Enhancing English Productive Skills Learning through Technology-Mediated Instructions: Meeting Students' Expectations and Needs

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Abstract

This study explores the enhancement of students' English productive skills—specifically speaking and writing—through an eight-session Basic English course that integrated various technology-mediated instructional strategies. At the beginning of the course, students completed a pre-course questionnaire to articulate their expectations regarding language improvement. The instructional sessions incorporated tools such as Quizizz, video presentations, and enriched PowerPoint slides, creating a dynamic and engaging learning environment. Students were actively encouraged to explore, articulate, and present their ideas using diverse technological platforms. These activities aimed to address students' initial expectations and promote active learning and participation. Following the instructional phase, post-course questionnaires and semi-structured interviews were conducted to evaluate the impact of the course on students' learning experiences and language skill development. The qualitative analysis revealed notable advancements in students' confidence, vocabulary, and writing ability, with most respondents confirming that their expectations were fulfilled. The study demonstrates how technology can enhance language learning outcomes when aligned with students' motivations and needs. The results support the integration of interactive and contextualized digital tools into language instruction to improve learning satisfaction and outcomes. This study offers practical implications for curriculum designers and educators aiming to align technological resources with student-centered pedagogy in English language instruction.

INTRODUCTION

Over the past few years, incorporating technology into educational environments has transformed conventional instructional approaches. This transition from traditional approaches to technology-mediated instruction has emerged as a central topic of discussion in the academic

world, highlighting the importance of modifying instructional methods to accommodate the ever-changing requirements of the 21st-century educational setting. Driven by the goal to improve student engagement and learning results, technology in academic environments has been increasingly popular in recent years. Technology-mediated instruction, which makes use of digital tools and platforms, has demonstrated that it has the potential to enhance the effectiveness of conventional instructional strategies. Based on the findings of (Henrie et al., 2015)this method not only makes it possible to create learning environments that are interactive and dynamic, but it also matches the evolving expectations of contemporary students who are accustomed to engaging in digital interactions in their everyday lives. According to (Schindler et al., 2017) the trend toward technology-enhanced learning is particularly significant in language teaching. Interactive tools can deliver immersive and practical experiences that may be lacking in more traditional educational approaches.

According to(Hattie, 2012)Technology-enhanced learning tools, which include digital platforms and interactive applications, provide students with dynamic and exciting avenues for learning and involvement during their educational experiences. Because they offer possibilities for tailored learning experiences and fast feedback, which are essential for student engagement and achievement (Bates & Poole, 2005).These technologies can improve educational outcomes. This potential is evident because they provide opportunities for these things. There is a significant potential for technology-mediated education to play a substantial part in developing students' communicative abilities within the context of language learning. In the context of language learning, technology-mediated language learning comprises a wide range of topics tied to digital technologies' function in mediating chances for language learning. According to (Schwieter & Benati, 2021)these opportunities arise when teachers assign digital learning materials and tasks in a face-to-face classroom, when language programs develop online courses that include computer-mediated interactions, and when language learners seek opportunities for study, assistance, and social interactions on their own at their own pace.

Significant research has been conducted to investigate the impact of digital resources in education, such as learning management systems (LMS), social media, and lecture capture, on students' engagement levels. According to research by(Nkomo et al., 2021), these technologies can encourage emotional involvement among students through chat platforms and discussion forums inside learning management systems (LMSs). This can help students feel more connected and interested in their learning process. As an additional point of interest, student engagement systems such as Edmodo and Quizizz provide interactive quizzes, discussion boards, and project collaboration areas that encourage active learning and foster intellectual curiosity(Dr. Monika Bajaj, 2020) she also notes that these platforms improve communication and collaboration between students and teachers and provide real-time feedback and individualized learning experiences tailored to meet the varied requirements of diverse student populations.

