

Technology-integration strategies for accommodating learning style differences in young learners' English-speaking class

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Abstract

Technology in education has become an essential component in enhancing the learning experience, particularly for young learners in this digital era. By leveraging digital tools, educators can create dynamic and engaging environments that cater to diverse learning needs. This study aimed to reveal the implementation and find out the benefits of technology applications (Puzzlemaker, Wordwall, Bamboozle, and YouTube) for the fifth graders in learning English-speaking skills; within the Merdeka curriculum framework. Using a mixed-methods approach, the data were collected through interviews and questionnaires. The qualification of implementation and the benefits of the technology integration in speaking skills were analyzed by using Sugiyono's (2009) percentage formula. The result showed that technology applications achieved 63.8% for the implementation and 65.2% for the benefits; respectively categorized as moderate. Furthermore, technology integration is an innovative technique to helping young learners to learn English-speaking skills by combining game-based applications. Students may interact more actively with the topic while also encouraging cooperation and critical thinking, making learning more dynamic and engaging.

Keywords:

Technology Applications, Differentiated Learning, Speaking Skills, Young Learners

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1. Introduction

In the digital era, technology significantly transformed various aspects of human life, especially education. Traditional learning methods evolved, making it more accessible and engaging to acquire new skills and knowledge. This shift represented a fundamental structural change that held the potential to enhance productivity and effectiveness in the

learning process. Technology proved to support and enhance teaching, particularly in language education, by introducing innovative models of connected teaching (Saydahmatova, 2020). According to Van der Beemt et al. (2019), the younger generation embraced technology as a means to improve learning outcomes. Furthermore, incorporating technological devices into education was shown to increase students' motivation, enthusiasm, and interest in language acquisition. Hennessy et al. (2022) highlighted technology's role as a motivational tool for both teachers and students, promoting new ways of working and expanding educational opportunities. While some schools faced limitations in technology usage, often leading to an imbalance in learning progression (Voogt & Knezek, 2008), Shatri (2020) emphasized the need for education to keep pace with technological advancements and integrate them widely in learning. This adaptation was necessary for education to respond effectively to ongoing domestic developments in knowledge and skills dissemination.

Language learning methods have evolved significantly, with increasing attention on individualized learning approaches that cater to diverse student needs. One framework often utilized in education is the VARK model, which categorizes learners into four main styles: Visual, Auditory, Reading/Writing, and Kinesthetic. This framework has shown potential for improving language acquisition when paired with task-based learning methodologies (Sari & Binawan, 2022). While numerous studies have explored the benefits of differentiated learning and the integration of VARK into general education, fewer have examined its connection with technological media like Puzzlemaker, Wordwall, Bamboozle, and YouTube in developing English speaking skills. This gap highlights the need for research into how these tools can align with varied learning styles to create dynamic and inclusive language learning environments. By addressing this gap, the present study aims to demonstrate how integrating technology, and personalized methodologies can enhance students' speaking abilities, aligning with innovative educational strategies such as the *Merdeka Belajar* curriculum. This research underscores the importance of tailoring language education to individual needs while leveraging the transformative potential of digital tools. Previous studies have provided fundamental theories and concepts related to the current research topic. Lesia et al. (2022) investigated how elementary school students learn English for communication skills, focusing on video-based learning and character development. Parvin and Salam (2015) examined the importance of digital technology in language learning, using a pre-intervention survey to facilitate English classes using a Communicative Language Teaching (CLT) approach. Mulyadi et al. (2021) researched integrating technology to design English language teaching, using listening, presentations, and group discussions. These findings highlight students' engagement in acquiring a variety of language inputs related to their listening comprehension due to authentic and technological learning materials and media.

