INTEGRATING WEB 2.0 BASED TEACHING TECHNOLOGY IN SPEAKING CLASS

THESIS

Submitted in Partial Fulfillment of the Requirement for Bachelor Degree
of English Language Education Department

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MOTTO

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمُ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

"Don't lose hope and don't be sad even though you are the highest, if you are believers"

(Q.S. Ali 'Imran: 139)

ABSTRACT

Title : **Integrating Web 2.0 Based Teaching Technology in Speaking Class.**

Name : Kamala Araminta Salsabil

Department : English Education Department

Student ID : 1903046076

There are many ways to improve students' speaking skills, one of which is by integrating web 2.0 based teaching technology in speaking classes. The reason why the researcher chose this topic was because many researchers studied about integrating web 2.0 based teaching technology, however, no one has focused on discussing the use of web 2.0 in speaking classes, but in this study, researchers combined the integration of web 2.0-based teaching technology in speaking classes and learning materials in tourism classes. That reason also being a gap of this research. The aims of this research were to explain the web 2.0 based teaching technology application in facilitating students to practice speaking, to describe the implementation of using web 2.0 based teaching technology in speaking class, and to describe students' engagement in practicing speaking using the web 2.0 based teaching technology in speaking class. This research used descriptive approach with qualitative method. The researcher used observation and interview as a data collection technique. The informants were students and teachers in *SMK Negeri 2* Semarang selected based on purposive sampling. They were selected as research subjects based on English and speaking scores at the previous semester, students whose English scores is highest in the average but their speaking skill is still poor. Then, the data were analyzed and interpreted using qualitative procedures, those are datareduction, data display, and data conclusion. The findings of this research were the result of using the orai app, elsa speak app, and soundcloud applications used by the teachers in daily speaking class, the integration process of web 2.0 based teaching technology in speaking class, and students engagement in practicing speaking using the web 2.0 based teaching technology in speaking class. The use of Web 2.0 applications can help to improve students' speaking skills. Studies have shown that students who use Web 2.0 applications in

their speaking instruction tend to improve their speaking skills more than those who do not. This is because Web 2.0 applications provide students with opportunities to practice speaking in a variety of ways, such as through blogs, social media, wikis, podcasts, and webinars.

Keywords: *Speaking Skills, Teaching Technology, Web 2.0*

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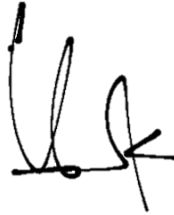
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Semarang, 21st June 2023

The Writer,

Kamala Araminta Salsabil

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CHAPTER I

INTRODUCTION

A. RESEARCH BACKGROUND

Educators need to be familiar with new communication technologies to ensure competency in an increasingly diverse set of teaching methods and technologies. Educators who understand how to use Internet communications in the 21st century will have the additional tools they need to teach teaching practices. Web 2.0 as a term represents a new generation of online services as well as social applications. Participation, feedback, user's active role, the sharing, information flow and community are only some of its positive aspects. And it's not only about technological revolution. Web 2.0 implementation is about giving people a new kind of power and eventually about changing not only the world but also the way the world changes.(Vrettaros et al., 2008) Leveraging the Web 2.0 environment requires an educator to become proficient in using her Web 2.0 application, understand how her Web content is facilitated through the new Web 2.0 environment, and assess website usage must be able to evaluate.

21st-century educational communication skills require an understanding that the Internet situation has evolved from static websites to enveloping applications. These "Web 2.0" developments include applications such as blogs, wikis, social networks, and podcasts. This study presents trends in Web 2.0 usage, summarizes Web 2.0 applications as an educational platform, describes guidelines for using Web 2.0 applications, and identifies Web 2.0 learning outcomes. The growing

awareness of Web 2.0 has opened new strategies for teachers to interact with students and has prompted more research to further define best practices.[1]

This research is important because it highlights the potential benefits of using technology in language teaching, particularly in the field of speaking. The results of this study can provide teachers and educational institutions with valuable insights into the design and delivery of technology-enhanced language courses.

This research is motivated by research gaps in previous studies. Based on research conducted by international journals which created by Yu-Chih Sun* and Fang-Ying Yang. They came to the conclusion that the present study integrated service learning into an English oral training course. This study suggests that the integration of service learning into an EFL oral communication course holds great promise for language learning. Furthermore, through the aid of Web 2.0 tools, service learning takes a new form – it may reach a wider variety of the target audience and expand how the members of the community communicate, learn, and construct knowledge.

Furthermore, research on Integrating web 2.0 based Teaching Technology in Speaking Class, were proposed by David A. Thomas and Qing Li in 2008 based on research results namely promoting students' critical intercultural. This article reviews current uses of Web-based technologies in distance learning mathematics and mathematics

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[1] (Sci-Hub | Integrating Web 2.0 in Health Education Preparation and Practice. American Journal of Health Education, 39(3), 157–166 | 10.1080/19325037.2008.10599032, n.d.)

education courses and discusses the pedagogical implications of Web 2.0 for students and teachers of mathematics. The findings of this study conclude that there is the development of new tools and, most importantly, the emergence of constructivist learning theories are motivating and facilitating educational practices that emphasize knowledge creation, management, sharing, and dissemination by digital natives rather than the transmission of static knowledge from teachers to passive learners. Web 2.0, emphasizes collaborative knowledge generation and promotes the development of new ways of thinking, learning, and sharing. In this environment, learners will take center stage as creators and producers of knowledge.

Based on research conducted by Nuraeni & Winda Yanthi (2021). They came to the conclusion that explores the use of the Cake application in teaching speaking to senior high school students. This study aimed to find out whether the use of the Cake application in teaching speaking skills to senior high school students and the student's perception of the Cake application. The approach of this study was qualitative. Observation, questionnaire, and interview were used as instruments for eliciting the data.

Another research that became the background for the emergence of this title is Technology in teaching speaking and its effects on students learning English were proposed by Rowena V. Sosas. This paper presents the technology used in teaching speaking and its effects on students as they learn to speak in English. Results revealed that students are taught to speak in English using the technologies of today such as video conferencing, email correspondence, social media interaction, and real-

time actual emceeing and onstage speaking performances where students are engaged in real academic and professional situations.

Based on research conducted by Rahmi Akmal Hussin, Sofyan, and Gani Asnawi Muslim (2020). This study aimed at finding out whether the use of YouTube videos through group discussion assisted students to improve their speaking skills (pronunciation, grammar, vocabulary, fluency, and comprehension). The results of this study showed that using YouTube videos through discussion groups assisted students to improve their speaking skills ($p<0.05$), with the most significantly improved skills, was comprehension. It is, therefore, suggested that teachers consider using YouTube videos in their teaching techniques in an attempt to attract students' motivation to improve their speaking ability.

The difference between this research and previous research is research. This includes aspects of assignments and platforms used in learning media. There are differences in research objects or participants who will use Web 2.0 technology as learning media in the classroom. This research focuses on participants who are vocational high school students majoring in Tourism. So the background of this research, will examine the discourse of interpretation which is expected to be a reference for developing this education, both in the classroom and outside the classroom.

B. RESEARCH QUESTIONS

Referring to the research background that was explained bythe researcher, therefore the researcher formulated three research questions, those are:

1. What applications do the teachers use in integrating web 2.0-based teaching technology in speaking class?
2. How is the implementation of using web 2.0 based teaching technology in speaking class?
3. Do the students engage in the integration process of web 2.0 based teaching technology in speaking class?

Those questions are very suitable and need to research according to the background research that was explained before. Those questions guided the researcher to look for the research findings.

