Speak More, Students! Harnessing Technology for Active Students' Engagement in EFL English-Speaking Classes

Natalia Christy Emy Lokollo[1], Yustinus Calvin Gai Mali[2,*]

[1]*Master in English Language Education, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga 50711, Indonesia*
[2]*Master in English Language Education, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga 50711, Indonesia*

A R T I C L E   I N F O

A B S T R A C T

One of the factors that causes EFL speaking challenges is students' lack of engagement in their English-speaking classes. In that situation, technology might have the potential to help EFL teachers engage their students to speak more enthusiastically. This study explores technology tools used by teachers in EFL speaking, how they use the technology to teach EFL speaking to different levels of students, and to what extent the use of technology by the teachers can engage their students when learning EFL speaking. To achieve those research objectives, the researchers approached the study qualitatively by conducting a semi-structured interview with three EFL teachers from a non-formal school in Salatiga, Central Java, related to the purposes of the study. Through a rigorous peer debriefing process between the researchers, the data analysis results indicated that the participants used simple and common technology tools (e.g., *PowerPoint*, an online website, *Google Docs*, and *Zoom*) to teach EFL speaking. Notably, the technology tools could support the participants in engaging their students in the class by providing authentic and interesting materials that are completed with pictures and related to the students' lives. Questions for future research explorations are presented.

1. INTRODUCTION

Speaking is one of the four primary English skills for learning a foreign language. Most English language classes now prioritize the development of oral communicative skills, and many English as a Foreign Language (EFL) students strive to speak well. Why? Being able to speak English well opens up opportunities to get employed in reputable multinational companies, advance one's career, broaden one's self-horizon, and enhance cross-cultural communication skills with people of different nationalities from across the globe (Guest, 2023; Rao, 2019). Some also reported that speaking English fluently might enhance self-confidence and creativity (Nutspace, 2021; Surkamp & Viebrock, 2018). However, in EFL contexts, researchers (e.g., Abugohar et al., 2019; Chand, 2021; Suryani et al., 2020) found that speaking is challenging to master for many EFL students. These difficulties are caused

by various factors, such as lack of vocabulary, grammar, pronunciation problems, nervousness, lack of confidence, self-esteem, motivation, and engagement (Chand, 2021; Djahimo et al., 2018; Erdiana et al., 2020; Machmud & Abdulah, 2017; Riadil, 2020; Suryani et al., 2020).

Students' engagement problems happened in an EFL speaking class at a private non-formal school in Salatiga, Central Java, Indonesia, which is a setting that has been less explored in previous studies. Suppose the engagement problems (e.g., students tend to be quiet in class, are less enthusiastic about speaking in English, and do not want to engage actively in the speaking activities led by the class teacher) are not taken care of seriously and happen continuously. In that case, the students in the class might not be able to obtain good academic performance, communicate with other people fluently, maintain daily communication occurring in the social context, and, importantly, enjoy the benefits of being able to speak in English as reported by Guest (2023); Nutspace (2021); Surkamp and Viebrock (2018). In that situation, technology might have the potential to help teachers engage students to speak more enthusiastically in their EFL speaking classes (Egbert & Shahrokni, 2018; Hamad et al., 2019; Mali, 2017; Muslem et al., 2018; Tri & Nguyen, 2014) as well as help improve their students speaking and pronunciation skills, speaking fluency, and accuracy (Asratie et al., 2023; Hamad et al., 2019; Ilyas & Putri, 2020; Sosas, 2021).

Besides the technology's potential to engage students in the speaking class and positively impact students' English-speaking development, it is essential to use technology as Indonesian teachers also need to respond to Indonesia's national policy, namely the Indonesian Qualification Framework (KKNI). The national policy encourages teachers with a bachelor's degree to integrate technology into their teaching and learning practices and utilize science and technology to solve related problems in their fields (Mali, 2015; Mali & Timotius, 2018). Although the government has taken several significant initiatives to improve the use of technology in the teaching and learning process, the policy's success will be assured only when technological tools are employed adequately at the ground level, that is, in a classroom. With all these theoretical backgrounds in mind, the researchers aim to answer the following research questions:

1. What technology tools do the teachers use to teach EFL speaking in their class?
2. How do the teachers use the technology to teach EFL speaking in their class?
3. To what extent can the use of technology by the teachers engage the students when learning EFL speaking in their class?

Answers to these research questions should benefit EFL teachers, language instructors, and practitioners who are looking for various technology tools to teach speaking skills and possible ways to use the tools to engage students in an EFL speaking class, especially in a non-formal school setting.

2. LITERATURE REVIEW

The researchers now continue with a brief literature review on definitions of technology, technology to teach EFL speaking, definitions of engagement, and task engagement principles.

2.1 Definitions of Technology

In this study, the term *technology* refers to electronic devices, websites, applications, and software that can be connected to the Internet and used for English language teaching and learning purposes (Cahyani & Cahyono, 2012; Mali, 2015; Mali & Salsbury, 2021; Mali & Timotius, 2018). The following section will inform technology tools that can be used for teaching and learning EFL speaking.

2.2 Technology to Teach EFL Speaking

Various technology tools can be used to teach EFL speaking. First, *YouTube* is one of the popular websites that is considered an effective technology for motivating students and engaging them more in a language classroom (Ilyas & Putri, 2020). In addition, the use of YouTube videos may also inspire and engage the students to learn to speak inside and independently outside the classroom (Hamad et al., 2019). In developing speaking skills, Binmahboob (2020) believed that YouTube videos can allow students to note important information they see in the video, discuss, and gain insight into the topic they are listening to. However, Binmahboob (2020) suggested that teachers must be careful in integrating YouTube as their students may access many videos unrelated to their language learning goals. Second, *VoiceThread (VT)* is a multimodal asynchronous computer-mediated communication tool allowing users to create and comment on a multimedia presentation using voice, video, or writing annotation. It allows students to upload their work and receive feedback from their teachers and classmates, as in face-to-face teaching sessions, which might maximize student engagement and active learning experiences (Bodis et al., 2020; Ebadi & Asakereh, 2018). Third, in this modern era, *Artificial Intelligence (AI),* an area of computer science that emphasizes the creation of intelligent machines that work and react like humans, is used in education, especially in English language learning. One of the AI tools that can be used to enhance English speaking skills is *ELSA Speak* (https://elsaspeak.com/en/), which is categorized as mobile-assisted language learning. This smartphone application provides personalized pronunciation training depending on the student's first language (Egbert & Shahrokni, 2018). *ELSA Speak* can support and improve students' intonation, pronunciation skills, and motivation and successfully make students engage in language learning (Karim et al., 2023; Kholis, 2021; Samad & Ismail, 2020).