This study focuses on integrating technology into teaching English speaking skills through the application of differentiated learning. By prioritizing students' interests and

motivations, the research aims to develop innovative and inclusive teaching methods tailored to children's needs. Implementing technology-based learning media such as YouTube, Puzzlemaker, Wordwall, and Baamboozle was designed to align with the VARK learning style framework (Visual, Auditory, Reading/Writing, Kinesthetic) and the task-based learning method. These technological tools were selected to cater to diverse learning preferences: YouTube supports visual and auditory learners, and Puzzlemaker and Wordwall engage reading/writing and kinesthetic learners. At the same time, Baamboozle encourages interactive and hands-on learning. The study followed four key stages that integrated the tools and VARK effectively. In the Building Knowledge stage, tools like YouTube introduced concepts visually and audibly, providing a foundation for learners to connect with new material. Wordwall and Puzzlemaker demonstrated how tasks could be structured and solved during the Modelling of Text stage, supporting reading/writing and visual learners through guided practice. In the Joint Construction of Text stage, Baamboozle facilitated collaborative activities where learners could construct tasks together, aligning with kinesthetic and social learning preferences. Finally, in the Independent Construction of Text stage, students applied their understanding individually, using the tools that best suited their preferred VARK learning style to complete tasks independently. This interconnected approach ensured that the use of technology, the VARK model, and the stages of learning were seamlessly integrated to enhance students' engagement and learning outcomes. By applying differentiated learning theory, researchers had to utilize technology to facilitate students in learning English speaking skills by prioritizing digital era principles that helped each student reach their maximum potential in a way that supported and suited their needs. Moreover, the study aimed to reveal the implementation of Technology Integration (Puzzlemaker, Wordwall, Baamboozle, and YouTube) in learning English speaking skills and find out the benefits of Technology Integration in learning English speaking skills.

2. Literature Review

The theoretical framework of this research provided foundational concepts and insights to address key research issues and support the study's goals. English-speaking skills were crucial for self-expression, social interaction, and effective communication. According to Luoma (2004, as cited in Meinawati et al. (2020) these skills influenced self-image, knowledge expression, and thought communication. Hinkel (2018) added that speaking proficiency, especially in a foreign language, involved real-time interaction skills that could be developed from an early stage to support effective communication.

Effective English-speaking skills consisted of several key elements (Satriawan & Skolastika, 2023) namely pronunciation, grammar, vocabulary, and fluency. Clear pronunciation enhanced comprehension, allowing listeners to better understand the speaker. Grammar provided structure, ensuring clear communication and reducing misunderstandings. A rich vocabulary allowed precise expression, while fluency enabled

natural, smooth conversation. These elements collectively contributed to effective and confident communication.

Technology-based learning media, including YouTube, Puzzlemaker, Wordwall, and Baamboozle, supported young learners by creating engaging and personalized experiences that matched their learning paces. Wahyudi et al. (2024) highlighted that these tools enabled flexible access, immediate feedback, and progress tracking, significantly improving students' motivation and autonomy in learning (Shah, 2022; Fitria, 2023). YouTube was particularly effective in presenting language concepts such as vocabulary and pronunciation through visual and auditory stimuli, enhancing comprehension and retention (Trinoza et al., 2022). Meanwhile, Puzzlemaker and Wordwall engaged students through interactive quizzes and games that fostered critical thinking and collaborative problem-solving. Baamboozle further enriched the learning process by providing dynamic and competitive team-based activities, which not only motivated students but also supported the development of social and communication skills. Together, these tools created a well-rounded, interactive, and learner-centered environment that aligned with diverse learning styles and needs.

Preparing students for a globalized world required schools to integrate digital tools that built 21st-century skills (Ramdani & Rizky, 2021). However, effective integration relied on support for both students and teachers, especially since many lacked familiarities with using technology in learning environments. In language learning, young students (ages 3–12) benefited most from interactive, hands-on experiences that aligned with their cognitive development stages, promoting comprehension and engagement through relatable, real-life contexts and social learning opportunities (Hudelson, 1991, as cited in Sukarno, 2008).