C. RESEARCH OBJECTIVES

According to the research questions above, the objectives of the study are:

1. To explain the Web 2.0 Based Teaching Technology application in facilitating students to practice speaking

2. To describe the implementation of using Integrate Web 2.0 Based Teaching Technology in speaking class

3. To describe students' engagement in practicing speaking using the Web 2.0 Based Teaching Technology application.

Those objectives formulated according to the research questions. The researcher combined the kinds and explanations about communicative task and improvisation activity, and also the students' different learning styles.

D. LIMITATIONS

This study compiles with the researcher started 17th May 2023 up to 26th May 2023. Grade 11 students from the SMK Negeri 2 Semarang tourism department are the respondents of this research. This research is about how the process of integrating Web 2.0 technology in speaking classes. It is stated here in the research paper about integrating web 2.0-based teaching technology in speaking class.

E. RESEARCH SIGNIFICANCES

This research use the theory of Web 2.0 based teaching technology. Web 2.0 refers to a series of Internet applications that have transformed individual users from passive consumers to active creators of web content (O'Reilly, n.d.). The increasing popularity of Web 2.0 applications, such as YouTube, Facebook, blogs, and Wikis, constitute "a more socially connected Web in which people can contribute as much as they can consume" (Anderson, R. (2007) .

For the results achieved in this study, which can be explained Integrating Web 2.0 Based Teaching Technology in Speaking Class, the researchers hope this research will be useful for others both practically and theoretically:

1. Theoretical benefits

This study can provide a broad view of teaching technology-based web 2.0 English speaking practice, especially in speaking practice learning. The results of the study have also placed several appropriate sites on Mobile social networks to support student learning, these sites

are expected to be used as references to determine which are suitable to be implemented in EFL learning.

2. Practical benefits

   A. For the students

   Researchers hope that this research can be used as one of their references in their research assignments in the field of web 2.0-based English practice.

   B. For teachers/lecturers

   This research is expected to be an inspiration to create a learning atmosphere that is more complex and not monotonous by utilizing web 2.0 in learning.

   C. For researchers

   As long as this research is a final project in college, the researcher hopes to provide the best writing for all people.

   D. For further researchers

   Substantially, in a study, researchers must provide sufficient references to strengthen their theory. Therefore, this research is expected to provide new insights for future researchers to make research that is more informative and educative.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. PREVIOUS RESEARCH

In order to support this research, the research took three researches that are considered relevant to be used as previous research. The previous research has several similarities and differences with this researcher which can improve the quality of the research itself.

One example is, "I help, therefore, I learn: service learning on Web 2.0 in an EFL speaking class" which created by Yu-Chih Sun* and Fang-Ying Yang (Sun & Yang, 2015). The main objective of this study was to review published articles to present study integrates service learning into English as a Foreign Language (EFL) speaking class using W eb 2.0 tools – YouTube and Facebook – as platforms. Fourteen undergraduate students participated in the study. The purpose of the service-learning project was to link service learning with oral communication training in an EFL speaking class by having each student create two YouTube videos in which they made informative presentations about the university (e.g., transportation system) and the city (e.g., sightseeing spots) in English to international students on campus. The researchers determined that their English proficiency ranged from high-intermediate to advanced levels. All cited Mandarin Chinese as their mother tongue. At the time of the study, these students were taking a one-semester course in English oral communication skills that aimed to orient them in the

development of English conversation skills. The data collected and analyzed included (1) students' YouTube video production, (2) comments on Facebook, (3) reflective reports, (4) survey, and (5) face-to-face interviews. Due to the small sample size of the study, the use of descriptive statistics serves to provide a layer of data triangulation to the qualitative evidence. Although using the same qualitative descriptive approach, the research focus was different. In my research, I did not focus on the use of mobile social networks in general but in learning speaking English. relationships regarding students' learning and perception of the YouTube videos as a service-learning project.

Research entitled Talks Use in Speaking Class for Undergraduate Students were proposed by Mia Refsi Choirunnisa, and Fatimah Mulya Sari (Choirunnisa & Sari, 2021). This present study, therefore, aims to explore students' responses toward the implementation of TED Talks in their English speaking classes. The subjects were 23 undergraduate students who watched TED Talks videos to support their learning process. The study applied a descriptive qualitative method. To gather data, questionnaires that were distributed through Google Form with close-ended questions were employed. The findings showed that most students expressed a positive response to the use of TED Talks video to support their speaking class. The data were collected from the questionnaires. The research discusses whether the students agree or not that Ted Talks impacts their speaking ability. The questionnaires for the students was divided into two parts. The first part is the familiarity of students

with TED Talks Video. The second part is the students' responses to TED Talks influence on speaking skill aspects. Although using the same qualitative descriptive approach, the research focus was different. In my research, I did not focus on the TED Talks Use in Speaking Class for Undergraduate Students. My research focuses on web 2.0 development to help students' speaking skills in speaking classes which do not only focus on one application. This research will focus on several applications that will later be surveyed, which applications will be more helpful for students in learning to speak.

Based on previous research entitled Understands the Intention of Using Mobile Social Networking Apps across Cultures were proposed by Li Qina, Yongbeom Kima, and Xin Tana (Qin et al., 2018). This research investigated the Understanding the user acceptance of mobile social networking apps in different cultures, the research provided powerful insights for managers and marketers of social networking apps to develop effective globalized and localized strategies to attract users worldwide. While the research used a descriptive quantitative approach and is centered on the field of sales and marketing with surveys and questionnaires as data collection techniques, on the other hand my research related to the academic field in the use of online digital media.

Research on web 2.0 in teaching technology was carried out by David A. Thomas and Qing Li (Thomas et al., 2008). The main objective of this research is to demonstrate the development of the World Wide Web in response to users' demands for faster and more efficient access to information, portability, and usability of digital

objects between web-based and computer-based applications and robust communication, publication, collaboration, and tools. learn how to teach. This article reviews the current use of Web-based technologies in distance learning mathematics and mathematics education courses and discusses the pedagogical implications of Web 2.0 for mathematics students and teachers. This research focuses on the use of web 2.0 in learning mathematics and the challenges identified previously that were associated with the limitations of Web 1.0 call for the shift of online technology use in education from Web 1.0 to Web 2.0. While, my research focuses on integrating web 2.0 based teaching technology in speaking class.

Similar research on integrating web 2.0-based teaching technology in speaking class, entitled Technology in teaching speaking and its effects on students learning English were proposed by Rowena V. Sosas (Sosas, 2021). This paper presents the technology used in teaching speaking and its effects to students as they learn to speak in English. Phenomenology was used to gather the data with the three groups of Focus Group Discussion (FGD) of 21 participants from the junior, sophomore and senior students in language classes in the University of Southern Mindanao, Kidapawan City Campus, and Philippines. Results revealed that students are taught to speak in English using the technologies of today such as video conferencing, email correspondence, social media interaction and real-time actual emceeing and onstage speaking performances where students are engaged in real academic and professional situations. Moreover, findings revealed that these technologies in teaching speaking build

rapport, increase fluency and accuracy, ease anxiety and apprehension, and build confidence among students. Apparently, the researcher found that the technology used in teaching speaking can be aligned with the communicative way of teaching which allows students to convey themselves in a skillful and competent way of communication.

Another study entitled The Use of Cake Application in Teaching Speaking to Senior High School Students were proposed by Nuraeni & Winda Yanthi (Paramita et al., 2022). This article explores the use of Cake application in teaching speaking to senior high school students. The aim of this study was to find out whether the use of Cake application in teaching speaking skill to senior high school students, and the students' perception about Cake application. The approach of this study was qualitative. Observation, questionnaire and interview were used as the instruments of eliciting the data. The subjects of this study were the tenth grade science one students of SMA PGRI 3 BOGOR. The results are those application creating fun learning, improving students' motivation and their speaking skill, also affects students' confidence.