In addition, numerous studies have demonstrated that technology-enhanced language learning (TELL) is the most effective method of language acquisition. The use of TELL tools, which include mobile learning and information and communication technology resources, makes it easier to learn English by providing learning settings that are both accessible and effective. These tools are just as successful as traditional teaching techniques, providing learners with individualized and individualized learning experiences that have the potential to improve language proficiency significantly. That being said, it is of the utmost importance to give educators the appropriate training and support to incorporate technology into their teaching practices successfully. This will ensure that the full potential of these technologies is fulfilled

(Ahmadi, 2018).

This study explores the enhancement of students' English productive skills—specifically speaking and writing—through an eight-session Basic English course that integrated various technology-mediated instructional strategies. At the beginning of the course, students completed a pre-course questionnaire to articulate their expectations regarding language improvement. The instructional sessions incorporated tools such as Quizizz, video presentations, and enriched PowerPoint slides, creating a dynamic and engaging learning environment. Students were actively encouraged to use diverse technological platforms to explore, articulate, and present their ideas. These activities aimed not only to address students' initial expectations but also to promote active learning and participation. Following the instructional phase, post-course questionnaires and semi-structured interviews were conducted to evaluate the impact of the course on students' learning experiences and language skill development. The qualitative analysis revealed notable advancements in students' confidence, vocabulary, and writing ability, with most respondents confirming that their expectations were fulfilled. The study is underpinned by the Expectancy-Value Theory (EVT), the Technology Acceptance Model (TAM), and Social Constructivism, which collectively demonstrate how technology can enhance language learning outcomes when aligned with students' motivations and needs. The results support the integration of interactive and contextualized digital tools into language instruction to improve learning satisfaction and outcomes. This study offers practical implications for curriculum designers and educators aiming to align technological resources with student-centered pedagogy in English language instruction.

METHOD

This study utilizes a qualitative research approach, incorporating questionnaires and interviews to collect comprehensive and detailed information about the participants' experiences. The sample comprised ten university students in their sixth semester, all pursuing a major in Computer Science at Institut Teknologi dan Bisnis Asia Malang. The study commenced by administering a pre-course questionnaire to gather fundamental data on the students' attitudes and expectations for using technology in their learning process(Creswell, 2018).

After the first data collection, the study continued with eight scheduled sessions. Technology-enhanced learning strategies were incorporated throughout these sessions into the course's instructional design. The tools were Quizizz for interactive quizzes, video presentations for visual learners, and enhanced PowerPoint slides to supplement conventional lecture materials. These tools were carefully selected to establish an engaging, dynamic learning environment that encourages active student participation and inquiry(Garrison & Vaughan, 2007). Every session was carefully structured to enhance the students' abilities and understanding, guaranteeing a comprehensive and captivating learning experience.

Furthermore, students were prompted to employ diverse electronic platforms to exhibit and discuss their ideas and systematically use technology tools. This strategy aimed to foster a cooperative and encouraging learning environment where students could actively participate in the material and interact with one another (Bates & Poole, 2005).This approach is consistent with previous research highlighting the benefits of integrating various technological interventions to increase student involvement and improve learning results(Mayer, 2009).

After completing the eight sessions, a post-course questionnaire was given to the participants, and in-depth interviews were conducted. The purpose of these instruments was to record the students' thoughts on their learning experiences, the efficacy of the technological tools employed, and their general contentment with the course. The qualitative analysis of the data obtained from the post-questionnaire and interviews involved examining the students' replies to uncover recurring themes and patterns(Marshall, 2016). This qualitative analysis yielded profound insights into the influence of technology-enhanced learning on student engagement and learning outcomes, providing valuable implications for future instructional

designs in higher education

FINDINGS AND DISCUSSION

Several significant findings were obtained based on the pre-course questionnaires, post-course questionnaires, and interview sessions: 1) A comparison between the initial student expectations gathered before the course and the qualitative data collected at the end revealed that students' expectations were met. 2) The application of technology-enhanced English teaching methods positively impacted students, particularly in enhancing their productive skills such as speaking and writing.