The Merdeka Belajar curriculum in Indonesia supported this developmental approach, particularly for students in grades 4 to 6. This curriculum focused on direct experiences, social interactions, and active, hands-on activities, aligning with students' cognitive needs to promote a more engaging learning environment (Scott et al., 1993, as cited in Aslamiah, 2022 and Slattery et al., 2023). Differentiated learning, which tailored instruction to students' unique needs, abilities, and interests, also supported this inclusive approach. By adapting content and learning environments, teachers improved motivation, self-confidence, and academic performance in ways that were meaningful to each student (Faigawati et al. 2023).

Finally, the VARK model (Visual, Auditory, Read/Write, Kinesthetic) was instrumental in identifying students' preferred learning styles, guiding teachers to adapt lessons in ways that maximized engagement and effectiveness (Al-Thuwaikh, 2016, as cited in Al-Tamimi & Moussa, 2020). These elements of technology integration, developmentally appropriate methods, differentiated learning, and attention to learning styles in worked together to create an inclusive, motivating environment. This

environment fostered elementary students' English-speaking skills and supported their growth as confident, effective communicators.

Several previous studies were related to the current research topic, providing essential theories and concepts. Lustenberger (2023) explored collaborative oral digital storytelling in foreign language classrooms for young learners, emphasizing the integration of digital technology in teaching. That highlighted the importance of task design based on curriculum and real-life situations, language support, and teacher guidance. The study found that personalized learning, such as using Adobe Express, enhanced motivation and collaboration, contributing to effective language learning. Cahyanti & Nuroh (2023) examined the use of digital storytelling to improve speaking skills in elementary schools. They pointed out the lack of local wisdom in digital media, which could hinder students' creativity. They suggested using local cultural digital stories to engage students, improve speaking skills, and foster new ideas. The study also proposed that digital storytelling could help educators become more professional in creating and applying media, though the findings were specific to elementary education. Sinaga & Oktaviani (2020) studied the implementation of the Ethnic Snake Game to teach speaking skills to elementary students. This game engaged students and improved their speaking abilities using colorful media and interesting questions. The positive response from students indicated that such games could enhance classroom learning and foster student independence in learning. These studies highlighted the effectiveness of digital and game-based media in enhancing speaking skills in elementary schools, providing valuable insights for integrating technology into language learning.

3. Method

This research used a mixed methods approach (quantitative and qualitative). According to Creswell & Garret (2008), quantitative and qualitative methods were combined to obtain comprehensive data about integrating technology-based learning media and differentiated learning for teaching speaking to young learners. This study involved 21 students of class 5A (aged 11–12 years) in a state Elementary School in Sedayu District, Bantul Regency, Special Region of Yogyakarta, Indonesia. They had varying levels of English proficiency, where some students still felt shy or hesitant during learning. For six months in the 2024 academic year, technology-based interactive games were implemented to improve speaking skills, build self-confidence, and improve learning outcomes. Data analysis used qualitative and quantitative methods to explore students' perceptions on the implementation and the benefits of the Technology Integration (Puzzlemaker, Wordwall, Bamboozle, and YouTube).

There were 21 students involved in filling out the questionnaire. This questionnaire helped gather quantitative and qualitative insights into how students interacted with the learning tools, the benefits they felt, and the challenges they faced. In the analysis, the researcher calculated and concluded the average calculation using Sugiyono's theory

(2009). It helped the researcher revealed the qualification of questionnaire score percentage. The qualification of questionnaire score percentage is described as follows:

Table 1 *The Qualification of Questionnaire Score Percentage by Sugiyono (2009)*

No.	Percentage %	Qualification
1.	$75\% \leq p \leq 100\%$	High
2.	$50\% \leq p \leq 75\%$	Medium
3.	$25\% \leq p \leq 50\%$	Low
4.	$0\% \leq p \leq 25\%$	Very Low

After obtaining the questionnaire results, the interview was conducted. The interviews functioned to strengthen and complement the questionnaire findings. The interviews were to explain the context behind the questionnaire answers, explored participants' experiences, and collected more detailed feedback to enrich the research findings. In these interviews, the researcher involved five students as the interviewee. The researcher created open-ended questions to explore specific problems more deeply. As an example, the questions focused on why participants felt that media-based learning technologies such as Puzzlemaker, Wordwall, Bamboozle, and YouTube helped their learning or what challenges they faced when using them.

