EFFECTS OF TECHNOLOGY IN SPEAKING INSTRUCTION ON ENGLISH LANGUAGE LEARNERS STUDYING CYBERSECURITY

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Abstract: This essay discusses the influence of technology on students learning to speak English through speaking lessons. This article showed that instruction on how to speak in using modern English technology like video conferencing, email correspondence, and social media interactivity, live emceeing, and onstage speaking events where students participate in genuine both in the classroom and at work. Additionally, research showed that these technologies in speech instruction develop trust, improve fluency and accuracy, reduce fear and trepidation, and boost confidence among students.

The researcher apparently discovered that the technology utilized in speaking instruction can be connected with the communicative approach to education, enabling pupils to express themselves in a skillful and competent manner.

Key words: phenomenology; effects; technology; teaching speaking; focus group discussion.

INTRODUCTION

One of the macro skills in English that teachers and students must improve is speaking. Students must learn and compete to improve their fluency and accuracy in order to deliver an excellent speech. Speaking instruction has long been prioritized in educational settings. Every curriculum includes it, but it is underestimated that speaking is only taught by memorization and repetition of drills that emphasize the fluency of sound production.

When teaching English, the effectiveness of the modular should be noted. The modular content of teaching English provides the flexibility of programs, the variability of language preparation, active forms and methods of teaching, and the activation of independent work. This approaches provides professional skills and abilities of students of the Faculty of Cybersecurity.

My aspect of teaching is teaching English speaking to students studying in the specialty Cybersecurity. The formation of speech grammatical skills should be carried out in stages, taking into account conditions for the functioning of grammatical structures in speech. Considering the specifies of working with senior students, have to pay more attention to the stage of speech output and the use of grammatical structures and lexical. It is impossible to study grammatical material without paying attention to lexical.

It is recommended using the latest materials related to the grammatical and lexical materials of the English language.

English is a foreign language is the desire to bring the conditions of the educational process as close as possible to the conditions of natural communication. Therefore, the Methodists came to the natural the conclusion about the need for comprehensive training in reading, listening, speaking and writing.

Speaking as a productive skill, is a crucial element in the teaching of a foreign language.

Research on how students are taught speaking, particularly utilizing the English language, is proliferating. This is due to the awareness that teachers are resourceful as they employ a variety of ideas, techniques, and approaches to help pupils grow and shape their speaking abilities. They employ a variety of techniques and strategies to help students become more proficient communicators. They create their courses to make studying English more enjoyable so that students can adopt a more positive outlook.

Additionally, where it is available and accessible, using technology in teaching techniques is a vital practice in teaching English as a foreign language. There have

been suggestions made regarding using technology to teach speech. To help students with their speech abilities, CMC (computer-mediated communication) is suggested for use in conversation and pronunciation lessons.

In a same vein, blogging, speech recognition software, video conferencing, podcasts, and the internet are regarded as some of the best instructional resources for speaking abilities. The fact that teachers and students now communicate with one another using these tools suggests that technology is necessary to live in the current society.

Technology is now used as an additional instructional tool to help teachers improve their pupils' speaking abilities.
Technology-assisted speaking instruction has become a standard method, especially when teaching English as a foreign language. It was mentioned that the primary goal of using computer-mediated communication to educate students conversational skills and pronunciation was to enhance their spoken performance. Along with many modern technology instruments, the speech laboratory is crucial in teaching speaking and speech articulation.

Additionally, video conferencing software is regarded as a crucial computer-mediated communication tool for fostering speaking fluency and accuracy. In addition to facilitating social connection, it provides outside of the classroom oral reinforcement of course material and improves linguistic correctness and fluency.

Likewise, one effective technological technique for teaching speaking is digital storytelling. It combines computer technology with the craft of storytelling, combining visual designs like text, graphics, and audio to create a creative narrative medium. More specifically, using digital storytelling in the classroom has improved and developed students' English speaking abilities since it enables them to narrate stories in their own words and voices. Cartoons on television and other digital media also help pupils improve their communication skills. Cartoons use aural and visual cues to grab viewers' interest and increase pupils' motivation to learn how to speak.

Information and communication technology (ICT) use also improves oral performances, motivation, and speaking ability. It has a tremendous and significant impact on how effectively pupils learn, and students report that their speaking abilities, knowledge, and creativity have all improved as a result. The development of students' English-speaking skills was found to be greatly aided by the usage of multimedia as learning material as an ICT. Video blogging is helpful because it increases students' motivation to study. Additionally, when second-language English speakers improve their speaking abilities, they become more fluent speakers and have increased self-confidence.

The use of technology in the classroom to teach speaking has a variety of benefits for the students. Speaking lessons using technology increase language complexity, accuracy, and fluency. More specifically, using technology to teach speaking enhances students' speaking abilities, and doing so has a favorable effect on students' pronunciation, fluency, and speaking abilities. Additionally, it helps students who have trouble speaking.

Students are able to improve their speaking fluency and accuracy as they communicate by using technology in speaking instruction. They can then work on their speech issues, learn how to talk properly, and take some time to reflect before starting a real conversation online. This suggests that students are given the opportunity to correct any pronunciation, word, or phrase errors they may have, which improves the fluency and correctness of their speaking. Additionally, the technology utilized to teach speaking reduces pupils' fear and trepidation.

Speaking naturally comes with worry and trepidation. Similar to when they are learning to speak English, it is only natural for pupils to feel nervous when giving oral presentations and communicating. They are afraid and unsure of themselves, particularly when speaking in a second or foreign language like English. However, by using technology, the instructor was able to calm the pupils' fears and anxieties when taught speaking. This suggests that when there is a channel of communication like

technology, students perform well when speaking and communicating because it does not require face-to-face interaction in which students do not see the instructor's facial expression, preferences, or manner that can add to their fears and apprehensions.

In addition, using technology to teach speaking fosters confidence, according to what participants frequently communicate.

Building confidence using technology in speaking instruction is what the participants described above. It enables students to increase and develop their self-confidence. Since technology allows them to practice before the speaking engagement, it has become a tool for pupils to overcome their problem speaking in front of a large group.

The use of technology in the classroom to teach speaking has a variety of benefits for the students. The results of this study agree with many other studies that have been done on teaching speaking in the modern environment using technological tools. Using technology to teach speaking to the experimental group has a greater impact on English fluency than the other group, which was taught to speak English using the traditional way; yet, the two groups under study made comparable development in accuracy and pronunciation.

Additionally, using technology to teach speaking, such as YouTube videos and YATI (YouTube Audio Tracks Imitation), is a very useful CALL technique for enhancing students' speaking abilities. The use of such in the teaching and learning process benefits students in terms of their pronunciation, fluency, and speaking abilities. To help students overcome their speaking challenges, technology-based speaking instruction is highly advised.

CONCLUSION

The study's findings showed that modern technology has evolved into a useful instructional tool for speaking. In addition to lecturing, it is another form of instructor input. When assigning pupils to learn to speak, instructors do not use conventional methods or antiquated teaching techniques like chalk-and-board lectures; instead, they use current technologies as their medium.

After presenting the study's findings, it can be said that teachers employ technology tools to carry out activities for students who are learning to speak English. It was discovered that technology techniques including video conferencing, email correspondence, and social media interaction had been used often. These technology tools that organize assignments help students who are learning to speak English establish rapport, improve fluency and accuracy, reduce worry and fear, and gain confidence. These resources aid pupils in developing their speaking abilities.

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