Students' Expectations

Before the course began, students were given a pre-course questionnaire to complete, which aimed to understand their expectations for the upcoming sessions. The questionnaire included questions about their preferences for the class, encompassing learning techniques, material content, and the approaches they desired from the instructors.

Extract 1-Initial Expectations (Several instances of different expectations are prompted)
    Questionnaire.

Respondent 1 (R1)   :*"Saya berharap kelasnya bisa asik dan membantu untuk peningkatan kemampuan bahasa Inggris saya."* (I hope the class will be enjoyable and enhance my English skills.)

Respondent 3 (R3)   :*"Harapannya sih bisa ningkatin kemampuan bahasa Inggris, terutama untuk ngomong."* (I hope the class will enhance my English skills, particularly in speaking)

Respondent 7 (R7)   :*"Pengennya dosennya bisa membantu untuk mengingkatkan kemampuan bahasa Inggris, seperti kosakata, pelafalan, dan menulis atau ngomong."* (I hope that the lecturer can help me improve my English language competence, including vocabulary, pronunciation, and both writing and speaking talents)

Respondent 8 (R8)   :*"Pengennya kelasnya asik, tidak boring."* (I want the class to be fun, not boring)

Extract 1 provided data regarding student expectations before the commencement of the class. Students expressed two significant aspirations: firstly, they desired a lively and engaging classroom atmosphere rather than a dull one, and secondly, they expected that their upcoming English lessons would enhance their language proficiency.

Following eight instructional sessions focused on utilizing technology to enhance learning, engaging students in oral communication, and creating their presentation materials, the post-class questionnaire yielded favorable information regarding the outcomes. Regarding their initial expectations, respondents were asked to rate their satisfaction on a scale of one to ten. The respondents rated eight on average, indicating that most of their initial expectations were fulfilled.

Additional detailed information was acquired from the data collected during interviews. Interviews were undertaken to enhance the qualitative information gathered from the questionnaire and validate the results. Based on the interview results, the respondents expressed that their initial lecture expectations were satisfactorily met.

Extract 2 - Results of Interviews with Students regarding their Expectations
(Only a few individuals were selected who provided a different response)
Prompt Question: Did the course meet your expectations? Why/not?

R1   :*"Ya, karenanya saya bisa belajar bahasa Inggris dengan lebih baik."* (Yes, because of the basic English class, I could study English better)

R3   :*"Memenuhi karena memberikan banyak Latihan dan penjelasan yang jelas."* (The meetings fulfilled my expectations by offering ample opportunities for practice, utilization of technology, and lucid explanations)

R6   :*"Cukup memenuhi karena banyak yang saya dapat dari pembelajaran ini."* (Quite satisfying as I gained a substantial amount of knowledge from this learning experience.

R9   : *"Iya, karena sesuai ekspektasi dan meningkatakan kemampuan Bahasa Inggirs saya"* "Yes, the course met my expectations regarding content and improving my language skills."

Extract 2 revealed that the data collected indicated student expectations were fulfilled by delivering eight lecture sessions. During the interview session, students were also asked about the factors contributing to fulfilling their initial expectations upon class completion.

Extract 3 – The Reason for the Fulfillment of Initial Expectations (only a few individuals were selected who provided a different response) - **Interview**

R3   :*"Saya pikir ini karena platform seperti Quizziz dan video yang ada selama kelas, menurut saya ini menarik karena hal itu meningkatkan proses pembelajaran, membuatnya lebih menarik dan menyenangkan, sehingga menghilangkan kebosanan saat kuliah."* (I think it is because of platform like Quizziz and videos shown during the meeting, I find it intriguing because these tools (Quizziz and videos) enhance the learning process, making it more engaging and enjoyable, thus eliminating the boredom often associated with learning)

R6   :*"Sepertinya karena teknologi; platform seperti Quizizz dan video di dalam kelas terbukti sangat bermanfaat. Hal tersebut meningkatkan pengalaman belajar yang interaktif dan menarik, yang pada akhirnya mengarah pada pemahaman materi yang lebih baik."* (It is technology; the utilization of technology, specifically tools like Quizizz and videos, in the classroom proved to be highly beneficial. It enhanced the interactive and engaging nature of the learning experience, ultimately leading to a better understanding of the material)