4. Findings and Discussion

This section presents the results of implementation and benefits of technology-based strategies in supporting differences in students' learning styles in English language classes for fifth-grades. The processed data produced two findings regarding the implementation of technology such as Puzzlemaker, Wordwall, Bamboozle, and YouTube, along with the benefits of these tools for young learners in English-speaking classes.

4.1. The Implementation of Technology Integration (Puzzlemaker, Wordwall, Bamboozle, and YouTube)

Regarding the implementation of technology (Puzzlemaker, Wordwall, Bamboozle, and YouTube), the following results described participants' understanding and opinions about the application when used for English language learning and speaking skills. Most participants expressed positive feedback, highlighting the engaging and interactive nature of these tools. Additionally, the tools were perceived as effective in helping students improve their vocabulary, pronunciation, and confidence in speaking English. Some participants also mentioned that the visual and auditory features of these technologies enhanced their comprehension and retention of new language concepts. Overall, the integration of these digital applications was well-received, and participants believed they significantly contributed to the development of their English language proficiency, particularly in speaking skills.

The average result from the implementation of technology (Puzzlemaker, Wordwall, Bamboozle, and YouTube) was 63.8%. According to Sugiyono (2009), this was qualified as a medium category. This indicated a need to evaluate and adjust the strategies for using technology performance. This included analyzing student needs, ensuring relevant and exciting materials, and utilizing advanced application features such as Wordwall, Bamboozle, or Puzzlemaker creatively. Diversifying the use of technology, such as integrating Wordwall with YouTube, increased student interactivity and understanding. Increasing student engagement through exploratory tasks (e.g., making videos or presenting projects) and implementing gamification motivated learning. Regular monitoring and feedback, as well as analysis of learning outcomes, were essential to evaluate and improve the effectiveness of the technology used. The researcher revealed several student satisfaction results in a questionnaire results table as numerical percentages. In addition to feelings of joy and enthusiasm, the percentage showed that 96.7% of students agreed that they used the application to remember vocabulary related to the Health Problem material. From this activity, they were able to mention several vocabularies related to the material properly and correctly, building a solid foundation for tattering the language in the given material. Arifin (2018) stated that students could use language for fun, engaging, and meaningful speaking activities. In the context of pronunciation/speaking practice, the percentage of the data results showed a significant number, namely 92.8% of students agreed that using technology (Puzzlemaker, Wordwall, Bamboozle, and YouTube) trained their speaking skills in a fun way. According to Erlinda et al. (2015), young learners gained self-confidence and responded very well when learning was fun, which increased the quality of their abilities.

As many as 85% of students felt that the implementation of the technology application helped them practice pronunciation. Students were indeed motivated to try something new, especially if they had never experienced something like it before. This had an excellent impact because the presence of technology facilitated students who wanted to learn something new and needed it. According to Saputra et al. (2021), technology changed students from passive recipients to active learners, allowing for deeper linguistic immersion and enriching their knowledge. Then, the results of other percentages showed that 80.7% of students agreed that the application of technology could attract their attention, allow them to work together, and help them learn to speak English well. According to Masita (2019), applying technology appropriately in the learning process allowed young learners to learn English differently, leading to positive changes and developments.