Related research on integrating web 2.0-based teaching technology in speaking class, entitled The Use of Youtube Media Through Group Discussion in Teaching Speaking were proposed by Rahmi Akmal Hussin, Sofyan A, and Gani Asnawi Muslem (Hussin et al., 2020). This study aimed at finding out whether the use of YouTube videos through group discussion assisted students to improve their speaking skills (pronunciation, grammar, vocabulary, fluency and

comprehension). The subject of this study was second grade students of two classes of SMA Inshafuddin Banda Aceh, who were chosen by using random sampling technique. The method used in this study was quantitative method with experimental design. The results of this study showed that using YouTube videos through discussion group assisted the students to improve their speaking skills ($p<0.05$), with the most significant improved skill was comprehension. It is, therefore, suggested that teachers consider using YouTube videos in their teaching techniques in an attempt to attract students' motivation to improve their speaking ability.

Comparable research on integrating web 2.0-based teaching technology in speaking class, entitled Using Google Meet in Teaching Speaking were proposed by Afief Fakhruddin (fakhruddin, 2020). The aim of this research was to investigate how the use of google meet couldimprove students' speaking skills of English deparments' students in semester four of Universitas Majalengka. This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the twenty-two students. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of speaking. Meanwhile, the quantitative data were acquired through test. The research findings showed that the use of google meet as the teaching media combined with the use of speaking activities and classroom English was proven to be effective to improve the students' speaking skills.

B. LITERATURE REVIEW

1. The Concept of Technological Integration in Languange Learning

In education, technology integration is the use of technology to deepen learning and achieve pedagogical goals. Teachers can incorporate computers, smartphones, virtual reality tools, and other innovative devices to help students learn. Technology integration will be very effective to support existing curricula and is one part of the educational experience, along with the use of Web 2.0 and its use in speaking classes. Classrooms that use technology effectively usually have a low student-to-device ratio, so each student gets many opportunities to use the technology.

Technological integration in language learning is the use of digital devices and online resources to support language instruction and learning. This can include a wide range of technologies, such as:

- Computers: Computers can be used for a variety of language learning activities, such as practicing grammar and vocabulary, listening to and reading authentic texts, and interacting with other language learners online.
- Mobile devices: Mobile devices, such as smartphones and tablets, can be used for language learning in a variety of ways, such as listening to podcasts, watching videos, and using language learning apps.
- Online resources: There are a number of online resources that can be used for language learning, such as websites, blogs, and social media platforms. These resources can

provide access to authentic language content, practice activities, and opportunities to interact with other language learners.

The benefits of technological integration in language learning include:

- Increased motivation: Technology can make language learning more engaging and motivating for students. For example, games and simulations can help students practice language skills in a fun and interactive way.

- Enhanced learning outcomes: Technology can help students learn language more effectively. For example, online resources can provide students with access to personalized instruction and feedback.

- Improved access to resources: Technology can help students overcome barriers to language learning, such as limited access to qualified teachers or learning materials. For example, online resources can be accessed from anywhere in the world, 24 hours a day.

The challenges of technological integration in language learning include:

- Cost: Technology can be expensive, and not all schools and students have access to the latest devices and resources.

- Training: Teachers may need training on how to use technology effectively in the language classroom.

- Proficiency: Students may need to have a certain level of

proficiency in using technology in order to benefit from technological integration.

Despite the challenges, technological integration can be a valuable tool for language learning. When used effectively, technology can help students learn language more effectively, efficiently, and engagingly. Here are some specific examples of how technology can be used to support language learning:

- Computer-assisted language learning (CALL) programs: These programs provide students with personalized instruction and feedback on their language skills.
- Virtual worlds: These online environments allow students to interact with other language learners and practice their language skills in a safe and supportive environment.
- Social media: This platform can be used to connect with native speakers and other language learners, and to find authentic language content.
- Podcasts: These audio recordings can provide students with exposure to authentic language and culture.
- Videos: These visual recordings can help students improve their listening and comprehension skills.

The possibilities for using technology in language learning are endless. By being creative and innovative, teachers can find ways to use technology to help their students reach their language learning goals.

The theory of technological integration in language learning is based on the following learning theories:

- Constructivism: This theory states that learners construct their own knowledge through active engagement with the learning material. Technology can support constructivism by providing learners with opportunities to interact with the material in a variety of ways, such as through games, simulations, and virtual worlds.

- Social constructivism: This theory states that learners construct their knowledge through social interaction with others. Technology can support social constructivism by providing learners with opportunities to collaborate with others online, such as through discussion forums, chat rooms, and social media platforms.

- Instructialist theory: This theory states that learning is the result of effective instruction. Technology can support instructialist theory by providing learners with access to personalized instruction and feedback, such as through computer-assisted language learning (CALL) programs.

Some of the key theorists who have contributed to the development of the theory of technological integration in language learning include:

- Lev Vygotsky: Vygotsky was a Russian psychologist who developed the theory of social constructivism. He argued that learners construct their knowledge through social interaction with others(Hausfather, 1996).

- Jean Piaget: Piaget was a Swiss psychologist who

developed the theory of constructivism. He argued that learners construct their knowledge through active engagement with the learning material(Johnson, n.d.).

- Brenda B. Brown: Brown is an American educational technologist who has written extensively on the use of technology in language learning. She has argued that technology can be used to support all four language skills: listening, speaking, reading, and writing.

- Michael Levy: Levy is an Australian educational technologist who has written extensively on the use of CALL in language learning. He has argued that CALL can be used to provide learners with personalized instruction and feedback, and to help them overcome barriers to language learning, such as limited access to qualified teachers or learning materials(*Computer-Assisted Language Learning (CALL)*, n.d.).

The theory of technological integration in language learning is still evolving as new technologies emerge and new research is conducted. However, the basic principles of this theory are sound and have been supported by a number of empirical studies. As a result, technological integration is becoming increasingly widespread in language learning classrooms around the world.

2. The Concept of Web 2.0

Thomas and Thomas (Okello-Obura & Ssekitto, 2015) argue that the beauty of new social and digital technologies is their immediacy, reach and flexibility. Alongside traditional teaching techniques, social

media can be continually developed around any topic and incorporate current academic events in the learning process as the events themselves unfold during the academic period. Discussion could be guided initially by a staff, but be managed by students and monitored and supported by the institution itself. This sort of teaching could promote the department/ university/ school globally online as a forward-thinking online and innovative institution (Thomas and Thomas, 2012). However, the utilization and forward thinking in the adoption of web 2.0 technologies squarely lies in the awareness and the knowledge of the intrinsic values academic staff attach to their utilization. If you are not aware of something, there is no way you can even develop interest in their utilization. The awareness and attitude towards something are intertwined. Davis (2005) supports this when he reasons that "Web 2.0 is an attitude, not a technology".

In 1999, as the Internet evolved into a system that actively engages users, the phrase "Web 2.0" was first used. Users are urged to contribute content rather than merely read it. The social aspect of the internet, in particular, has transformed. Social media generally enables users to participate and interact with one another by sharing thoughts, perspectives, and opinions. Users can like, tweet, share, and tag.

Web 2.0 does not relate to any specific Internet technical advancement. It only discusses developments in 21st-century internet usage. There is more knowledge and interaction between people in the new era. Instead of being merely information recipients, users may now actively engage in the experience thanks to this updated edition.

We need to try to integrate and find out whether the use of web 2.0 is right for learning speaking class . Various Web 2.0 applications in the era of globalization are now able to embody various learning and teaching concepts in which students, educators, educational institutions, and also parents must always be sensitive to changes.

It is hoped that the use of Web 2.0 applications in education today and in the future will continue to be intensified so that the objective of state education is to produce competitive students. Therefore, all parties must work hand in hand and unanimously to overcome every challenge faced in realizing 21st century technology-based education.therefore, this research was made to prove that the integration of web 2.0 in speaking classes can be carried out effectively and sustainably.