Besides *YouTube, VT,* and *ELSA Speak,* other technologies might be used to teach and learn English speaking. Asratie et al. (2023) reported the potential of *YouGlish* (https://youglish.com/)*, FORVO* (https://forvo.com/)*,* and *Oxford Learners' Dictionary* (https://www.oxfordlearnersdictionaries.com/) to facilitate students to practice and imitate their speaking skills based on native speakers' speeches. A study conducted by Namaziandost and Nasri (2019) involving 100 EFL teachers and 100 students in Iran found that *WhatsApp*, *Skype*, and *Telegram* provide many opportunities for language speaking practice and enhancing speaking abilities. In Saudi Arabia, Abugohar et al. (2019) found a highly inspiring positive EFL teachers' perception of using smartphone applications to enhance students' oral skills in teaching EFL speaking. In Indonesia, Fauzi et al. (2017) informed the potential of using video to improve students' speaking skills. While the previous studies have reported various technology tools for learning and teaching English speaking, which later can be compared with those revealed by the current study, the researchers would like to respond to the call for more investigations of teachers' actual use of technology for supporting their teaching and learning (see Mali & Salsbury, 2021), especially in English

language skills in a non-formal school setting, which seems not to be discussed sufficiently in the literature.

2.3 Definitions of Engagement

In this study, the researchers consider the term *engagement* to be intricately connected to increased focus, active involvement, and meaningful participation in a learning activity (Aubrey et al., 2022; Steinbrenner & Watson, 2015), classroom attendance, participation in extracurricular activities, completion of homework, attitudes to school, and student engagement with instructional learning activities (Egbert et al., 2021; Philp & Duchesne, 2016). The researchers consider the students' behavior described above as some indicators of engagement in the EFL speaking class. Importantly, engagement can be seen as a critical contributor to students' academic development, where they can be involved in learning and get motivated to learn more; disengaged students tend to perform poorly in school and feel marginalized, resentful, and ineffective (Egbert et al., 2021; Shahrokni, 2016).

2.4 Task Engagement Principles

Egbert and Shahrokni (2018) suggested that classroom activities must be engaging so that learners will take all learning opportunities offered to them. In this study, the researchers focused on three main aspects of Egbert and Shahrokni's task engagement principles to be considered in teaching and language learning. The first one is *authenticity*. Authentic tasks refer to tasks or activities that replicate what learners can do or experience outside their classroom or replicate genuine functions outside the school. Authentic tasks also enable students to build personal connections to the tasks they do (Egbert et al., 2021). The second one is *interest*. Interesting and meaningful input is more likely to be converted into actual language intake and processed by the learners. Many teachers have yet to learn what their students are interested in. When personal interest aligns with the topic presented, it can foster situational interest, allowing students with a higher initial interest to complete their tasks with their best effort (Egbert et al., 2021). The third one is *social interaction.* It provides opportunities for social interaction, such as conversation, cooperation, and collaboration with peers and teachers. Interaction can take the form of sending letters/audio recordings through the mail, finding a pen pal in another country, or scheduling a time to meet with peers and teachers online through audio (*Discord*) or video conferencing (*Skype*) (Egbert, 2020). The researchers will use these principles to discuss the findings of the third research question of this study.

3. METHOD

This section will detail the method that the researchers used to meet the research goals.

3.1 Research Design

This study aimed to investigate teachers' use of technology in teaching EFL speaking, particularly technology tools teachers use to teach EFL speaking in their class, how the teachers use the technology to teach EFL speaking in their class, and to what extent the use of technology by the teachers can engage the students when learning EFL speaking in

the class. To achieve these goals, the researchers approached the study qualitatively to provide a holistic and rich description of real-world events (i.e., related to the purposes of the study as described above) and respond to questions that cannot be answered using statistical numbers (Ary et al., 2019; Dawson, 2009; Mali & Salsbury, 2021, 2022).

3.2 Research Setting

The study was conducted in a non-formal private school in Central Java, Salatiga, Indonesia. The school followed an American curriculum within all content areas, using English as the medium of instruction. The school offers mandatory enrichment classes, such as Physical Education (P.E.), Life Skills, and English Club. More specifically, the selected setting was English club classes, which were conducted in a hybrid learning environment mode: face-to-face and online learning. EFL teachers are assigned to teach English clubs with supporting technology to build and sharpen the students' English skills. All students in this non-formal school are obliged to join the English club, which is grouped into three classes: *the joyful class* with 7-10-year-old students, *the hope class* with 11-14-year-old students, and *the patience class* with 15-17-year-old students.

3.3 Research Participants

The researchers involved 3 EFL teachers of the English club (see Table 1). The first author (henceforth called NL) approached the teachers personally to explain the purposes of the study and responded to any questions they might have about their participation in this study. Clearly informed about the purposes of this study and ensured that this study would not pose any potential risks to them, the teachers agreed to participate in this study.

Table 1
The Research Participants

Teacher	Age	Gender	Teaching Experiences (Years)
Teacher A	36	Female	10
Teacher B	26	Female	5
Teacher C	33	Male	8

The research participants, as shown in Table 1 above, were purposively selected because they graduated from the English language education program and had at least five years of experience. Moreover, the participants actively used technology to support their teaching and learning practices in class.