The questionnaire results are presented in Table:

Table 2 Technology Integration (Puzzlemaker, Wordwall, Bamboozle, and Youtube)
 Implementation

Statement	Agree	Not Sure	Disagree
I enjoyed guessing vocabulary and practicing pronunciation about <i>Health Problems</i> using Puzzlemaker through group work.	67,5%	30%	2,5%
Puzzlemaker helped me practice speaking about <i>Health Problems</i> in English in a fun way.	92,8%	3,6%	3,6%
Puzzlemaker helped me remember English vocabulary related to <i>Health Problems</i> .	96,7%	3,3%	0%
Using speaking cards in Wordwall helped me practice pronouncing <i>Health Problems</i> in English.	85%	11,3%	3,7%
I can mention English vocabulary about <i>Health Problems</i> and speak using the correct expressions about <i>Health Problems</i> using Speaking Cards in Wordwall.	75,6%	22%	2,4%
Using Speaking Cards in Wordwall made it easier for me to remember new vocabulary in <i>Health Problems</i> .	73%	23%	4%
Activities in Bamboozle helped me practice pronouncing words about <i>Health Problems</i> in English.	74,7%	25,3%	0%
I am more interested in learning to speak about <i>Health Problems</i> in English after using Bamboozle.	80,7%	14,4%	4,9%
I can learn to work with friends when playing Bamboozle to talk about the symptoms of <i>Health Problems</i> .	79,7%	18%	2,3%
Using Puzzlemaker, Wordwall, and Bamboozle helped me learn to speak English about <i>Health Problems</i> well.	78,6%	21,4%	0%
The teacher gave instructions on how to play Puzzlemaker Wordwall Bamboozle to practice speaking about the symptoms of <i>Health Problems</i> that are easy to understand.	82%	10,8%	7,2%
The teacher explained and i quickly understood the expression of sympathy, "Showing Sympathy", through a YouTube video for the <i>Health Problems</i> material and how to convey it.	85,1%	11,2%	3,7%

Based on interviews that were conducted regarding the treatment of implementing technology applications (Puzzlemaker, Wordwall, Bamboozle, and YouTube) in learning activities, teachers chose simple and relevant themes, such as puzzle games and quizzes, so that students could more easily understand the material and be more enthusiastic in learning. Teachers used various visual media, including images, infographics, and videos from platforms such as Puzzlemaker, Wordwall, and Bamboozle, which supported students in understanding the vocabulary and concepts taught. According to Tagamas et al. (2023), with cognitive theory the use of well-designed visual media enhances learning by engaging both the auditory and visual channels of the brain, leading to better comprehension and retention. Additionally, research indicates that visual aids make learning more enjoyable and engaging for children, fostering a positive attitude toward the learning process and encouraging active participation. This aligns with the observed effectiveness of these platforms in making vocabulary and concept acquisition more accessible and enjoyable for students.

Excerpt 1: *Aplikasi teknologi (Bamboozle, Wordwall, Youtube) yang digunakan memiliki suara dan gambar yang jelas dan bagus sehingga saya sangat senang untuk belajar dengan itu.*

(The technology application (wordwall) as clear sounds and good images, so I am thrilled to learn English by using the applications.)

Excerpt 2: *Suara yang dihasilkan sangat jelas sehingga saya tahu untuk melafalkan suatu kata dengan benar dalam bahasa inggris.*

(I can clearly catch up the sounds produced by the applications for English-speaking so that I know now how to pronounce a word correctly in English)

In addition, teachers formed study groups to train students' speaking skills through dialogues presented in front of the class. This approach allowed students to practice and develop their English skills actively and collaboratively. According to the principles of Cooperative Language Learning (CLL), as outlined by Cheng (2021), roup-based learning activities encourage interaction among students, promoting both language use and social development. By working together, students engage in meaningful communication, negotiate meaning, and provide mutual support, which are essential components of language acquisition. Furthermore, CLL fosters a sense of responsibility and interdependence, as each group member contributes to the success of the task, leading to improved speaking proficiency and greater confidence in using the language.

