptions of the Use of Technology in English Language Learning

They are increasing involvement and interest in learning. Students feel that using technology to learn spoken English can increase their involvement in learning. Various interactive applications and software make learning more exciting and fun, motivating them to participate actively in class. Expanding learning resources, with technology, students can access broader and more varied learning resources. They can use learning videos, audio materials, web-based applications, and online platforms to practice listening, speaking, and hone their spoken English skills. This helps them to improve their understanding of the different variations of accents, intonations, and speaking styles in English. With the increasing flexibility of time and place, students appreciate technology's flexibility in learning spoken English. To improve the quality of feedback, some students consider using technology in learning spoken English to provide better feedback. For example, applications or software using voice or video recordings can directly record and evaluate students' speaking abilities. This helps them to identify mistakes and improve their speaking skills effectively.

Technical challenges and dependencies: Despite significant benefits, some students face technical challenges in using technology in spoken English learning. Slow internet connection issues, technical application errors, or equipment limitations can hinder their learning experience. Additionally, relying too much on technology in learning can cause dependency, reducing the ability to adapt to real communication situations.

Conclusion

Based on this research, it can be concluded that using technology in learning spoken English for students majoring in primary school teacher education has great potential to increase learning effectiveness and produce a more interactive learning experience. Through mobile applications, online learning platforms, audio or video recordings, and virtual reality technology, students can engage in learning activities that are more varied, realistic, and focused on developing their communication skills. The case studies conducted in this research have shown that technology in learning spoken English can significantly benefit students. Students can improve their speaking, listening, and interaction skills in English through exercises tailored to their interests and needs. Apart from that, the use of technology can also motivate and activate students' active participation in the learning process. However, several challenges must be overcome when applying technology to spoken English learning. These challenges include the readiness of technological infrastructure, training lecturers in using technology effectively and developing learning content that is appropriate to the context of the primary school teacher education department. Therefore, educational institutions need strong support to develop lecturer professionalism and cooperation between lecturers and students in optimizing the use of technology in learning spoken English. Technology should be seen as a complementary and supportive approach to improve and enhance spoken English learning, not a replacement for traditional teaching methods. Lecturers must consider students' needs and preferences when integrating technology into learning. In addition, continuous research and development in the use of technology in spoken English learning should also be carried out to ensure its effectiveness and relevance. Thus, using technology in oral English learning for elementary school teacher education students has excellent potential to improve their communicative competence in English and prepare them to face global challenges. Educational institutions and teachers need to continue to encourage and support innovative technology to improve the quality of spoken English learning for students majoring in elementary school teacher education.

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