3.4 Data Collection Procedures

The first author (henceforth called NL) collected video recordings of three class sessions in the first semester of the 2023/2024 academic year (i.e., recorded in *Zoom*) when the participants used technology to teach EFL speaking in the class. The duration of the video recording was about 30 to 40 minutes. While watching the recorded videos, NL wrote memos to help clarify and elaborate assumptions and opinions (Birks et al., 2008) on any activities and moments shown in the video that could help to answer the research questions.

After writing memos from the video recordings, NL conducted semi-structured interviews (i.e., each was around 15-20 minutes) with each participant on 27 October 2023,

30 October 2023, and 1 November 2023 to discuss the memos while also watching certain parts of video recordings to clarify the practices of technology tools the participants integrated when teaching speaking. The interview sessions were conducted in *Bahasa Indonesia* so the participants could give in-depth responses without any communication barriers. Employing semi-structured interviews allows the researchers to gain insight into their participants' experiences (Ary et al., 2019). The interview sessions were audio transcribed and analyzed. Significantly, using various data sources to answer the research questions can enhance the trustworthiness of a qualitative study (Ary et al., 2019; Lewis, 2018; Mali & Salsbury, 2021).

3.5 Data Analysis Procedures

The researchers did the following activities to analyze the research data (i.e., the memos and interview transcript). To be immersed in the data, NL carefully read the memos and interview transcripts several times. NL then highlighted words, phrases, or sentences in the memos and interview transcripts that could help the researchers answer the research questions. Excerpts of the interview transcripts and memos were translated into English and presented in the findings sections as supporting data to answer the research questions. The second author (CL) then read all the findings sections and interpretations made by NL. CL and NL discussed points that were unclear or needed more clarification till they reached a consensus on the data interpretation. This peer debriefing strategy (according to Ary et al., 2019) helps to enhance the trustworthiness of a qualitative study.

3.6 Researchers' Positionality

In this section (following Bloomberg & Volpe, 2019; Saldaña & Omasta, 2018), the researchers outlined their positionality to give readers insight into their background experiences (e.g., beliefs, assumptions, and social backgrounds) and any conflicts of interest that might emerge during the study. For example, NL served as the school principal where the participants worked. Therefore, she knew the participants very well and vice versa. This school principal-employee relation might affect how the participants perform in the class and how NL analyzes and interprets the research data. However, that potential bias in research analysis and interpretation stages might be minimized by the presence of CL, as the outsider of the research, who checked and discussed how NL analyzed and interpreted the research data. This transparency aimed to enhance the applicability of the study's findings, aligning with Ary et al.'s (2019) notion of "transferability," which refers to how well qualitative study findings can be applied to other contexts or individuals (p. 445).

4. RESULTS

The researchers presented the findings of the study in order of the research questions.

4.1 Technology tools used by the teachers to teach EFL speaking in their class

The data analysis showed that the teachers used five technology tools to support their EFL speaking teaching and learning practices. Those technologies are *video conferencing* (i.e., *Zoom*), *PowerPoint*, *Word Documents, Google Docs,* and *an online website,* https://sdgs.un.org/.

4.2 How the teachers use the technology to teach EFL speaking in their class

The data showed that the teachers used the technology for various purposes and activities that can help the students learn EFL speaking in their classes (see Table 2), which clearly showed that the participants had responded positively to KKNI, the national policy in Indonesia that encourages teachers with a bachelor degree to be able to integrate technology into their teaching and learning activities.

Table 2
Teachers' Use of Technology in an EFL Speaking Class

Participants	Technology	Purposes	Level of Students
Teacher A	*Zoom*	To get connected with online students	Grade A: students aged 7-10 who have basic English language skills.
	PowerPoint	1. To guide students in spelling English words 2. To show pictures related to the topic 3. To help students recognize words' sound 4. To grab students' attention	
	Word Document	To show classroom tasks	
Teacher B	*Zoom*	To get connected with online students	Grade B: students aged 11-14 who have intermediate English language skills.
	Google Docs	To show the example of dialogue	
Teacher C	*Zoom*	1. To get connected with online students 2. As a media to facilitate online discussions and presentations	Grade C: students aged 15-17 who have upper-intermediate English language skills.
	Online Website	To get direct information from the sources with text, pictures, audio, and video	

Zoom. It was found that the participants used the available technology in classroom activities. Generally, all participants used video conferencing to connect with students and as media to facilitate the teaching and learning process, especially online discussions and interactions.

> "We use *Zoom* for interactive discussions and also for presentations. Because for senior high school students, we do not use one-way discussion but two-way discussion, and *Zoom* could facilitate it." (Teacher C-interview)

Word Document and Google Docs. Teachers A and B used typical tools, *Word Document* and *Google Docs*, to display the teaching material as in tasks and examples:

> "It is a worksheet in the *Word Document*. So, in the morning, I distributed the file to online students and printed it out for onsite students, so they could work together with their teacher during English Club." (Teacher A-interview)

> "I showed this *Google Docs* to show them an example of what a drama script looks like… And I do not need to bring my laptop everywhere because I use the computer in lab computer, so it will be easier to access it through *Google Docs* rather than I get flash disk." (Teacher B-interview)

The interview data shows that the *Word Document* used by Teacher A showed worksheets for both online and onsite Grade A students working together simultaneously. The file in the *Word Document* is needed to guide the students in answering the questions one by one with complete sentences. With the typical technology tool, Teacher B used *Google Docs* to show the example of a drama script, which later Grade B students will refer to as they write their drama script (Teacher B-teaching memos).

PowerPoint. Further, the use of *PowerPoint* was beneficial in teaching EFL speaking to Grade A students. Teacher A, she said:

> "Because, again, I teach young learners at the elementary level. It is essential to see lesson material visually… This media helps me teach the students, especially new material… I review the material through pictures and words in the PPT slides." (Teacher A-interview)

From the interview data, Teacher A mentioned that Grade A students need visuals to help them engage in the learning process. She believes that *PowerPoint* can answer the needs of the students through pictures and words, especially in teaching EFL speaking (Teacher A-memos). Meanwhile, Teacher C believed that an online website is suitable for Grade C students to get direct and authentic sources of information related to the discussed topic to avoid misinterpreted information.