Excerpt 3: *Penggunaan aplikasi tersebut bisa saya gunakan bersama dengan teman sehingga saya bisa bekerja sama dengan teman mengerjakan kuis yang ada di aplikasi teknologi tersebut*

(I can use the application together with my friends so that I can cooperate with them to do the quizzes in the technology application)

Excerpt 4: *Video di YouTube sering kali lebih menarik daripada buku. Saya suka jika ada musik, gambar, dan dialog. Itu membuat belajar lebih menyenangkan, terutama saat belajar berbicara bahasa Inggris.*

(Videos on YouTube are often more interesting than books. I like to know the fact that the applications provided the music, pictures, and dialogues. It makes learning more fun, especially when learning to speak English.)

4.2. The Benefits of Technology Integration (Puzzlemaker, Wordwall, Bamboozle, and YouTube)

Regarding the benefits of technology (Puzzlemaker, Wordwall, Bamboozle, and YouTube), the following results showed how students felt about the benefits of using technology for English language learning in speaking skills. Many students expressed that these tools made learning more enjoyable and interactive, which motivated them to participate more actively in speaking exercises. Some students also highlighted the flexibility and accessibility of these technologies, enabling them to practice speaking skills both in and outside the classroom. Overall, students acknowledged that these tools

significantly enhanced their speaking abilities while making the learning process more engaging and effective.

The average result from the benefits of technology (Puzzlemaker, Wordwall, Bamboozle, and YouTube) was 65.2%. According to Sugiyono (2009), this qualified as a medium category, indicating that the integration of these tools had a moderate level of performance. This outcome highlighted the need for further evaluation and refinement of strategies to maximize the potential of these technologies in supporting learning objectives. Based on the percentage listed in the column above, it showed that 88% of students agreed because they found it easy, interactive, and enjoyable to speak English using the application. According to Susanti et al. (2021), digital technology applications were potential learning tools to improve students' language skills and their ability to work in teams to develop collaboration skills, increase learning motivation, and allow them to explore their knowledge. In addition, another percentage showed a significant number, namely 87.2% of students, who agreed that they were enthusiastic about learning with technology applications compared to the usual way of learning. According to Pratama and Awaliyah (2016), students felt more enthusiastic about learning using technology applications than the usual way of learning because technology made learning more interactive and exciting, helping them understand the material faster according to their respective learning styles. In the following percentage, as many as 85.7% of students agreed that using technology applications benefited them because it made them fluent in speaking English. According to Massrudin (2014), using technology as a medium in the classroom was very helpful and could increase student interest in the learning process. Another percentage showed that 81% of students agreed that they felt comfortable with the learning style through technology applications. Teachers provided learning that suited their learning styles, allowing all students to feel the benefits. According to Chiew Har et al. (2019), using digital applications in vocabulary learning was beneficial and motivating in vocabulary and English learning. It had excellent potential to be used as teaching materials and learning aids.

To support the discussions of the questionnaire data for the benefits of technology is described in Table:

Table 3 *The benefits of Technology Integration (Puzzlemaker, Wordwall, Bamboozle, and Youtube)*

Statement	Agree	Not Sure	Disagree
I showed the expression of sympathy, "Showing Sympathy", in the form of words after watching the YouTube video material about Health Problems.	78,9%	21,1%	0%
Learning technology such as Puzzlemaker, Wordwall, Bamboozle and YouTube applications makes it easier for me to learn to speak English more interactively and interestingly.	88%	6,5%	5,5%
I am more enthusiastic about learning to speak English when using technology than the usual way of learning.	87,2%	10,5%	2,3%

Learning materials delivered through technology (video, audio, games) help me understand faster.	78,7%	11,3%	10%
With the help of technology, I am more comfortable learning to speak English according to my learning style.	81%	14,3%	4,7%
I find it easier to learn to speak English with the help of technology that suits my learning style (such as hearing, seeing, or doing).	76%	22,7%	1,3%
The technology used in class helps me speak English more fluently.	85,7%	10,7%	3,6%
Technology makes it easier for me to speak English, according to my ability and pace.	78,7%	18,8%	2,5%

