

The Student Perspective Towards Technology Use to Encourage English Speaking Among Non-English Majors

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Abstract- The integration of technology in language education has introduced innovative approaches to enhancing speaking skills, offering new tools and platforms for learners to engage with the language outside the traditional classroom setting. However, despite the growing presence of digital resources, non-English major students continue to face several challenges in using these technologies effectively to improve their English-speaking skills. Key obstacles include low motivation, limited opportunities for authentic language practice, and insufficient feedback on their performance. This qualitative study explores the perspectives of 20 undergraduate students majoring in management at a university in Indonesia, examining their experiences with various technological tools aimed at enhancing their English-speaking abilities. Data were collected through semi-structured interviews and focus group discussions, which were then analyzed thematically to identify common trends and perceptions. The findings reveal that while technology plays a significant role in increasing students' motivation, accessibility to learning materials, and confidence in speaking, several issues persist. These include technical barriers such as poor internet connectivity, the lack of personalized feedback from language-learning applications, and the insufficient integration of technology within the traditional classroom setup. Furthermore, many students expressed a need for more structured guidance and support from teachers in utilizing these technologies effectively. The study emphasizes the importance of addressing these challenges by developing improved feedback mechanisms within educational technologies and offering comprehensive teacher training programs. These initiatives would help educators better integrate technology into language instruction and provide more tailored support to students. Ultimately, the study highlights that a balanced approach, combining technology with face-to-face interaction, is essential to fully leverage the potential of digital tools for language learning. The insights drawn from this research offer valuable recommendations for educators, policymakers, and developers aiming to optimize the role of technology in enhancing language education, particularly for non-English major students.

Keywords: Technology Integration, English-speaking Skills, Non-English Major Students, Qualitative Study, Language Education

I. INTRODUCTION

English proficiency is increasingly recognized as a critical skill for global communication, professional advancement, and academic success. However, non-English major students often encounter significant barriers in developing their English-speaking skills, primarily due to limited exposure, low confidence, and insufficient opportunities for real-world practice. Traditional teaching methods frequently focus on grammar and reading skills, neglecting the practical aspects of speaking (Chen et al., 2021). In recent years, technology has been hailed as a transformative tool in language education. Digital tools such as mobile applications, virtual reality (VR), and online platforms provide learners with immersive, interactive, and personalized environments to practice speaking (Lee & Hsieh, 2021; Alqahtani et al., 2022). Despite the potential benefits, the adoption of technology for speaking practice remains underexplored, particularly among non-English major students, who may lack the intrinsic motivation and structured guidance provided in language-focused programs (Dörnyei & Ryan, 2020; Park et al., 2022).

English proficiency is increasingly recognized as a vital skill in today's globalized world, serving as a bridge for communication, professional growth, and academic success. As the lingua franca of international discourse, English opens doors to better career opportunities, access to global resources, and participation in cross-cultural interactions. Despite its importance, many non-English major students face significant challenges in acquiring adequate English-speaking skills. These barriers often stem from limited exposure to English in their daily lives, low self-confidence, anxiety about making mistakes, and insufficient opportunities for authentic speaking practice. Traditional language teaching methods exacerbate these issues by emphasizing grammar, vocabulary, and reading comprehension while often neglecting the development of practical

speaking abilities (Chen et al., 2021). In response to these challenges, advancements in technology have been heralded as a transformative force in language education. Digital tools, such as mobile applications, virtual reality (VR), artificial intelligence (AI)-powered chatbots, and online learning platforms, offer innovative solutions that make language learning more engaging and effective. These tools enable learners to immerse themselves in virtual environments, interact with native speakers or AI-driven tutors, and receive instant feedback on pronunciation, grammar, and fluency. Furthermore, technology facilitates a learner-centered approach, providing flexibility, personalization, and opportunities for independent practice Lee & Hsieh (2021). Despite these promising advancements, the adoption of technology for speaking practice remains underutilized, particularly among non-English major students. This group often lacks the intrinsic motivation and structured support available in English-focused programs. Non-English major students may also face unique challenges, such as limited digital literacy, a lack of awareness about available technological tools, and difficulty integrating these tools into their study routines. These barriers highlight the need for tailored strategies to maximize the potential of technology in addressing the specific needs of this learner demographic Dörnyei & Ryan (2020) This study aims to address the gap in understanding how non-English major students perceive the role of technology in improving their English-speaking skills. Specifically, it seeks to explore their experiences using digital tools for speaking practice, identify the challenges they encounter, and gather their recommendations for optimizing these tools to better support their learning. By focusing on students' perspectives, this research provides valuable insights for educators, policymakers, and technology developers to design more effective, student-centered language learning interventions.