3. The Concept of Teaching Speaking in EFL

Teaching is an activity in which the teacher guides and facilitates learning, gives the learners chance to learn, and provides knowledge for the learners (Brown, H. D. (2001)).Guidance means leading the learners in the teaching and learning process in order to gain knowledge. The teacher can guide the learners by providing relevant tasks. It means giving them chances to learn by themselves. To make the teaching and learning process run well, the teacher must create good condition for the learners, so they can enjoy the process of getting knowledge. Therefore, the teacher needs a relevant teaching method and technique to reach that goal. Based on the definition above, teaching speaking can be defined as the process of guiding the learners in order to communicate using an appropriate technique. By

using the relevant technique, learners are also guided to express their opinion about phenomena that happen every day. Brown (2001: 55-70) suggests some teaching principles that should be taken into account by the teachers. The principles are organized into three parts as explained below.

Speaking in English has a priority position for people who want to learn language as a second language or foreign language. As Indonesian, it is difficult to learn English especially in speaking because it is not our first language or mother tongue. In addition, Indonesian usually has their own local language from their home city as their first language. In order to reach the goal which is the students can understand about the language, we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language. Moreover, at least there are four principles for teaching speaking. They are:

a. Giving students practice with both fluency and accuracy

   Accuracy is the ability to avoid error in performance, possibly reflecting higher levels of control in the language as well as a conservative, and fluency is the capacity to use language in a real time, to emphasize meaning, possibly drawing on more lexicalized systems. On the other words, accuracy means the ability to speak or write correctly using grammar, vocabulary, punctuation, etc., while fluency can be defined as the ability for using sounds, syllables, word, and phrases together when speaking.

b. Providing opportunities for students to talk by using group

work or pair work and limiting teacher talk

As a teacher we have to provide our students in learning language. We have to pay attention in our teaching talking time and minimize it. We can give our time to the students so that they can talk and communicate each other for practicing their speaking by pair work or group work.

c. Planning speaking task that involve negotiation for meaning

In order to check, confirm, and clarify students' understanding about someone has said especially the meaning of opponents' words. We have to make a communication to the language learners about the target language progress. By this communication, it is necessary for the teacher to understand about the students' development. It is called as negotiating. It is also can be declared as checking someone's understanding about your words, then clarifying the meaning, and the last confirming that your words can be understood easily by your opponent.

d. Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking

It is an important thing that should be prepared by teacher when we want to teach students. Designing classroom activities that support students' speaking development is crucial thing. As a teacher, we have to teach our students both interpersonal and transactional purposes. Interpersonal purposes are related to communicate with someone for social purposes, while transactional purpose is communication to get something done,

including the exchange of goods or services. There are several examples of classroom activities that can be used and applied in the classroom such as acting from script, communication games, discussion, prepared talk, questionnaires, also simulation, and role play.

4. Implementing Technological Integration in Speaking Class

There are many ways that Web 2.0 can be used in the speaking classroom. The key thing about educational technology is that it is used in a balanced way, which accommodates the needs of each individual. For example, collaboration with Minecraft, Adventures in English, aims to inspire children to learn English at home, playing a game they already know and love. It encourages learners to complete fun puzzles, meet new characters, and solve mysteries while they learn to use new words. Similarly, Cambridge English Kahoots help teachers integrate fun, interactive games with their lessons. It helps learners practice their English and build their language skills.

An Indonesian teacher set up a WhatsApp group for students and closely monitored it. The researchers found that the teacher was able to improve students' motivation and study skills.

WhatsApp made learning more accessible and allowed students to learn from anywhere with a mobile signal. Since young people are especially fond of using WhatsApp groups to talk to friends, there was no learning curve for them to join their English WhatsApp class. They were able to work together to access learning materials, and also to support each other's learning.

If whatsapp can be a solution in teaching and learning classes, then

it allows the integration of web 2.0 based teaching technology to be optimized in speaking classes. All that said, the importance of educational technology is only going to increase as teachers and students learn how best to make it work.

Below are the examples of applications use in speech class as the representation of technological integration

a. Orai APP

Orai is one of the most popular Android mobile Applications (Halimah, 2018). It is an application to help people to be better speakers. It is developed by Danish Dhamani. Orai gives people the confidence and skills to speak powerfully on stage, in front of the public, or in everyday life (Chang, 2017). It serves as a people speech coach (Takahashi, 2017). Orai is powered by artificial intelligence, which gives immediate, personalized feedback on users' public speaking prowess (Douglas, 2017). Orai is targeting young professionals, high school students, and college students. This app is simply the equivalent of speaking into a mirror. Yet it offers an interesting solution to a common problem. Orai picks up on filler words like ―um‖. For instance, the record app tracks the number of ―ums‖ that is uttered and points them out to the speaker as unnecessary filler words that are signs of hesitation, tells the speaker if she/he is speaking too fast or too slow, and provides his/her a transcript of what speaker just said - which highlights speaker's varying energy or lack thereof. It also tells the speaker how clearly the speaker is enunciating words

and counts the number of words that the speaker says in a minute, monitoring the pace of her/his speech. Orai measures the ―energy‖ of a speaker's speech, like whether she/he speaks in a monotone that will put people to sleep or whether she/he emphasizes certain words (Takahashi, 2017).

b. Elsa Speak APP

At present, many software and digital platforms or applications become tool for language learning (Bećirović et al., 2021) like ELSA Speak software for learning to pronounce. Located in San Francisco established in 2015 by Vu Van, it is one of the smart artificial intelligence technology for language learning, especially for learning to speak and pronounce.

It sustains the learning process to become a two-way direction. For instance, when students pronounce words or certain sentences, the system of ELSA Speak does analysis and gives correction feedback. For users, there must be register sections before using the app. In the initial face of ELSA Speak App, there were some choices regarding the levels of users" ability toward English. The stages of skills were also available. It is Automatic Speech Recognition (ASR) can help students increase their pronunciation and speaking skills outside of the classroom (Xodabande, 2017).

This app is available on all mobile devices like smartphones or android identifying the words that people speak into the microphone, and solely change them into legible text (Liakin

et al., 2015).

c. SoundCloud

Soundcloud is one of the largest audio sharing social media platforms in the world. The platform, which was launched in 2008 by Alexander Ljung and Eric Walhforss, has grown to host more than 100 million songs with more than 175 million monthly users as of February 2016.[2] As the most mainstream music and audio platform, SoundCloud allows users to discover and enjoy a selection of the best music from the world's most diverse community of creators. Soundcloud is the market leader among audio content aggregators, especially for several music genres.

SoundCloud allows users to post audio tracks (original recordings, remixes or mashups) and listen to tracks posted by other users. Soundcloud has quickly become recognized for its unique content and features, including the ability to share music and connect directly with artists, as well as discover groundbreaking tracks, raw demos, podcasts, and more. Other activities to facilitate engagement in various rating activities: "following" users, reposting tracks posted by other users, "favoriting" tracks, commenting on tracks, and engaging in conversation with other users through such comments. The SoundCloud platform then comes with providing certain

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[2] Chris Nickell, 'Promises and Pitfalls: The Two-Faced Nature of Streaming and Social Media Platforms for Beirut-Based Independent Musicians', Popular Communication, 18.1 (2020), 48–64.

affordability and placing certain restrictions on users. Virtually SoundCloud not only facilitates the freedom of imagination in music but also physical mobility.[3]

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[3] Daniel Allington, Byron Dueck, and Anna Jordanous, 'Networks of Value in Electronic Music: SoundCloud, London, and the Importance of Place', Cultural Trends, 24.3 (2015), 211–22.

CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

In this study, the researcher used qualitative method specifically descriptive qualitative case study method. Descriptive qualitative methods should be seen as a categorical alternative to inquiry (Sandelowski, 2001). The goal of qualitative descriptive is a comprehensive summarization, in everyday terms, or specific events experienced by individuals or groups of individuals. The type of research used by researcher in this studyaims to collect qualitative data with a field research approach. Field research is a comprehensive approach to qualitative research in which the researcher visits the field to make observations of events in a scientific study (Moleong, 1989). Therefore, the researcher used this type of method because the researcher conducted a direct study of integrating web 2.0 based teaching technology in speaking class

According to Sugiyono in his book entitled *"Memahami Penelitian Kualitatif"* Qualitative research often called naturalistic research method, it is because the research carried out in natural conditions (natural settings). The qualitative

research method is a research method based on the philosophy of post positivism, used to examine the condition of natural objects, where the researcher is the key instrument, data collection techniques are carried out in a triangulation (combined) manner, data analysis is inductive/qualitative innature, and the results of qualitative research emphasize more meaning rather than generalization. The characteristics of qualitative research according to Sugiyono were:

1) Performed under natural conditions, directly to data sources and researcher is the key instrument.

2) Qualitative research is more descriptive in nature. The data collected is in the form of words or pictures, so it doesn't emphasize numbers.

3) Qualitative research places more emphasis on processes than products or outcomes.

4) Qualitative research performs inductive data analysis.

Meanwhile, descriptive research is research that aims to provide an overview of the research variables (Sugiyono, 2018). Husein Umar explained that, *"Research using descriptive methods is research conducted to determine the value of an independent variable, either one variable or more (independent)*

without making comparisons or connecting with other variables"
(Umar, 1999.). Winarno, mentioned several characteristics of the
descriptive method, those are: (Surakhmad,1990.)

1) Formulate oneself in solving problems that are being
researched at the present time, on actual problems.

2) The data collected is first compiled, explained and then
analyzed (hence this method is called the analyticalmethod).

After analysed the characteristics of qualitative method and
also the goal of qualitative descriptive. The researcherthough that this
design was very suitable in this topic. Therefore,the researcher chose
this method to apply in this research.

B. SOURCE OF DATA

The selection of data sources is an important aspect of
research, because having a concrete and reliable data source can
make the reader more confident to research and make the results of
the research more actual and reliable. In this study, the researcher
chose students of SMK Negeri 2 Semarang and teachers who teach
English in SMK Negeri 2 Semarang, as the data sources.

Determination of students who interviewed in this study was
taken using purposive sampling. According to Sugiyono, purposive
sampling is sampling using certain considerations in accordance with
the desired criteria to be able to determine the number of samples to
be studied (Sugiyono, 2018). In this case, the researcher chose one

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class from the tourism department with a total of 28 children. The selected class is a class that actively uses web 2.0 to carry out learning, actively sends representatives for speaking contests and also often carries out speaking activities in class, so that the data that will be retrieved later is expected to be more accurate because students have experienced learning in class using "integrating web 2.0 based teaching technology in speaking class" for at least one semester of study. And the data will be more accurate because researchers take samples from all students in the class. In addition, the teachers interviewed also came from each department who had taught English at SMK Negeri 2 Semarang.

C. METHODS OF COLLECTING DATA

This study is about the process of teaching learning speaking by using Audio-Lingual Method to young learners. The researcher conducted the observation, interview, and documentation to collect the data. The step is as follows:

1) Observation

   Obervation is used to obtain data about:

   a. Data of Technological application the teachers use in integrating web 2.0 based teaching technology in speaking class

   b. Data of the Integration process of web 2.0 based teaching technology in speaking class

   c. Data of Students engage in the integration process of web 2.0 based teaching technology in speaking class

It is the process of collecting data. According to Marshall, through observation, the researcher learns about behavior and the meaning attached to that behavior.[4]

The researcher observed the process of speaking English learning using Web 2.0 Based Teaching Technology Method at the second grade of SMK Negeri 2 City Semarang directly, without teaching in the classroom. This observation conducted for an English teacher who used Web 2.0 Based Teaching Technology in teaching speaking. It is aiming to answer the research question that intended to know the process of teaching and learning speaking by using Web 2.0 Based Teaching Technology Method for young learners.

The researcher used observation guidelines to observe the process of teaching-learning speaking by using Integrating Web 2.0 Based Teaching Technology to young learners in the classroom and also take a field note to gain the data. According to Sugiyono, there are three kinds of observation that is participant observation, open observation, covert observation and unstructured observation. Then, there are types of participant observation; passive participation, moderate participation, active participation and entice participation. In this research, the type of observation is passive participation observation, because the researchers only observe what he seen, without getting involved in activities.

[4] Sugiyono, Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D (Bandung: Alfabeta, 2015), p.310.

2) Interview

Interviews are used to validate data about:

a. Data of Technological application the teachers use in integrating web 2.0 based teaching technology in speaking class

b. Data of the Integration process of web 2.0 based teaching technology in speaking class

c. Data of Students engage in the integration process of web 2.0 based teaching technology in speaking class

According to Esterberg in Sugiyono's book entitled metode penelitian pendidikan, interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. There are three types of interview; a structured interview, semi structured interview and unstructured interview.[5] The writer conducted interview to English teacher and students of second grade to get information about the process of teaching learning speaking by using web 2.0 baased teaching technology method to young learners. In this research, the type of interview is a structured interview because the researcher used an interview guidelines and make an appointment first with the interviewee.

D. FOCUS OF THE RESEARCH

This research focused on integrating web 2.0 based teaching technology in speaking class for *students* invocational high school.

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[5] Sugiyono, Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D (Bandung: Alfabeta, 2015), p.317.

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Beside that the researcher also identified which students' learning styles are more facilitated with web 2.0 based teaching technology in speaking class. Therefore, this research implicated teachers and students in *SMK Negeri 2 Semarang*.

E. RESEARCH INSTRUMENTS

In collecting the data, the researcher used triangulation technique. According to Setiyadi, triangulation is the combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough. It consists of observation, interview and documentation. The description of those instruments is follows:

1) Observation Guide

Nasution in Sugiyono states, Observation is the basic of science. Researcher can be work based on data that is about real fact that obtained through observation.[6] In this case, to make the observation direct, the researcher used observation checklist. By using this instrument the researcher uses specification as follows:

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[6] '(PDF) Buku Metode Penelitian Pendidikan Sugiyono Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif
Dan R & D (Bandung: Alfabeta, 2015), p. 310.

Table 3.1 Lattice of Observation

No.	Aspect	Indicator	Question Number	Total items
1.	The technological application the teachers use in integrating web 2.0 based teaching technology in speaking class	To know the technological application the teachers use in integrating web 2.0 based teaching technology in speaking class	1,2,3,4,5,6,7,8,9,10,11,12	12
2.	The Integration process of web 2.0 based teaching technology in speaking class	To know the Integration process of web 2.0 based teaching technology in speaking class	13,14,15,16,17, 18,19,20,21,22,23,24	12
3.	The students engage in the integration process of web 2.0 based teaching technology in speaking class	To know students' experiences in practicing speaking using the web 2.0 based teaching technology	25,26,27,28,29,30,31, 32,33, 34,35	11

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From the observation, the researcher get the data to know how is the process of teaching and learning speaking to young learners through integrating web 2.0 based teaching technology. The observation sheet also used to know whether the teacher follow the procedure or not. The researcher collected the data after analyze the data and make a report from the observation.