Based on the interview results, the student gains some benefits, one of which is that they become more confident and fluent in speaking English because the material provided with technology integration (Puzzlemaker, Wordwall, Bamboozle, and YouTube) becomes interesting and interactive. To ensure student understanding, teachers clarified through simple questions and explanations. Although teachers continued to accompany students during the learning process, they began to give students greater responsibility to complete tasks independently, such as creating dialogues. Through this method, teachers helped students understand the learning process gradually, with clear directions towards achieving learning objectives. This approach allowed students to learn more comfortably and confidently, with proper support from teachers in understanding the learning materials.

With the help of technology, students feel more comfortable learning to speak English in a way that suits their learning style. For example, auditory learners benefit from audio materials such as podcasts or pronunciation exercises, while visual learners understand better with the use of videos, images, or infographics. On the other hand, kinesthetic learners enjoy engaging in interactive activities such as games and hands-on tasks offered by platforms like Wordwall or Bamboozle. By catering to their preferred learning mode of hearing, seeing, or doing, technology helps students understand concepts more effectively and practice speaking English with confidence. Students also find it easier to learn English with the help of technology that is tailored to their learning style. These tools not only make the learning process more accessible but also create a more enjoyable and supportive environment. As a result, students can actively participate in speaking activities and develop their skills at their own pace. According to Zakaria et al. (2023) Learning style is an individual's unique way of learning and understanding information. Learning style can be reflected in how someone interacts with their learning environment. Very crucial for implementing technology effectively in the classroom. The model categorizes learners into four main types: Visual, Auditory, Reading/Writing, and Kinesthetic, each requiring different teaching approaches. When teachers use technology that aligns with these styles, it enhances student engagement and facilitates deeper understanding. For example, visual learners benefit from multimedia presentations, auditory learners from language-focused podcasts, and kinesthetic learners from interactive games and simulations.

Excerpt 5: *Teknologi seperti Puzzlemaker, Wordwall, dan Bamboozle membuat belajar lebih sesuai dengan gaya belajar saya karena saya bisa belajar sambil bermain dan mengulang materi sesuai kecepatan saya sendiri, sehingga lebih mudah dipahami*

(Technology application such as Puzzlemaker, Wordwall, and Bamboozle make learning more suited to my learning style because I can learn while playing and repeat the material at my own pace; making it easier to understand.)

Excerpt 6: *Menggunakan teknologi seperti Puzzlemaker, Wordwall, dan Bamboozle membuat belajar jadi lebih menyenangkan dan sesuai dengan cara saya belajar. Saya suka belajar sambil bermain karena rasanya tidak membosankan, dan saya bisa lebih fokus. Selain itu, saya suka karena saya bisa mengulangi aktivitas atau materi kapan pun saya butuhkan, jadi saya tidak merasa terburu-buru. Dengan begitu, saya bisa lebih memahami dan mengingat pelajaran dengan baik.*

(Using technology like Puzzlemaker, Wordwall, and Bamboozle makes learning so much more fun and tailored to the way I like to learn. I enjoy playing games while learning because it doesn't feel stressful, and I can focus better. Also, I love that I can repeat the activities or review the material whenever I need to, so I don't feel rushed. This way, I can take my time to really understand and remember the lessons.)

Learning materials delivered through technology, such as videos, audio recordings, and interactive games, help students understand lessons more quickly and effectively. Videos provide clear visual and auditory explanations, breaking down complex concepts into manageable parts. Audio materials, such as pronunciation guides or listening exercises, enhance comprehension and improve students' listening skills. Meanwhile, games offer an engaging way to reinforce learning by combining fun with active participation. These tools allow students to revisit and practice materials at their own pace, making the learning process more adaptable and efficient. By catering to diverse learning preferences, technology simplifies understanding and supports faster acquisition of knowledge. According to Gaol and Sitepu (2020) Technology as a learning media plays an important role in encouraging active engagement by providing interactive, personalized, and context-rich experiences. Digital tools such as videos, audio materials, and educational games not only make learning fun, but also allow students to learn at their own pace, repeat content as needed, and apply their knowledge in practical ways.