The findings of this study are expected to contribute to the growing body of literature on

the intersection of technology and language education, offering practical implications for integrating digital tools into English language teaching. By understanding how technology can address the unique needs of non-English major students, this research aims to promote the development of innovative, inclusive, and sustainable language learning practices that empower learners to achieve their full potential in English-speaking proficiency.

II. METHODS

This study used a qualitative approach to explore in depth the perspectives of non-English language students on the use of technology in improving their speaking skills. The qualitative approach was chosen because it provides flexibility in understanding students' experiences, challenges and benefits in using technology as a language learning tool. Unlike the quantitative approach which focuses on numerical measurement, the qualitative approach allows for the exploration of meaning and a deeper understanding of students' interactions with various technologies in the context of English language learning. This research is descriptive exploratory in nature, with data collected through semi-structured interviews and focus group discussions (FGDs). Semi-structured interviews were used to explore students' individual experiences more deeply, identify the technologies they use, and understand the challenges and barriers they face in developing English speaking skills through technology. The interviews were conducted flexibly with open-ended guiding questions to allow participants to express their views freely. In addition to the interviews, FGDs were conducted to gain a broader perspective and compare experiences among participants. The FGDs also provided an opportunity for students to share strategies in overcoming obstacles and reflect on the effectiveness of the technology they used.

In this study, data was collected from 15 management students who were in their 4th to 6th semester at an university in Indonesia. Participants were selected based on their experience in using technology to improve

English speaking skills. The participants were selected using purposive sampling technique, which is a selection based on certain criteria relevant to the research objectives. This way, the research can focus on groups that really have experience in using technology as an English learning tool, so that the data obtained is richer and more meaningful.

After the data was collected, the analysis process was carried out using thematic analysis techniques. This analysis consisted of several main stages: (1) transcription of interviews and FGDs, (2) initial coding to identify emerging patterns, (3) grouping of codes into major themes, and (4) interpretation of the analysis results based on the findings obtained. The main themes identified in this study include the types of technology used, benefits perceived by students, challenges in using technology, and recommendations for the development of more effective technology-based learning strategies. To increase the credibility and validity of the findings, this research applied the triangulation technique, which is comparing data from various sources and collection methods. Triangulation was conducted by comparing individual interview results with FGD results, as well as confirming the findings with relevant literature review. With this approach, the research tries to ensure that the interpretations made are not only based on one point of view, but are supported by various perspectives and strong empirical evidence.

Through this research method, it is hoped that a more comprehensive understanding of how non-English major students utilize technology in developing their speaking skills can be obtained. The findings from this study not only contribute to the development of theories on the role of technology in language learning, but also provide practical implications for educators, technology developers, as well as policy makers in creating a more supportive and effective learning environment for college students in improving their English speaking skills.

III. RESULT AND DISCUSSION

Results

The results of interviews with 20 management students about their experiences utilizing technology to enhance their English-speaking abilities are shown in this section. The findings are subjected to a thematic analysis based on a number of factors, such as the backgrounds of the students, their experiences with the technology, their opinions on its efficacy, the difficulties they encountered, and suggestions for future technological advancements in English language instruction.

1. The Background of Students and How Often They Use English Students from the fourth through sixth semesters who ranged in proficiency from beginning to intermediate in English comprehension took part in this study. The majority of students only use English in academic settings, such as while reading lecture materials, writing assignments, and taking part in class presentations, according to the findings of the interviews. Out of 20 students, just five regularly use English in their everyday interactions, including digital media and talks with friends. The majority of students acknowledge that because the social context is more conducive to speaking Indonesian, they seldom ever utilize English outside of the classroom. They also have a lack of confidence and a dread of speaking incorrectly. Due to a lack of practical experience, some students stated that even if they understand grammar and vocabulary reasonably well, they still struggle to apply their speaking abilities.

2. Using Technology to Develop Your Speaking Ability The study's participants practiced speaking English by using a variety of technologies. ELSA Speak, Babbel, and Duolingo are some of the most popular apps that aid in vocabulary learning and pronunciation. Additionally, the most popular platforms for students who wish to hear Listen to and comprehend the various accents and intonations used by native speakers. Although Grammarly and Google Translate are more frequently used for writing than speaking, some students also utilize tools to aid them

with their grammar and pronunciation. Some students use communication systems like WhatsApp voice note, Discord, and Tandem to practice speaking with friends or even native speakers, in addition to programs that emphasize individual learning. Because they may practice speaking in a more laid-back setting and without the strain of academics, students who use technology in this way feel more secure. These technologies are typically chosen based on their usability and accessibility. The majority of students began utilizing these tools as a result of social media ads or friend recommendations. only very few were given direct assistance in selecting the appropriate application by instructors or educational establishments.