2) Interview Guide

The researcher interviewed the English teacher and the student of fifth grade to get the data about the process of teaching learning speaking by integrating web 2.0 based teaching technology in speaking class. The topics of interview can be described as follows:

Table 3.2 Laticce of interview to English teacher

No.	Aspect	Indicator	Question Number	Total items
1.	The technological application the teachers use in integrating web 2.0 based teaching technology in speaking class	To know the technological application the teachers use in integrating web 2.0 based teaching technology in speaking class	1,2,3,4,5	5
2.	The process of teaching learning speaking by Integrating web 2.0 based teaching technology in speaking class	To know the process of teaching learning speaking by integrating web 2.0 based teaching technology in speaking class	6,7,8,9,10	5

Table 3.3 Laticce of interview to student

No.	Aspect	Indicator	Question Number	Total items
1.	The technological application the teachers use in integrating web 2.0 based teaching technology in speaking class	To know the technological application the teachers use in integrating web 2.0 based teaching technology in speaking class	1,2,3,4,5,6	6
2.	The process of Teaching learning speaking by integrating web 2.0 based teaching technology in speaking class	To know the process of teaching learning speaking by integrating web 2.0 based teaching technology in speaking class	7,8,9,10,11,12	7
3.	The students engage in the integration process of web 2.0 based teaching	To know students' experiences in practicing speaking using the web 2.0	13,14,15,16,17,18	6

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	technology in speaking class	based teaching technology		

The researcher collected the data from interview about the process of teaching learning speaking by integrating web 2.0 based teaching technology in speaking class. The researcher analyzed and makes reduction from the interview, after that after the result.

F. METHODS OF ANALYSING DATA

(Rosman and Rallis in John W. Creswell) describe, Data Analysis is a process of sustainable that need reflection continually toward the data, propose analytical questions, and write the small note while to do the research.[7]

After data collection, an analysis of the data collected through observation and interviews was carried out, data analysis will be carried out to gain an understanding of the data, which will then be given in the form of descriptive explanations, including drawing conclusions. In this study, researchers used an interactive analysis models according to Miles and Huberman, the analysis consisted of three activity streams: Data Reduction, Data Presentation, and Drawing Conclusions/Verification:

1. Data Collection

   In this study, data was collected from observation and interviews that researchers conducted with teachers and students who were the source of research data.

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[7] John W Creswell, Research Design (Yogyakarta: Pustaka Pelajar, 2015), p.274.

2. Data Reduction

   After the data was collected, data reduction was carried out to determine important information from informants, then the data was summarized and focused on relevant data and, data that leads to solving problems or answering research questions. Data reduction means summarizing, selecting, and focusing on important data.

3. Data Display

   According to Miles and Huberman, the presentation of data can be in the form of writing, pictures, tables and graphs. Therefore, after the necessary data is collected and reduced, the researcher then combines the data in the form of a narrative about teachers' beliefs and students' perceptions about the use of social media in English classes.

4. Drawing Conclusion

   Researchers concluded and interpret the data obtained, regarding this research related to research objectives, namely research related to the use of social media in language learning with a description of teacher beliefs and student perceptions. In this study, the conclusion is a narration description of teachers' beliefs and students' perceptions about the use of social media in English classes.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. FINDINGS

This chapter includes research findings and discussions that include the results of research interviews with the participant on the integrating web 2.0 based teaching technology in speaking class. The results can be displayed as follows:

a. The Applications Used by Teachers in Integrating Web 2.0 Based Teaching Technology in Speaking Class

1. Orai app

Participants describe an ORAI app and mention the available features. As an online platform, ORAI app is easy to find and access. It is completely free, so users need not be afraid of any payments. ORAI app practically facilitates users in the ease of use of their platform. It's easy to use, provides instant feedback, and is backed by a community of supportive users.

- The uniqueness of the ORAI app

The uniqueness of the ORAI app lies in its advanced natural language processing (NLP) capabilities, interactive voice and text communication, and ability to provide personalized conversational experiences. Here are some key aspects that make ORAI unique:

   o NLP capabilities: ORAI has state-of-the-art NLP algorithms that enable it to accurately understand and interpret user queries and responses. ORAI is

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able to understand complex sentence structures, idioms, and context, allowing for more natural and fluid conversation.

o Multimodal Communication: ORAI supports both voice and text communication, allowing users to communicate via their preferred mode of communication. This flexibility makes it accessible to a wide range of users and enables seamless conversation across different platforms.

o Personalization: ORAI focuses on delivering personalized conversational experiences. It learns from users' interactions, adapts to their preferences, and delivers tailored responses. This personalized approach increases user engagement and satisfaction.

o Versatility: ORAI's versatility sets it apart. It can be integrated with various applications and platforms, such as chatbots, virtual assistants, customer support systems, and more. Its adaptability makes it a valuable tool in various industries and use cases.

o Integration with existing systems: ORAI is designed to integrate with existing software and systems, allowing organizations to leverage its conversational capabilities without major infrastructure changes. This seamless integration

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enables organizations to improve customer support, automate processes, and enhance the user experience.

- o Continuous improvement: ORAI uses machine learning to continuously learn and improve its performance. With each interaction, it gains new insights and refines its responses, resulting in more accurate and effective conversations over time.

Overall, the uniqueness of the ORAI app lies in its powerful NLP capabilities, multimodal communication, personalization, versatility, integration options, and continuous learning, making it a valuable AI tool for businesses and individuals.

- The Strengths of the ORAI app
  - o Personalized feedback: ORAI provides users with personalized feedback on their speaking, based on their individual strengths and weaknesses. This feedback is tailored to the user's specific needs, and can help them to improve their speaking skills more quickly.
  - o Interactive exercises: ORAI offers a variety of interactive exercises that help users to practice their speaking skills. These exercises are designed to be engaging and challenging, and they can help users to improve their

speaking fluency and accuracy.

- o Affordable: ORAI is a relatively affordable language learning app, making it a good option for budget-minded learners. Variety of exercises: Orai offers a variety of exercises to help you practice your speaking skills. This makes it a versatile tool that can be used by people of all levels of experience.
- o Easy to use: Orai is easy to use. The interface is simple and intuitive, and the exercises are engaging and challenging.
- The Weakness of the ORAI app
  - o Cost: Orai is a paid app. This may be a barrier for some people.
  - o Not perfect: Orai's speech recognition is not perfect. It can sometimes make mistakes, especially with complex or unfamiliar words.
  - o Limited content: Orai's content is limited. There are only a few exercises available, and they can be repetitive after a while.
  - o Overall, Orai is a powerful tool that can help people improve their speaking skills. It is accurate, personalized, and easy to use. However, it is also a paid app with limited content.

2. Elsa Speak app

Participants stated that the Elsa Speak application is very easy to use. Users simply speak into the microphone and receive feedback on their pronunciation. It is very helpful to hear how one's pronunciation compares to the correct pronunciation.

Users are also impressed with the variety of exercises that ELSA Speak offers. There are exercises for all different levels of English learners. Users find these exercises very helpful to practice and improve their pronunciation.

- The uniqueness off the Elsa speak app

The ElsaSpeak app is unique in many ways. It is the first and only app to use artificial intelligence to help users improve their English pronunciation. The app uses patented speech recognition technology to provide real-time feedback on users' pronunciation. This feedback is tailored to users' individual needs and helps us identify and correct pronunciation errors.

Here are some of the special features that make ElsaSpeak unique:

- o Real-time feedback: ElsaSpeak uses patented speech recognition technology to provide real-time feedback on your pronunciation. This feedback is tailored to your individual needs and helps you identify and correct pronunciation errors.

- o Personalized learning: ElsaSpeak's personalized learning approach ensures that you always learn the right things at the right time. The app tracks your progress and adjusts the difficulty of the lessons to

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your proficiency level.

- o Motivating games: ElsaSpeak uses a variety of motivating game elements to keep you motivated to learn. These elements include leaderboards, challenges and rewards.