> "[…] material related to information that is directly listed on the web, so we go directly on the web, so that there is no misinterpreted information." (Teacher C-interview)

Online website. An *online website*, as detailed by the participants, was also employed. Students and teachers can access accurate information about the related topic using this technology. This explains that the students are exposed to language styles and sentence structures provided on the *online website*, which they would get used to and later use in class discussions. Besides the *online website*, Teacher C also used *Google Drive*, which he and the students can access. It was used to restore students' presentation files and other projects. As it was recorded in the interview, he said:

> "Usually for presentations (files), they (students) showed their works in PDF or JPEG format, and we put it in *Google Drive* so everyone in the class can access it repeatedly." (Teacher C-interview)

Nevertheless, all teachers put some consideration into integrating technology in their classrooms. Grade A students need more colorful visuals through *PowerPoint*, designed by Teacher A, whereas Teachers B and C did not use *PowerPoint* to deliver the teaching material. Instead, they used *Google Docs* and other *online websites* to teach EFL speaking.

4.3 The extent to which the use of technology by the teachers engages the students when learning about EFL speaking in class

Authenticity. The interview data indicated that teacher C used the UN official *website* https://sdgs.un.org/ to provide many authentic materials that discuss Sustainable Development Goals (SDGs) as the topic. When the students were asked to discuss SDGs based on the website materials, they actively discussed them. The students' engagement was observed when the students pointed out all the pictures and videos on the *website* (memos). That said, teacher C clarified that:

"The information on the topic is all on the [official] *website*. So, to avoid misinterpreting information or data, I use the text and visuals on the [official] *website*." (Teacher C-interview)

As the participant mentioned above, the official *website* used to teach speaking is authentic and allows students to be exposed to real-world language use, improving their speaking skills.

From the memos and interview data, Teacher A used *PowerPoint* (PPT) with pictures to engage students when teaching about healthy menus with simple present tense as the sentence focus. This was the second meeting after introducing the topic. When Teacher A showed a picture of a healthy menu in the PPT slide (see Figure 1), the students could relate to their usual menu to respond to the image shown. As it is confirmed from the interview data below:

"From the slide, students were motivated to express their opinions. For example, I showed (an) example of a healthy menu, and from the picture, I asked (them) to tell what they saw in the picture. What does she eat? Moreover, they answered that she eats vegetables…" (Teacher A-interview)
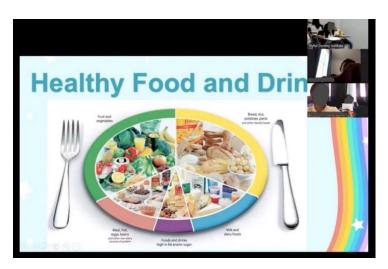

Fig. 1. The healthy menu

The result showed that teachers' use of technology tools helps students to connect to the real world. The students outside the classroom can use the topic they learned in the classroom. With the help of technology tools integrated by Teachers A and C, students can feel connected to the real world.

Interesting materials. From the interview data, using *PowerPoint* with pictures helps Teacher A engage students when teaching about the five senses. When Teacher A showed pictures of the senses, the students' engagement was observed when they were enthusiastic about sharing their knowledge (memos). Teacher A said:

"For elementary students, they need to see interesting pictures. So, I make my teaching material colorful, or even the words. This media helps me teach the students, especially new material, about the Five Senses. Even though some of them already know about the five senses, I remind them through pictures and words in the PPT slides. Because it engages children in learning speaking skills in the English Club." (Teacher A-interview)

Teacher A's use of technology in teaching increases the students' motivation to express their thoughts and share their experiences related to the pictures and words in the

PowerPoint slide. Further in the interview, Teacher A also shared her experience using a guessing game in the PPT slides, which was believed to be interesting material in teaching speaking to Grade A students. She mentioned:

> "The game I designed in this PPT is more interesting for students when they see the scrambled words. So it is easy for them to see visually rather than me just saying the scrambled words, and they have to spell. They need to see visually to be able to do this activity. This PPT is very helpful and engages them to contribute, especially when speaking in English." (Teacher A-interview)

The topic of the guessing game was about family. Students were asked to rearrange scrambled words and to make them into complete sentences. After that, they must guess. For example, the complete sentence: I am the mother of your father/mother. Who am I? The students guessed, and then the teacher flipped the PPT slide to the answer. This implies that using colorful pictures and words and a game designed in the *PowerPoint* slide to teach speaking can significantly increase students' interest and engagement in the lesson. Further, using an *online website* (i.e., https://sdgs.un.org/), Teacher C believed that students engaged with the topic being discussed using the official website, as he confirmed in the interview data:

> "The responses were obvious because, on the website, the explanation, the wording, and the visuals in the video were available. So, it is compact in one place (media), and we can get everything." (Teacher C-interview)

This implies that through the *website*, teachers and students can access the materials needed, with interesting visuals and language use provided, which is believed to engage students in preparing for discussions and presentations.

Social interaction. In the interview, Teacher C mentioned that using video conferencing tools helps build interaction with the students. For Grade C students, teacher C used *Zoom* to facilitate two-way interactive discussions and presentations about the class topic, as she said in the interview.

> "We use *Zoom meetings* for interactive discussions and also for presentations. For senior high school students, we do not use one-way discussions but two-way discussions. In that case, *Zoom Meeting* could facilitate it." (Teacher C-interview)

On the other hand, teacher B found video conferencing challenging. Teacher B's class is blended, with Grade B students sitting face-to-face with Teacher B while others learn through video conferencing. In the video recording, Teacher B used *Zoom Meeting* as the media to teach speaking through drama (Teacher B - teaching memos). It was found that some online students were reluctant to express their ideas or to answer questions. They should be pointed out or called out by the teacher, and then they will respond.