3. How Effective Is Technology Seen? The majority of students said that technology improved their speaking abilities, particularly in vocabulary learning, confidence, and pronunciation. Apps like ELSA Speak are said to be particularly beneficial because they use artificial intelligence to provide users instant feedback on their pronunciation mistakes. Because they let students hear native speakers' voices in a variety of real-world contexts, YouTube and Netflix are also seen to be beneficial. Students gain confidence when speaking by imitating the speech they hear. Some students did, however, point out that technology still has drawbacks, particularly when it comes to giving them more detailed feedback on their speech mistakes. Despite being extremely beneficial for enhancing vocabulary and grammatical comprehension, apps like Duolingo and Grammarly are thought to be less successful in offering particular fixes for speech mistakes. Additionally, some students reported that even after practicing with technology, they still feel uncomfortable or unconfident while speaking to others.

4. Difficulties with Technology Use While there are many advantages to technology, there are drawbacks as well for students. The absence of human involvement in the speaking activities they complete via the app is one of the primary challenges. The majority of students believed that although the artificial intelligence-based app helped them practice their pronunciation, it

was unable to replicate a real conversation, which caused them to struggle when speaking to others in person. Students also complained that the applications' commentary was frequently too broad and insufficiently detailed to help them comprehend their particular errors. Many applications merely offer accurate or inaccurate pronunciation ratings; they don't offer more thorough repairs for poor sentence structure or intonation. Students also encountered technical limitations, such as restricted availability of a reliable internet connection, particularly when utilizing AI-based apps that need a lot of data to give real-time feedback.

Discussion

The study's findings indicate that students have a favorable opinion of using technology to enhance their English speaking abilities, but there are still certain restrictions that should be taken into account. Although technology can boost self-esteem and enhance understanding of pronunciation and accents, it still has limitations when it comes to mimicking genuine human connection. Consequently, technological use and practice communicating directly should be coupled for optimal results. Pupils who practiced speaking with friends or native speakers using technology made more progress than those who solely utilized the program for private practice. This demonstrates that technology is a supportive tool that can enhance the learning process rather than fully replacing the human speaking experience. Therefore, it is crucial that educational institutions advise students on how to maximize their speaking abilities by combining technology with face-to-face connection. Furthermore, this study raises serious concerns about the limitations of the feedback offered by language learning applications. Instead of a simple right-or-wrong evaluation, students choose technology that can offer more thorough correction on elements like intonation, word emphasis, and sentence structure. Therefore, language learning technology developers need to investigate improving artificial

intelligence-based feedback features that are more detailed and engaging. Technical limitations, such as erratic internet connections, provide another difficulty for students and can prevent them from using AI-based apps. Technology developers can address this issue by creating apps that use less data or by including offline learning tools that continue to give feedback even when the user is not online. Based on these results, a number of suggestions might be put into practice to increase the efficiency of technology in English language acquisition. Incorporating technology into the English curriculum and teaching students how to utilize it efficiently are two things that educational institutions need to do more of. Additionally, creators of apps for learning English can create more realistic and engaging features, such chatbots powered by AI that can dynamically mimic user discussions. Overall, the study's findings demonstrate that while technology can greatly aid students in honing their English speaking abilities, its use must be matched with in-person interactions to maximize learning outcomes. University students can benefit from a richer educational experience and encourage the notable development of their speaking abilities with the proper integration of technology and human interaction.

IV. CONCLUSION

According to this survey, management students view employing technology to improve their English-speaking abilities favorably. Students have benefited from a variety of apps and online resources, including Duolingo, ELSA Speak, YouTube, Netflix, and communication tools like Discord and WhatsApp voice notes, which have helped them improve their pronunciation, vocabulary, and speaking confidence. Students can learn at any time and from any location thanks to technology, which lessens their reliance on conventional teaching strategies that are only used in classroom settings. This study did discover, nevertheless, that human interaction in speaking practice has not yet been completely supplanted by technology. The majority of students believe that even though

they can practice using AI-based tools, they still find it difficult to use their speaking abilities in authentic settings. This is because current technology is still unable to provide in-depth feedback on aspects like intonation, grammar in speaking, and more complex sentence structures. Based on these findings, it can be concluded that technology plays a significant role in supporting the development of English-speaking skills, but its use must be combined with direct interaction to be more effective. Students also face a number of challenges when using technology, including limited access to a stable internet connection, a lack of guidance in choosing the most appropriate apps for their needs, and excessive reliance on technology without a balanced learning strategy. Students' speaking abilities will improve more effectively when technology is used with communication-based learning techniques.

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