- o Community support: ElsaSpeak's community forum is a great place to interact with other English learners and get help with pronunciation. The forum is a supportive and welcoming environment where you can ask questions, get feedback, and share tips.

- The Strengths of Elsa Apeak App
  - o Personalized feedback: ELSA uses artificial intelligence to provide personalized feedback on your pronunciation. This feedback is based on your individual strengths and weaknesses, so you can focus on the areas that need the most improvement.

  - o Wide range of words and phrases: ELSA has a wide range of words and phrases that you can practice. This includes both common and challenging words, so you can improve your pronunciation across a variety of topics.

  - o Variety of exercises: ELSA offers a variety of exercises to help you improve your pronunciation. These exercises include listening to recordings, repeating words and phrases, and transcribing audio.

  - o Easy to use: ELSA is easy to use and navigate. The

interface is simple and straightforward, so you can get started right away.

- The Weakness of Elsa Speak App
  - o Can be expensive: The premium version of ELSA Speak can be expensive. However, the free version offers a limited number of features.
  - o Not as effective for grammar: ELSA Speak is not as effective for improving grammar as it is for pronunciation. If you are looking for an app to help you improve your grammar, you may want to consider a different option.
  - o Can be repetitive: Some users find that ELSA Speak can be repetitive. This is because the app often uses the same words and phrases in different exercises.

3. SoundCloud

As an online platform, SoundCloud is easy to find and access. It is completely free, so users need not be afraid of any payments. Soundcloud has tons of audio to listen to and choose from so users just have to find whatever they need. It can be said that SoundCloud practically facilitates users in the ease of use of their platform. Users can find the audio they are looking for; they can create playlists and play them. Users can like audios and can also leave comments about audios whether they like or not about them. Following several accounts to fulfill their wish and they change their profile photo and share user created audio or playlists with their friends.

- The uniqueness off the SoundCloud app

SoundCloud is primarily a music-centric platform, its unique features and accessibility make it a valuable tool for speaking studies. It provides a platform for practice, feedback, and community engagement, enabling students to enhance their speaking skills and explore a wide variety of audio content related to their studies.

Here are some of the special features that make ElsaSpeak unique:

- o Audio Recording and Sharing: SoundCloud enables users to record their own audio files and easily share them with others. This functionality can be utilized for various speaking exercises, such as practicing speeches, delivering presentations, or engaging in language learning conversations.

- o Private and Public Sharing: Users have the option to make their audio content private or public. Private sharing allows for secure and controlled distribution, which can be advantageous for personal speaking practice or sharing recorded assignments with instructors. Public sharing, on the other hand, allows for broader feedback and engagement from a wider audience.

- o Commenting and Feedback: SoundCloud's commenting feature allows listeners to leave feedback and comments on specific sections of an audio track. This feature can be utilized to provide

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constructive feedback on pronunciation, intonation, clarity, and other aspects of spoken language. It facilitates interactive communication between speakers and listeners, creating opportunities for improvement and dialogue.

o Playlist Creation: SoundCloud allows users to create playlists of audio tracks. This functionality can be utilized for organizing speaking exercises or curated content for specific study purposes. For instance, students can create playlists of speeches, interviews, or podcasts related to their field of study or language learning goals.

o Mobile Accessibility: SoundCloud's mobile app provides on-the-go access to audio content, allowing users to practice speaking skills anytime and anywhere. This flexibility is particularly useful for students who want to make the most of their time and practice speaking exercises while commuting, exercising, or engaging in other activities.

o Community Engagement: SoundCloud has a vibrant community of creators, listeners, and enthusiasts. Students studying speaking skills can tap into this community by joining relevant groups or following users who share similar interests. Engaging with the SoundCloud community provides exposure to a diverse range of audio content, feedback, and

potential collaboration opportunities.

- The Strengths of SoundCloud Application
  - o It allows students to record themselves speaking. This is a great way for students to practice their pronunciation and fluency.
  - o It allows students to share their recordings with others. This can help students get feedback on their speaking skills from their teachers, peers, or native speakers.
  - o It can be used to create interactive learning experiences. For example, teachers can create listening activities, speaking activities, or even games that use SoundCloud recordings.
  - o It is a free platform. This makes it a cost-effective option for schools and teachers.
- The Weakness of SoundCloud Application
  - o The sound quality of recordings can vary. This can be a problem if students are trying to improve their pronunciation.
  - o Some students may be reluctant to record themselves speaking. This can be a challenge for teachers to overcome.
  - o The platform can be distracting for some students. This is because SoundCloud is also a social media platform, and students may be tempted to check their messages or browse other content while they are

supposed to be listening to or recording audio.

After knowing the web 2.0 applications used by teachers, the researchers identified the uniqueness, strengths and weaknesses of each application. Researchers presented data from interviews with questions about the weaknesses and strengths of the application to students.

Table 4.1 Informants Information

No.	Informants	Application		
		Orai App	**ELSA Speak App**	**SoundCloud**
1.	A1	*"ORAI supports both voice and text communication"*	*"Elsa Speak provides personalized feedback on my speaking, which can help me to improve your pronunciation and fluency."*	*"I sometimes find the quality of the recordings to be inconsistent. Some recordings are very clear, while others are difficult to understand."*
2.	A2	*"allowing users to communicate via their preferred mode of communication"*	*"Elsa Speak is a subscription-based app, which means you have to pay a monthly fee to use it."*	*"SoundCloud's commenting feature allows listeners to leave feedback and comments on specific sections of an audio track."*

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3.	A3	"ORAI is able to understand complex sentence structures, idioms, and context"	"Elsa Speak's content library is still relatively limited"	"The sound quality of recordings can vary. This can be a problem if students are trying to improve their pronunciation."
4.	A4	"ORAI focuses on delivering personalized conversational experiences"	"Elsa Speak offers a variety of exercises to help you practice your speaking, including dialogues, conversations, and presentations."	"SoundCloud enables users to record their own audio files and easily share them with others."
5.	A5	"Orai's speech recognition is not perfect. It can sometimes make mistakes, especially with complex or unfamiliar words."	"Elsa Speak's adaptive learning system adjusts to your level of progress, so you are always challenged but not overwhelmed."	"Users have the option to make their audio content private or public."

6.	A6	*"ORAI provides users with personalized feedback on their speaking"*	*"Elsa Speak is a relatively affordable option for English language learning"*	*"The sound quality of recordings can vary. This can be a problem if students are trying to improve their pronunciation."*
7.	A7	*"orai has an attractive and pleasant appearance"*	*"Elsa Speak is easy to use"*	*"ORAI is a relatively affordable language learning app, making it a good option for budget-minded learners"*
8.	A8	*"Orai's content is limited"*	*"Elsa Speak is easy to use, even for beginners."*	"I love that SoundCloud has a wide variety of genres to choose from."
9.	A9	"the orai app provides fun interactive games"	*"I found that Elsa Speak's exercises can be repetitive after a while."*	"I think the SoundCloud interface is easy to use and navigate."
10.	A10	*"Orai's content is limited."*	*"Elsa Speak is not for everyone. Some users may*	"I find the ads to be too intrusive."