Excerpt 7: *Belajar dengan teknologi terasa lebih efektif karena lebih menarik dan interaktif, sehingga materi lebih mudah dipahami. Ya, saya merasa materi jadi lebih mudah dimengerti*

(Technology makes learning more effective because it can make the learning more exciting and interactive. I can find the learning materials easier understand.)

Excerpt 8: *Belajar menggunakan teknologi terasa lebih efektif karena ada banyak aktivitas yang menarik dan interaktif, seperti video atau permainan. Saya jadi lebih semangat belajar dan materi yang diajarkan lebih gampang saya pahami. Selain itu,*

saya bisa belajar sambil mencoba berbagai aktivitas yang membuat saya lebih cepat mengerti.

(Learning with technology feels more effective because there are so many exciting and interactive activities, like videos or games. It makes me more enthusiastic about studying, and the materials become easier for me to understand. Besides that, I can learn while trying different activities, which helps me grasp the lessons more quickly.)

The technology used in class helps students speak English more fluently by providing various tools and resources that support practice. Interactive platforms like Wordwall or Bamboozle offer engaging speaking activities and games that encourage confident use of English. Audio features improve pronunciation by allowing students to listen to native speakers and mimic their accents. In addition, YouTube contributes significantly by providing pronunciation examples from native speakers, helping students master accents and understand cultural contexts. Video-based materials from YouTube also offer examples of real-life conversations, teaching how to use expressions naturally. By consistently practicing with these tools, fluency can be enhanced, allowing students to feel more comfortable speaking English in different contexts. According to Worts (2014) stated that students have different strengths, and technology allows for the integration of visual, auditory, and kinesthetic learning approaches. By offering a range of resources, such as videos, interactive games, and audio-based tools, technology makes learning more accessible, engaging, and aligned with individual learning styles. This personalized approach helps students absorb knowledge more effectively, boosting their confidence and fluency in English, ultimately leading to the achievement of their learning goals.

Excerpt 9: Setelah menggunakan teknologi, saya merasa lebih nyaman dan lancar berbicara bahasa Inggris tentang topik "Health Problem" karena latihan yang interaktif membantu saya lebih percaya diri dan lebih mudah mengingat kosakata serta ungkapan yang tepat

(After using technology, I feel more comfortable and fluent in speaking English on *Health Problems*. It is because the interactive exercises on the topic help me more confident and easier to memorize the correct vocabulary and expressions.)

Excerpt 10: Setelah menonton materi video YouTube tentang masalah kesehatan, saya belajar cara menggunakan berbagai ekspresi simpati untuk menunjukkan perhatian dan dukungan. Contohnya, saya bisa mengatakan:

"Saya turut prihatin mendengar Anda sedang kurang sehat."

"Semoga lekas sembuh."

(After watching YouTube videos about health issues, I learned how to use different expressions of sympathy to show concern and support. For example, I can say:

"I'm sorry to hear that you're feeling unwell."

"I hope you get well soon.")

5. Conclusion

Based on the research results, it can be concluded that Technology integration namely Puzzlemaker, Wordwall, Bamboozle, and YouTube positively influenced the development of students' speaking skills. However, the results were still in the moderate qualification stage with a percentage of 63.6% at the implementation stage. Does the percentage of benefits stage obtain 65.2% that was considered as the moderate qualification as well? It proved that the integration of technology could increase interactivity, facilitate understanding of the material, and enrich students' learning experiences through various enjoyable activities such as vocabulary games, interactive dialogues, and pronunciation exercises, and increase the student's confidence and high enthusiasm in English-speaking class. Therefore, these findings underlined the importance of integrating technology as an innovative learning medium to support the development of students' English skills, especially at the elementary school level.

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