Conversely, students sitting in the classroom freely and easily engage with the teacher. Another challenging part of using *Zoom Meeting* as a technology tool was technical issues, such as bad connection and microphone error. As she clarified in the interview:

> "[…] They were reluctant to say something unless I pointed, called, or asked them directly. They tend to give responses through the chat box. There were also some conditions like a bad connection; others could not hear them when they said something. They used the chat box also because they had a problem with the microphone, and some students liked to chat and be quiet." (Teacher B-interview)

Nevertheless, most of the participants underlined that the use of technology supports interaction and collaboration between students and teachers. To engage students, teaching materials designed by the teachers integrating technology tools such as *PowerPoint*, *websites*, and *Zoom* in the classes were authentic and interesting. They can be used to support social interaction.

5. DISCUSSION

What technology tools do the teachers use to teach EFL speaking in their class? The study reported that teachers used five technology tools to support their EFL speaking teaching and learning practices: *video conferencing, PowerPoint, Word Document, Google Docs*, and *an online website*. These technologies are also used in EFL speaking classes reported in previous studies (e.g., Alimah et al., 2022; Kuning, 2019; Nicolaou et al., 2019; Sosas, 2021). This finding might indicate that the teachers prefer to use simpler (i.e., than the use of *Voice Thread,* as reported by Bodis et al., 2020; Ebadi & Asakereh, 2018, and *ESLA Speak*, as reported by (Karim et al., 2023; Kholis, 2021; Samad & Ismail, 2020) and more common technology tools (i.e., than *YouGlish* and *FORVO,* as reported by Asratie et al., 2023) to support their teaching although the recently generated Artificial Intelligence tools (El Shazly, 2021; Sumakul et al., 2022) are already here.

How do the teachers use the technology to teach EFL speaking in their class? It is found that various technology tools can facilitate the teachers in teaching speaking to different levels of students. The teachers considered students' needs and capabilities in integrating technology into the classroom. To engage students, the teacher prepared a *PowerPoint* designed attractively to demonstrate teaching materials and to show words that students cannot spell for the students in Grade A. Further, the teacher showed pictures on the slide to gain students' attention and creativity in discussing the topic. Like Wahyuni et al. (2020), this research finding indicates that *PowerPoint* slides are still with us today. Also, the researchers agree with Nguyen and Pham (2022) that *PowerPoint* slides might be more powerful in the EFL-speaking classroom if they are supported with pictures or graphs to capture students' attention rather than just long texts talking about classroom instructions or speaking theories.

On the other hand, teachers who taught speaking skills to Grade B students through drama used *Google Docs*. The use of *Google Docs* was to show an example of a drama script that later students would follow to write their drama script. This indicates that the teacher used *Google Docs* to substitute printed handouts (also reported by Wahyuni et al., 2020) to show an example of a drama script for students to follow. Another technology tool found in this study was video conferencing. The teacher used video conferencing on *Zoom Meeting* to facilitate online interaction and discussion, which implies that the teacher uses available technology to reach students. Based on this research finding, the researchers supported Sosas's (2021) argument that video conferencing on *Zoom* was effective in enhancing teaching and learning speaking skills, attracting students' attention and motivation in the teaching and learning process.

Nevertheless, the research data showed that not all technology tools used by the teachers worked well. The researchers agree with the view that technology tools can also make students reluctant to speak (cited in Egbert & Shahrokni, 2018). This study found that some teachers revealed a challenging part in video conferencing. In the learning process, online students seemed reluctant to respond to questions and express their ideas through

video conferencing compared to students sitting face-to-face with the teacher. This finding indicates that although technology tools might successfully engage students in Grade C class, they did not work for Grade B students. To utilize technology tools in the classroom, teachers must know the characteristics and attitudes of the students to engage students in the learning process.

To what extent can the use of technology by the teachers engage the students in learning EFL speaking in the class? Using technology in the classroom to teach speaking brings real-world language use into the classroom. Students are exposed to actual language settings through the official *website*, establishing a closer relationship to the language and its practical applications. By offering instances of natural language patterns, this exposure to real-world language usage improves students' speaking skills. In line with Cong-Lem's (2018) argumentation, the *website* provided students with abundant online materials for language learning, which can be used as L2 resources to acquire linguistic knowledge, given the plethora of linguistic input on the *website*. Integrating authentic materials like official *websites* as technology tools in teaching speaking might make learning more relevant and engaging.

Further, using *PowerPoint*, which consists of pictures of authentic lesson materials, could also engage students in the learning process. The findings of this study showed that teachers' use of technology tools can motivate Grade A students to engage in the learning process with the visual cues in *PowerPoint* slides, which simultaneously enhances their speaking skills. It also explains that students need visual activities to support and motivate their engagement in the learning process. This finding is in harmony with Nguyen and Pham's (2022) view that the thrill of employing technology to create colorful and authentic images, sounds, and activities would entice pupils to learn much more than the traditional technique. This implies that students can be motivated and triggered to engage in learning when there is an authentic visual related to their real world.

More so, to engage students in the teaching and learning process, teachers used interesting materials incorporated into the technology tools at each level. The teacher in this study designed a guessing game with colorful pictures and words, shown on the *PowerPoint* slide, which could capture students' interest and engagement in learning. In their research, Sinaga and Oktaviani (2020) concluded that a multimedia game could motivate students to learn and improve their speaking performance. They also suggest that aside from implementing a game in class, teachers can make the class more engaging by using a learning application because it also triggers students to learn in a more appealing style and increase their English skills without having a monotonous activity in a class. This implies that simple technology supports multimodal learning experiences. Incorporating visuals in the lesson, like colorful pictures and wording, and games through *PowerPoint* might be a powerful incentive for students to engage in speaking activities.