R9   :*"Saya kira hal-hal seperti Quizizz dan video sangat menarik dan interaktif. Hal-hal semacam itu memberikan keberagaman ke dalam proses pembelajaran, meningkatkan kenikmatannya. Instrumen-instrumen tersebut secara signifikan meningkatkan asiknya belajar dan keterlibatan mahasiswa dalam proses pembelajaran. Hal ini tentu saja berbeda dari pendekatan konvensional dan memfasilitasi lebih banyak hal membuat pertemuan pembelajaran jadi interaktif dan dinamis ."* (Platforms such as Quizizz and videos are highly engaging and participatory. These things contribute to the learning process's diversity, enhancing its enjoyment. Moreover, these instruments greatly improve the enjoyment of learning and student engagement in the learning process. This strategy deviates from the standard method and enables a broader range of activities, resulting in a more engaging and dynamic learning experience throughout the meeting)

R10   :*"Pemanfaatan berbagai platform di kelas meningkatkan pengalaman belajar saya dengan menjadikannya lebih menyenangkan dan menarik. Quizizz, dengan fitur gamified-nya, telah menjadi motivasi kuat bagi saya untuk meningkatkan pembelajaran saya. Menonton video dapat meningkatkan*

pemahaman saya tentang materi pelajaran karena memberikan penjelasan visual dan pendengaran langsung." (The utilization of various tools in the classroom enhanced my learning experience by making it more enjoyable and engaging. Quizizz, with its gamified features, has served as a strong motivation for me to enhance my learning. Watching videos enhanced my comprehension of the subject matter since they provided direct
visual and auditory explanations)

The majority of their justifications (based on extract 3) revolve around the utilization of technology, which significantly enhances their comprehension of the instruction. The key emphasis here is the utilization of technology to meet expectations. The post-course questionnaire and interview results showed that technology in teaching effectively met students' expectations in a Basic English course. At first, students had lofty aspirations for improving their weakest English skills. Integrating digital resources, including Quizizz, video lectures, and augmented PowerPoint slides, fostered a captivating and participatory learning atmosphere corresponding to several theoretical frameworks.

The Unified Theory of Acceptance and Use of Technology (UTAUT), introduced by (Venkatesh et al., 2003), combines many theories of technology acceptance to clarify users' intentions to utilize technology and their subsequent usage patterns. The UTAUT model considers performance expectancy, effort expectancy, social influence, and facilitating conditions as crucial factors determining technology acceptance. When it comes to learning English, students' belief that their performance will improve (performance expectancy) and their perception of how easy it is to use technological tools (effort expectancy) can significantly impact their level of involvement and happiness with the education that relies on technology. The possibility of fulfilling students' expectations is further enhanced by social influence from classmates and instructors and helpful learning environments (facilitating conditions) (Venkatesh et al., 2003).

Furthermore, The Technology Acceptance Model (TAM), proposed by (Davis, 1989) asserts that users' acceptance of technology is significantly influenced by their perception of its ease of use and utility. Regarding the acquisition of the English language, when students consider technological tools user-friendly and beneficial for enhancing their speaking and writing abilities, they are more inclined to participate with the technology and actively accomplish their learning objectives. This approach affirms that technology-based training may proficiently fulfill students' expectations by offering user-friendly and beneficial learning tools. (Davis, 1989).

In short, related to the findings about the students' expectations, technology-based instruction can effectively meet students' expectations in an English learning class. Technology improves students' motivation, involvement, and skill development by providing engaging, interactive, and contextually relevant learning experiences.

Students' Productive Skills

The pre-course questionnaire asks students about their problems, particularly in English language skills, encompassing both skills and components.

Extract 4 – List of Students' Weaknesses in Learning English - Questionnaire

Respondent 1 (R1) : Speaking, pronunciation, reading, and vocabulary
Respondent 2 (R2) : Writing and speaking
Respondent 3 (R3) : Pronunciation and vocabulary
Respondent 4 (R4) : Speaking and listening

Respondent 5 (R5)   : Speaking and pronunciation
Respondent 6 (R6)   : Pronunciation, reading, speaking
Respondent 7 (R7)   : Writing, speaking, and pronunciation
Respondent 8 (R8)   : Writing, speaking, and pronunciation
Respondent 9 (R9)   : Speaking and writing
Respondent 10 (R10)   : Listening, reading, speaking, grammar, and writing

Based on extract 4, the majority of their challenges with English primarily concern productive skills (speaking and writing), with additional difficulties noted in language components such as pronunciation and vocabulary. The questionnaire further delves into their expectations for acquiring abilities they perceive as deficient, particularly the rationales behind their need to gain these skills.

Extract 5 - Motives for Learning Weak English Skills (only a few individuals were selected who provided a different response) – **Questionnaire**

R1   :*"Kenapa harus dipelajari? Ya karena penting terutama untuk rencana kedepan saya yang ingin mengembangkan kemampuan dalam merancang website."* (Why ought it to be studied? Yes, since it is crucial, particularly for my future goals of honing my website design talents)

R3   :*"Penting sih untuk kerjaan dimasa depan, kan sudah jadi bahasa internasional."* (Given that English has become an international language, it is crucial for work in the future)

R4   :*"Saya ingin memperbaiki speaking saya agar bisa lebih lancar untuk komunikasi."* (I desire to enhance my speaking skills in order to achieve a higher level of fluency in communication)

R7   :*"Penting untuk kerjaan."* (Proficiency in the English language is crucial for professional pursuits)

R8   :*"Mempelajari bahasa Inggris agar lebih profesional kedepannya."* (Acquire proficiency in the English language to enhance my career opportunities in the future)

Extract 5 revealed that students possess prior knowledge of the significance of studying English, particularly concerning their professional requirements. Students have the capacity to introspect on their deficiencies in many elements of the English language and the reasons for acquiring proficiency in it.

After implementing eight sessions of the Basic English course, all of which incorporated technology for learning, the post-course questionnaire indicated that students experienced a significant improvement in several English language skills and components they had previously identified as weaknesses. A noteworthy finding is that they enhanced their English productive skills following the eight sessions.

Extract 6 - Student Reflections Following the End of the Entire Meeting – Questionnaire

R1   :*"Saya merasa bahwa pelajarannya memang memberikan beberapa input menarik."* (I found the class to be informative and thought-provoking)

R2   :*"Pelajaran bahasa Inggrisnya membantu saya untuk belajar bagaimana pelafan yang baik, terutama saat penggunaan video sebagai media."* (The English classes facilitated my acquisition of accurate pronunciation, particularly when employing video as a medium)

R3   :*"Membantu banget untuk speaking dan membuat PPT."* (The course is highly beneficial for enhancing oral communication skills and creating effective PowerPoint presentations)

R4 :*"Tidak membosankan, justru memberikan banyak ilmu baru, terutama untuk berbicara dalam konteks professional."* (The course is engaging and offers an abundance of fresh knowledge, particularly for enhancing professional communication skills)

R5 : *"Saya mendapat banyak kosakata dan tips baru untuk kemampuan speaking."* (I acquired an array of new vocabulary and valuable insights to enhance my speaking proficiency)

R6 :*"Karena saya harus maju untuk presentasi, mau tidak mau saya belajar terutama untuk speaking, dan alhamdulillah membantu saya sekali."* (Due to the necessity of delivering a presentation, I was compelled to enhance my learning, especially verbal communication. Fortunately, this endeavor proved to be beneficial (for which I am grateful)

R7 :*"Ada media video yang memberikan contoh untuk cara bicara dan pelafan yang baik sehingga saya terbantu untuk belajar lebih banyak."* (The meetings include videos that showcase exemplary speaking and pronunciation, which really aids in my learning process)