A video conferencing tool the teacher used in this study was *Zoom* to provide social interaction in the classroom. This video conferencing tool helps the teacher who teaches Grade C to engage students in teaching EFL speaking. The teacher believes that *Zoom* facilitates two-way interactive discussions and presentations discussing SDGs as the main topic, which were also reported in the previous studies (e.g., Dharmawati, 2022; Medic, 2021; Sosas, 2021). They all agreed that video conferencing benefits social interaction and spoken reinforcement of language proficiency and course material.

Three implications can be drawn from the above discussion, most notably for EFL teachers who are interested in using simple technology (e.g., *PowerPoint, Google Docs,*

and *Zoom*) to engage students in their EFL speaking class. First, this study has provided various practices of what the teachers did with technology to engage the students in the EFL speaking class, which should confirm the belief reported by the previous studies (e.g., (Mali, 2023; Muslem et al., 2018) that teaching English with the support of technology is more powerful than teaching without technology. Second, the teachers should be willing to use and learn more about how to use those simple technology tools, given the potential of the technology reported in this study, to support their teaching and learning practices in their EFL speaking class so that more students can engage and participate more actively in any speaking practice activities done in the class. Third, as websites are also used to support English language speaking activities and be language learning sources, the teachers should equip their students with knowledge of critically evaluating information on any website they visit for their language learning. With this knowledge, the students should be able to differentiate between accurate information and hoaxes that might appear on the website and decide if the information is beneficial for their language learning.

6. CONCLUSION

In conclusion, the research participants successfully used simple technology tools to engage students in their EFL speaking class through various technology-supported activities; this shows their success in responding to the national policy (i.e., KKNI) that encourages them to integrate technology into their teaching and learning practices. With these concluding points in mind and to follow up on the current study, the researchers would like to propose the following ideas for future research explorations. First, future research can explore other potentials of simple and commonly-use technology tools (i.e., *PowerPoint, Word Document/ Google Docs, Zoom*) to engage students in an EFL speaking class and explore ways to maximize those technology potentials. Second, future research can compare the research findings of the current study with those conducted in a formal state or private school setting involving more participants who use technology to engage students in their EFL speaking class or other language skill courses. Third, future research can involve EFL students responding to their teachers' use of technology in their EFL speaking class and reflecting on technology practices that worked well and those that needed more improvement.

Authors' Information
NATALIA CHRISTY EMY LOKOLLO obtained her master's degree in English Language Education from Universitas Kristen Satya Wacana in Salatiga, Indonesia. She is currently working as a principal at Destiny Institute School in Salatiga, Indonesia, where she also teaches English for junior and secondary students. Email: nataliach.destiny@gmail.com; ORCID ⓘ https://orcid.org/0009-0000-3772-617X

YUSTINUS CALVIN GAI MALI is a researcher and lecturer in the Master in English Language Education in the Faculty of Language and Arts at Universitas Kristen Satya Wacana in Salatiga, Indonesia. A recipient of the Fulbright-DIKTI (Indonesia) scholarship, Calvin earned his PhD in Language, Literacy, and Technology Education from Washington State University, Pullman, WA, USA. His recent publications include *mapping current trends of EFL teaching and learning research practices in Indonesia* (International Journal of Education, 2023), *simple technology to support research* (Sanata Dharma University Press, 2022), *an associate professor and a doctoral student learn from each other: critical friendship* (Electronic Journal of Foreign Language Teaching, 2022), *the exploration of university students' perceptions of using technology in academic writing classrooms* (LLT Journal, 2022), *technology integration in an Indonesian EFL writing classroom* (TEFLIN Journal, 2021). His research work is accessible at https://satyawacanachristianu.academia.edu/YustinusCalvin. Email: yustinus.mali@uksw.edu; ORCID ⓘ https://orcid.org/0000-0001-9075-783X

REFERENCES

Abugohar, M. A., Al-Hnifat, M. A., Al-Smadi, O. A., Rashid, R. A., & Yunus, K. (2019). English Language Speaking Skill Issues in an EMP Context: Causes and Solutions. *International Journal of English Linguistics*, *9*(3), 211–225. https://doi.org/10.5539/ijel.v9n3p211

Alimah, A. N., Ghaitsa, S. A., & Wahyunengsih. (2022). The Effectiveness of Interaction Between Teachers and Students Through Zoom Meeting for High School. *Journal of Innovation Research and Knowledge, 2*(7), 2861–2874. https://bajangjournal.com/index.php/JIRK/article/view/4152

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. A. (2019). *Introduction to Research in Education (10th Ed.).* Boston: Cengage.

Asratie, M. G., Wale, B. D., & Aylet, Y. T. (2023). Effects of Using Educational Technology Tools to Enhance EFL Students' Speaking Performance. *Education and Information Technologies*, *28*(8), 10031–10051. https://doi.org/10.1007/s10639-022-11562-y

Aubrey, S., King, J., & Almukhaild, H. (2022). Education and Information Technologies Language Learner Engagement During Speaking Tasks: A Longitudinal Study. *RELC Journal*, *53*(3), 519–533. https://doi.org/10.1177/0033688220945418

Binmahboob, T. (2020). YouTube as a Learning Tool to Improve Students' Speaking Skills as Perceived by EFL Teachers in Secondary School. *International Journal of Applied Linguistics & English Literature*, *9*(6), 13–22. https://journals.aiac.org.au/index.php/IJALEL/article/view/6448/4504

Birks, M., Chapman, Y., & Francis, K. (2008). Memoing in Qualitative Research: Probing Data and Processes. *Journal of Research in Nursing*, *13*(1), 68–75. https://doi.org/10.1177/1744987107081254

Bloomberg, L. D., & Volpe, M. F. (2019). *Completing Your Qualitative Dissertation: A Road Map From Beginning to End* (Fourth edition). London: SAGE Publications, Inc.

Bodis, A., Reed, M., & Kharchenko, Y. (2020). Microteaching in Isolation: Fostering Autonomy and Learner Engagement Through Voicethread. *International Journal of TESOL Studies, 2(3)*, 1–12. https://doi.org/10.46451/ijts.2020.09.14

Cahyani, H., & Cahyono, B. Y. (2012). Teachers' Attitudes and Technology Use in Indonesian EFL Classrooms. *TEFLIN Journal*, *23*(2), 130–148. https://doi.org/10.15639/TEFLINJOURNAL.V23I2/130-148

Chand, G. B. (2021). Challenges Faced by Bachelor Level Students While Speaking English. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *6*(1), 45–60. https://doi.org/10.21093/ijeltal.v6i1.853

Cong-Lem, N. (2018). Web-Based Language Learning (WBLL) for Enhancing L2 Speaking Performance: A Review. *Advances in Language and Literary Studies*, *9*(4), 143–152. https://doi.org/10.7575/aiac.alls.v.9n.4p.143

Dawson, C. (2009). *Introduction to Research Methods* (4th edition). Oxford: How To Books.

Dharmawati, D. (2022). The Use of Zoom Application as Teaching Media to Improve Students' Speaking Skill. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *10*(2), 1933–1940. https://doi.org/10.24256/ideas.v10i2.3164

Djahimo, S. E. P., Bili, D. I. N., & Huan, E. (2018). Student Anxiety and Their Speaking Performance: Teaching EFL to Indonesian Student. *International Journal of Social Sciences and Humanities*, *2*(3), 187–195. https://doi.org/https://doi.org/10.29332/ijssh.v2n3.235

Ebadi, S., & Asakereh, A. (2018). Using Voice Thread to Enhance Speaking Accuracy: A Case Study of Iranian EFL Learners. *I-Manager's Journal o n English Language Teaching*, *8*(3), 29–42. https://doi.org/10.26634/jelt.8.3.13998

Egbert, J. (2020). The New Normal?: A Pandemic of Task Engagement in Language Learning. *Foreign Language Annals*, *53*(2), 314–319. https://doi.org/10.1111/flan.12452

Egbert, J. L., Abobaker, R., Bekar, M., Shahrokni, S. A., Bantawtook, P., Roe, M. F., Zhang, X. S., He, H., & Huh, K. (2021). Language Task Engagement: An Evidence-Based Model. *TESL-EJ*, *24*(4), 1–34. https://www.tesl-ej.org/pdf/ej96/a3.pdf

Egbert, J., & Shahrokni, S. A. (2018). *CALL Principles and Practices*. Open Text Washington State University. https://opentext.wsu.edu/call/

El Shazly, R. (2021). Effects of Artificial Intelligence on English Speaking Anxiety and Speaking Performance: A Case Study. *Expert Systems*, *38*(3), 1–15. https://doi.org/10.1111/exsy.12667

Erdiana, N., Daud, B., Sari, D. F., & Dwitami, S. K. (2020). A Study of Anxiety Experienced by EFL Students in Speaking Performance. *Studies in English Language and Education*, *7*(2), 334–346. https://doi.org/10.24815/siele.v7i2.16768

Fauzi, A., Damayanti, D., & Ilahi, T. (2017). Teacher's Beliefs on the Integration of Video Technology in Teaching Speaking: A Case Study. *IJPTE : International Journal of Pedagogy and Teacher Education*, *1*(1), 46–54. https://doi.org/10.20961/ijpte.v1i1.4914

Guest. (2023). *How Fluency in English Can Boost Your Career.* Financial Express. https://www.financialexpress.com/jobs-career/education-how-fluency-in-english-can-boost-your-career-3120640/

Hamad, M. M., Metwally, A. A., & Alfaruque, S. Y. (2019). The Impact of Using Youtubes and Audio Tracks Imitation Yati on Improving Speaking Skills of EFL Learners. *English Language Teaching*, *12*(6), 191–198. https://doi.org/10.5539/elt.v12n6p191

Ilyas, M., & Putri, M. E. (2020). YouTube Channel: An Alternative Social Media to Enhance EFL Students' Speaking Skill. *J-SHMIC : Journal of English for Academic*, *7*(1), 77–87. https://doi.org/https://doi.org/10.25299/jshmic.2020.vol7(1).4141

Karim, S. A., Hamzah, A. Q. S., Anjani, N. M., Prianti, J., & Sihole, I. G. (2023). Promoting EFL Students' Speaking Performance Through ELSA Speak: An Artificial Intelligence in English Language Learning. *Journal of Languages and Language Teaching*, *11*(4), 655–668. https://doi.org/10.33394/jollt.v11i4.8958

Kholis, A. (2021). Elsa Speak App: Automatic Speech Recognition (ASR) for Supplementing English Pronunciation Skills. *Pedagogy: Journal of English Language Teaching*, *9*(1), 1–14. https://doi.org/10.32332/joelt.v9i1.2723

Kuning, D. S. (2019). Technology in Teaching Speaking Skill. *Journal of English Education, Literature and Linguistics*, *2*(1), 50–59. https://doi.org/10.31540/jeell.v2i1.243

Lewis, K. A. (2018). A Digital Immigrant Venture into Teaching Online: An Autoethnographic Account of a Classroom Teacher Transformed. *The Qualitative Report*, *23*(7), 1752–1772. https://nsuworks.nova.edu/tqr/vol23/iss7/19/

Machmud, K., & Abdulah, R. (2017). Using Smartphone-Integrated Model of Teaching to Overcome Students' Speaking Anxiety in Learning English as a Foreign Language. *Journal of Arts and Humanities*, *6*(9), 1–11. https://doi.org/10.18533/journal.v6i9.1249

Mali, Y. C. G. (2015). Blog as a Pedagogical Application in Learning Creative Writing. *Widya Dharma*, *28*(1), 48–67.