R8 :*"Saya mendapatkan banyak ilmu baru, dan saya jadi lebih tau bagaimana untuk berbicara untuk penawaran, debat, serta menulis naskah untuk presentasi. "* (Through the meetings, I have acquired a substantial amount of new knowledge, which has enhanced my ability to articulate proposals, engage in debates, and compose scripts for presentations)

R9 :*"Saya merasa kemampuan speaking dan writing saya meningkat selama dan setelah kelas."* (I have observed a noticeable enhancement in my spoken and written communication abilities throughout and following the course)

R10 :*"Saya rasa saya mendapat beberapa input positif seperti peningkatan kemampuan berbicara, kosakata saya juga meningkat, dan kemampuan membaca dalam bahasa Inggris."* (I have acquired a wide range of valuable knowledge, including enhancements in my speaking proficiency, expansion of my vocabulary, and improvement of my English reading skills)

As displayed in extract 6, the post-course questionnaire responses indicate that students acquired supplemental competence, particularly in English speaking proficiency and creating scripts and presentation media (English writing). The findings from other sections of the post-course questionnaire offer a more comprehensive understanding of the factors or stimuli that prompt participants to provide feedback on the positive aspects of their English language proficiency gained via the eight sessions they attended.

Extract 7 - Factors or Circumstances that Contribute to the Acquisition of Further Skills and Knowledge in English – Questionnaire

R1, R3, :Utilizing online quiz systems like Quizizz allows us to access and view presentations on our cellphone screens.

R2, R5, : There are intriguing videos that offer authentic Illustrations of spoken English.

R4, R7, R10 : Students can present and are required to create their own PowerPoint presentations.

R6, R8, R9 : Students are allowed to engage in public speaking, where they confront their classmates. They receive helpful feedback and are provided with real-life examples from videos. Additionally, they can participate in online exams.

Extract 7 offers compelling testimony on the factors that contributed to students making substantial advancements after participating in eight sessions of the Basic English class. Most students believe that providing audio-visual media, such as videos, greatly aids their ability to assimilate new information. Many other individuals found the chance to participate in real-time

quizzes on online platforms to be highly beneficial. Moreover, the opportunity to gather and deliver information to the class undoubtedly enhances their skills. A common thread emerges, revealing that all these contributing factors are interconnected and correlate with the use of technology in the classroom.

Extract 8 - Overall impression of the Basic English - Interview

> **Prompt Question:** How would you describe the implementation of the class as a whole, and why do you think that?

R1 :*"Kelas ini sangat membantu saya untuk meningkatkan kemampuan speaking dan writing. Menurut saya, teknologi yang digunakan di kelas, seperti Quizizz dan video, terbukti sangat bermanfaat dalam memudahkan proses pembelajaran."* (The course significantly helped me improve my speaking and writing skills. I thought the technology tools used in class, such as Quizizz and videos, were very helpful in the learning process)

R2 :*"Kelas ini menawarkan banyak kesempatan untuk latihan berbicara melalui diskusi dan presentasi serta latihan writing melalui tugas dan latihan. Kegiatan yang teratur tersebut berkontribusi pada peningkatan kemampuan saya. Saya ingat ada beberapa presentasi yang harus kami sampaikan dengan PowerPoint. Saya mempunyai eberapa pilihan untuk menyusun pemikiran saya dan mengekspresikannya secara visual terbukti sangat membantu dalam menyampaikan ide-ide saya secara efektif."* (The course offered many chances for speaking practice through discussions and presentations and possibilities for written practice through assignments and exercises. These regular and systematic activities have contributed to the enhancement of my abilities. I recall a presentation that we were required to deliver with PowerPoint. The option to arrange my thoughts and
express them visually was invaluable in effectively conveying my ideas)

R3 :*"Banyak pertemuan-pertemuan yang membantu saya untuk mempelajari bahasa Inggris terutama mempelajari seluruh dasar seperti kosa kata. Berkat penggunaan game dari Quizziz dan video yang ditampilkan dikelas membuat pembelajaran lebih menarik dan memberi saya pengalaman belajar yang lebih baik.* (Attending numerous meetings greatly facilitated my English language acquisition, particularly in mastering fundamental aspects such as vocabulary. The incorporation of Quizziz games and instructional videos in the classroom enhances the learning process, making it more engaging and enriching)

R4 :*"Kelas ini cukup memenuhi harapan saya diawal karena banyak yang saya dapat dari pembelajaran dari kelas ini. Penggunaan teknologilah yang cukup membantu dalam pembelajaran dan membuat pembelajaran tidak membosankan."* (This class fully exceeded my initial expectations since I gained immense knowledge from it. The utilization of technology is highly advantageous in the process of acquiring knowledge and effectively prevents monotony in the learning experience)

R5 :*"Kelas ini cukup membantu dalam pembelajaran dan membuat pembelajaran tidak membosankan. Saya rasa berkat penggunaan teknologi yang pembelajaran lebih menarik. Terlebih lagi, teknologi bisa membantu saya dalam pembelajaran yang lebih baik dengan menyediakan akses ke berbagai materi yang lebih luas."* (This class is beneficial for acquiring knowledge and effectively prevents boredom in the learning process. Due to the utilization of technology, learning has become more captivating. Furthermore, technology can enhance my learning experience by granting me access to a broader range of educational resources)

R6 :*"Kelas ini sesuai dengan harapan saya karena penggunaan teknologi, karena jarang ada pengguna teknologi dalam pembelajaran."* (This class exceeded my expectations due to its effective integration of technology, which is uncommon in educational settings)

R7 :*"Kelas ini cukup membantu saya dalam kurangnya berbahasa Inggris. Salah satu alasannya adalah seperti adanya penggunaan teknologi yang menarik saat pembelajaran. Pokoknya lebih ke kemampuan saya dalam hal berbicara bahasa Inggris lebih meningkat."* (This class has improved my English proficiency. One factor is the utilization of captivating technologies during the learning process. Because of this class, my proficiency in English speaking is improving)

R8 :*"Kelas ini memenuhi ekspektasi karena memberikan banyak latihan dan penjelasan yang jelas. Kemampuan saya dalam berbicara lebih meningkat karena adanya praktek dalam berbicara. Salah satu alasannya sih karena belajar terasa lebih menyenangkan dan menarik karena tools yang digunakan memberikan variasi dalam metode belajar, sehingga tidak membosankan."* (This class fulfills expectations by offering many chances for practice and providing lucid explanations. Consistent practice has enhanced my proficiency in speaking. One reason is that learning becomes more enjoyable and engaging due to the utilization of diverse resources that offer different learning

approaches, therefore preventing monotony)

R9 :*"Kelas ini sangat membantu dalam meningkatkan keterampilan berbicara dan menulis saya. Dosen memberikan latihan berbicara dan mengajarkan kami cara menulis yang benar. Latihan-latihan ini memungkinkan saya menerapkan apa yang telah saya pelajari dan menerima umpan balik. Kelas ini sangat penting untuk peningkatan saya. Saya sangat suka menggunakan Quizizz. Kursus ini membuat pembelajaran menjadi menyenangkan dan kompetitif, serta membantu saya memahami materi dengan lebih baik."* (The course significantly enhanced my proficiency in both oral and written communication. The instructor delivered speaking exercises and instructed us on proper writing techniques. These activities provided me with the opportunity to put into practice what I had learnt

and obtain constructive feedback. This training was highly significant for my personal growth. I thoroughly enjoyed utilizing Quizizz. The program enhanced my learning experience by making it enjoyable and stimulating a sense of competition, ultimately leading to a deeper understanding of the content)

R10 :*"Kelas ini membantu saya meningkatkan keterampilan berbicara dengan membuat presentasi dan menjawab beberapa pertanyaan yang diberikan dosen. Yang paling saya sukai dari proses pembelajaran adalah penggunan Quizizz karena membuat pembelajaran terasa seperti permainan dan tidak membosankan."* (This training enhanced my oral communication abilities by delivering presentations and responding to various inquiries posed by the instructor. The aspect of the learning process that I find most enjoyable is the Quizizz tool since it effectively gamifies the learning experience and prevents it from

becoming monotonous)

The data from extract 8 reveals that students expressed satisfaction with the implementation of the eight meetings of the Basic English class. The majority of students attributed this positive experience to the incorporation of technology in their learning. Furthermore, they acknowledged that they received input that significantly enhanced their capacities, particularly in improving their verbal English skills and compiling written work in English.