Mali, Y. C. G. (2017). EFL Students' Experiences in Learning Call Through Project-Based Instructions. *TEFLIN Journal*, *28*(2), 170–192. https://doi.org/10.15639/teflinjournal.v28i2/170-192

Mali, Y. C. G. (2023). The Exploration of EFL Teachers' Technological Practices in Indonesian Schools. *Journal of English Teaching and Learning*, *6*(2), 153–168. https://doi.org/10.21043/jetli.v6i2.22298

Mali, Y. C. G., & Salsbury, T. L. (2021). Technology Integration in an Indonesian EFL Writing Classroom. *TEFLIN Journal*, *32*(2), 243–266. https://doi.org/10.15639/http:/teflinjournal.v32i2/243-266

Mali, Y. C. G., & Salsbury, T. L. (2022). An Associate Professor and a Doctoral Student Learn From Each Other: Critical Friendship. *Electronic Journal of Foreign Language Teaching*, *19*(1), 52–68. https://doi.org/https://doi.org/10.56040/msaa1914

Mali, Y. C. G., & Timotius, A. I. (2018). Project Based Activities in a Call Classroom: EFL Students' Experiences. *International Journal of Education*, *11*(1), 6–17. https://doi.org/10.17509/ije.v11i1.10177

Medic, B. (2021). The Role of Video Conferencing in Foreign Language Learning among Young Students. *Information Technology in Industry*, *9*(1), 493–497. https://doi.org/10.17762/itii.v9i1.160

Muslem, A., Yusuf, Y. Q., & Juliana, R. (2018). Perceptions and Barriers to ICT Use among English Teachers in Indonesia. *Teaching English With Technology*, *18*(1), 3–23. https://files.eric.ed.gov/fulltext/EJ1170638.pdf

Namaziandost, E., & Nasri, M. (2019). The Impact of Social Media on EFL Learners' Speaking Skill: A Survey Study Involving EFL Teachers and Students. *Journal of Applied Linguistics and Language Research*, *6*(3), 199–215. https://www.jallr.com/index.php/JALLR/article/view/1031/pdf1031

Nguyen, T. D. T., & Pham, V. P. H. (2022). Effects of Using Technology to Support Students in Developing Speaking Skills. *International Journal of Language Instruction*, *1*(1), 1–8. https://doi.org/10.54855/ijli.22111

Nicolaou, C., Matsiola, M., & Kalliris, G. (2019). Technology-Enhanced Learning and Teaching Methodologies Through Audiovisual Media. *Education Sciences*, *9*(3), 1–13. https://doi.org/10.3390/educsci9030196

Nutspace. (2021). *9 Benefits for Children With Fluent English Speaking Skills.*Nutspace Edtech Pvt Ltd. https://nutspace.in/9-benefits-for-children-with-fluent-english-speaking-skills/

Philp, J., & Duchesne, S. (2016). Exploring Engagement in Tasks in the Language Classroom. *Annual Review of Applied Linguistics*, *36*, 50–72. https://doi.org/10.1017/S0267190515000094

Rao, P. S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature (ACIEL)*, *2*(2), 6–18. https://www.acielj.com/Papers/vol2issue2/1.ACIELJ -Srinu sir (1-12) OK.pdf

Riadil, I. G. (2020). A Study of Students' Perception: Identifying EFL Learners' Problems in Speaking Skill. *International Journal of Education, Language, and Religion*, *2*(1), 31–38. https://doi.org/10.35308/ijelr.v2i1.2256

Saldaña, J., & Omasta, M. (2018). *Qualitative Research: Analyzing Life*. London: Sage Publications, Inc.

Samad, I. S., & Ismail, I. (2020). ELSA Speak Application as a Supporting Media in Enhancing Students' Pronunciation Skill. *Majesty Journal*, *2*(2), 1–7. https://doi.org/10.33487/majesty.v2i2.510

Shahrokni, S. A. (2016). Playposit: Using Interactive Videos in Language Education. *Teaching English with Technology*, *18*(1), 105–115.

Sinaga, R. R. F., & Oktaviani, L. (2020). The Implementation of Fun Fishing to Teach Speaking for Elementary School Students. *Journal of English Language Teaching and Learning, 1*(1), 1–6. https://doi.org/10.33365/jeltl.v1i1.245

Sosas, R. V. (2021). Technology in Teaching Speaking and Its Effects on Students Learning English. *Journal of Language and Linguistic Studies*, *17*(2), 958–970. https://doi.org/10.52462/jlls.66

Steinbrenner, J. R. D., & Watson, L. R. (2015). Student Engagement in the Classroom: The Impact of Classroom, Teacher, and Student Factors. Journal of Autism and Developmental Disorders, *45*(8), 2392–2410. https://doi.org/10.1007/s10803-015-2406-9

Sumakul, D. T. Y. G., Hamied, F. A., & Sukyadi, D. (2022). Artificial Intelligence in EFL Classrooms: Friend or Foe? *LEARN Journal: Language Education and Acquisition Research Network*, *15*(1), 232–256. https://so04.tci-thaijo.org/index.php/LEARN/article/view/256723

Surkamp, C., & Viebrock, B. (Eds.). (2018). *Teaching English as a Foreign Language: An Introduction* (1st ed. 2018, zweifarbig edition). Stuttgart: Springer.

Suryani, I., Pratiwi, N. P. A., & Suarnajaya, I. W. (2020). Investigating the Inhibiting Factors in Speaking English Faced by Senior High School Students in Singaraja. *International Journal of Language Education*, *4*(1), 48–58. https://doi.org/10.26858/ijole.v4i2.10054

Tri, D. H., & Nguyen, N. H. T. (2014). An Exploratory Study of ICT Use in English Language Learning Among EFL University Students. *Teaching English with Technology*, *14*(4), 32–46. https://files.eric.ed.gov/fulltext/EJ1143398.pdf

Wahyuni, S., Mujiyanto, J., Rukmini, D., & Fitriati, S. W. (2020). Teachers' Technology Integration Into English Instructions: SAMR Model. *Advances in Social Science, Education and Humanities Research*, *443*, 546–550. https://doi.org/10.2991/assehr.k.200620.109