Based on Vygotsky's work, Social Constructivism emphasizes that learning occurs through social interaction and collaboration. Technology-mediated instruction facilitates interactive and collaborative learning environments, enabling students to engage in meaningful dialogues and activities that enhance their speaking and writing skills (Schreiber & Valle, 2013). For instance, using collaborative tools like discussion forums or answering Quizzes on digital

platforms allows students to practice their language skills in a social context, thereby fulfilling their expectations of improving their English proficiency through interactive and practical applications (Powell et al., n.d.).

As another theoretical framework, activity theory emphasizes the importance of considering the context and purpose of learning activities. It proposes that the instruments and tasks employed in education should align with students' goals and motivations. The study utilizes digital tools that mimic real-life tasks and offer instant feedback, resulting in a relevant and captivating learning environment that promotes the development of productive language abilities. For instance, employing video presentations to replicate professional speaking situations or assigning writing projects that imitate real-life responsibilities can enable students to perceive the direct applicability of their education to their prospective professions, thereby meeting their expectations (Bishop et al., 2020).

The results of this study indicate a significant association between the use of technology in the classroom and the improvement of student's English language proficiency, namely in speaking and writing. This is consistent with the theoretical frameworks mentioned above, highlighting the significance of perceived utility and social interaction in learning contexts facilitated by technology.

The findings from post-course questionnaires and interviews support these theoretical foundations, demonstrating that technology-enhanced instruction successfully fulfills students' expectations and substantially enhances their competency in English when executed correctly. Students experienced significant improvements in their oral fluency, written proficiency, and general effectiveness in communicating professionally. Using interactive digital tools such as Quizizz, video presentations, and augmented PowerPoint slides facilitated the establishment of a captivating learning atmosphere that stimulated active engagement and the honing of skills. Technology-mediated training meets learners' objectives and equips them with the required language abilities for future academic and professional efforts by offering personalized, interactive, and contextually relevant experiences.

CONCLUSION AND IMPLICATION(S)

This study investigated the improvement in students' English speaking and writing skills after completing an eight-session Basic English course that utilized technology-based teaching approaches. The results highlight the capacity of technology-enhanced language learning to bridge the gap between students' initial expectations and learning outcomes. Integrating technology in English instruction significantly boosts student motivation, delivers tailored learning experiences, and enhances skill acquisition.

The primary benefits include the use of interactive tools like Quizizz and video-based instruction that foster engagement, promote collaboration, and allow real-time feedback. Moreover, these digital tools cater to various learning styles, thus accommodating individual learning needs and encouraging self-directed learning. The course's structure, which emphasized performance-based tasks using technological aids, resulted in more active participation and meaningful language use in real-world contexts.

Based on these findings, the study recommends that English language educators embrace a blended learning approach combining traditional instruction with digital technologies. Educational institutions should prioritize faculty development programs to ensure instructors are equipped to integrate these tools effectively. Furthermore, curriculum designers are encouraged to align learning activities with learners' professional aspirations and digital competencies.
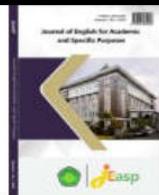
Future studies might explore the longitudinal effects of such instruction on language retention or investigate its impact across different educational levels and disciplines. Addressing digital access and literacy disparities will also be crucial to ensure equitable learning experiences. By embedding technology strategically, educators can create dynamic and inclusive environments that better prepare students for global communication and career readiness.

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