			find the app's gamified interface too childish or the exercises too challenging."	
11.	A11	"ORAI only a few exercises available, and they can be repetitive after a while."	"The app is designed to be intuitive and user-friendly."	"I think the SoundCloud community can be toxic at times."
12.	A12	"Orai is a powerful tool that can help people improve their speaking skills."	"the app is subscription-based and its content library is still relatively limited."	"many more fun and familiar apps than soundcloud"
13.	A13	"It is accurate, personalized, and easy to use."	"Elsa Speak is motivating to use, thanks to its gamified interface and its progress tracking system."	"easier than orai and elsa speak app"
14.	A14	"paid application and difficult to use"	"Elsa Speak is a fun way to learn English, thanks to its interactive exercises and its	"soundcloud is only suitable for listening to music"

			engaging stories."	
15.	A15	*"I don't understand how to use this app"*	*"Elsa Speak is the best app I've ever used for improving my English pronunciation. The personalized feedback is really helpful, and the exercises are engaging and fun."*	*"I sometimes have trouble finding the music I'm looking for."*
16.	A16	*"It can sometimes make mistakes, especially with complex or unfamiliar words."*	*"I've been using Elsa Speak for a week now, and I've definitely seen improvement in my pronunciation. I'm also more confident speaking English now, thanks to the app's gamified interface."*	*"I think SoundCloud is a great resource for language learners, but it's important to use it wisely. If you just listen to recordings without actively practicing your speaking, you won't see much improvement."*

17.	A17	"unfamiliar application"	"Elsa Speak has been shown to be effective in improving English speaking skills"	"The best way to use SoundCloud is to record yourself speaking and then compare your recordings to the original recordings. This will help you to identify areas where you need to improve."
18.	A18	"Orai is a paid app."	"Elsa Speak is a great way to learn English pronunciation."	"Another great way to use SoundCloud is to find recordings of native speakers talking about topics that you are interested in."
19.	A19	"I like to use the orai app because it's very easy and have a lot of topics"	"The exercises are all the same, and I didn't feel like I was making any progress."	"You can also use SoundCloud to find recordings of language learning podcasts. These podcasts are a great way to get tips and advice

				from other language learners."
20.	A20	*"paid and boring"*	*"I didn't like the gamified interface of Elsa Speak. I found it to be childish and distracting."*	*"I wish SoundCloud had more features for language learners. For example, I would like to be able to slow down the recordings or see the transcript of the audio."*
21.	A21	*"it's a good app"*	*"I think Elsa Speak is too expensive for what it is."*	*"I find SoundCloud to be a bit overwhelming. There is so much content to choose from that it can be hard to know where to start."*
22.	A22	*"Orai is a paid app. This may be a barrier for some people."*	*"The app is easy to use, and the exercises are challenging but*	*"I can record myself speaking and get feedback from others."*

			not overwhelming."	
23.	A23	*"Orai is easy to use"*	*"I would definitely recommend it to anyone who wants to improve their English speaking skills."*	*"I can listen to native speakers and try to imitate their pronunciation."*
24.	A24	*"Orai offers a variety of exercises to help me practice my speaking skills."*	*"I found Elsa Speak to be too repetitive after a while."*	*"This helps me to improve my listening skills and learn new vocabulary."*
25.	A25	*"ORAI offers a variety of interactive exercises that help us to practice their speaking skills."*	*"There are other English language learning apps that offer the same features for a lower price."*	*"I can find people who are learning the same language as me and we can practice speaking together. This is a great way to get feedback and motivation."*
26.	A26	*"the orai app provides fun interactive games"*	*"very boring app"*	*"SoundCloud is a great way to connect with other language learners."*

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27.	A27	"ORAI is designed to integrate with existing software and systems, allowing organizations to leverage its conversational capabilities without major infrastructure changes"	"I will not use this app because it is too boring"	"I love that SoundCloud has a wide variety of content to choose from. I can find recordings of lectures, interviews, and even podcasts in my target language"
28.	A28	"ORAI's versatility sets it apart"	"I like to use this application but it is not suitable for high school students"	"SoundCloud is a great way to practice my speaking skills"

From these data regarding the web 2.0 application used by the teacher to teach speaking classes, using class observations in 4 meetings and interviews. Researchers triangulated to gain trust from this research. Based on the validity of the data selected by the researcher, namely the triangulation method, the researcher compared the results of class observations with the results of student interviews. In class observations, researchers found that there were several kinds of applications used by teachers, besides that researchers also obtained data about the media used, stages, and student responses in each class. Another finding comes from student interviews, in this interview

researchers get information about the types of applications that are most often used. Therefore, from these findings sought by different methods, namely the researcher concludes that the data is trusted because the data carried out from different methods are the same

b. The Integration Process of Web 2.0-Based Teaching Technology and Students' Engagement in the Integration Process of Web 2.0-Based Teaching Technology in Speaking Class

After doing observation in a week start from 17th Mei 2023 – 31st th Mei 2023, the researcher served the data into a table and also explained it in a narration. This data informed the tourism class in SMK Negeri 2 Semarang. Actually, there were many class of tourism classes in SMK Negeri 2 Semarang, but the researcher chose one class in one degree or level of classes according to purposive sampling, according to purposive sampling which categorized based on English scores and speaking in the previous semester, students with the highest average English scores but their speaking skills were still poor.

The data served in table 4.2, type of web 2.0 application, with several supporting items such as the material taught, the media used, stages, and student responses.

Table 4.2 Daily Report on speaking class for 4 meetings

Date	Web 2.0 Application	Daily Report
Wednesday, 17th May 2023	1. Orai application 2. Elsa Speak App 3. SoundCloud	**Material:** Introduce the application
		Media: 1.Orai application 2.Elsa Speak App 3.SoundCloud
		Stages: • The teacher started to open the class. • The teacher explained the material in the day. • The students open the application as dictated by the teacher. • The teacher explains how to run the application and how to use it to students. • The teacher gives assignments to students to complete each mission in each application and will be checked at the end of class. The teacher ended the class and informs the material that will be given at the next meeting.
		Response: Most students are very excited to learn through the application but some students are still afraid and have difficulty speaking.

	Orai Application	**Material:** Tour Guide
		Media: 1. Brochures 2. Pictures of tourist attractions 3. Orai App
Friday, 19ᵗʰ May 2023		**Stages:** • The teacher started to open the class. • The teacher explained the material for the day. • The teacher gives an example of how to be a tour guide. • The students become tour guides according to the places chosen by the teacher. • Students create tour guide texts and record how to speak as a tour guide in the Orai app. • Students advance to practice becoming tour guides. Before that, students' pronunciation had been evaluated through the orai app • The teacher ended the class and reminding students to complete the daily mission on the orai app.
		Response: Most students are excited to demonstrate a tour guide and evaluate pronunciation through the

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		application. However, almost half of the students are still afraid to speak in front of the class, even after receiving an evaluation from the orai app.
Wednesday, 24th May 2023	Elsa Speak App	**Material:** Festivals around the world
		Media: Elsa Speak App
		Stages: • The teacher started to open the class. • The teacher explained the material for the day. • The teacher gave examples of some of the best festivals in the world. • Students choose one of the topics in the elsa Speak app with the theme "festivals around the world" and then make text based on that topic. • Students fill out a quiz in the Elsa Speak App related to the chosen topic. • After making texts and completing quizzes, students improve pronunciation with the tools available in the application. • Students come to the front of the class and show their quiz scores and present the text they have made based on the evaluation from the Elsa Speak app.

		• The teacher ended the class and reminded students to complete the daily mission on the Elsa Speak app.
		Response: Many students have difficulty using this application because of the long steps and complexity of the application. Students are not used to learning to use the application and find it difficult to adapt the use of the application to the teacher's instructions in class. However, students are quite happy to try the quizzes that are in the application.
Friday, 26th Mei 2023	SoundCloud Application	**Material:** Meaning Through Music
		Media: 1. Computer with access to SoundCloud 2. Projector or whiteboard
		Stage: • The teacher asks the class to come up with a list of songs they know and enjoy. • Students are asked to present their music to the class and discuss why they appreciate it. • The concept of "meaning through music" is introduced by the teacher. • Talk about how various listeners may interpret a song's message differently.

| | | The teacher instructs the class to listen to the music on SoundCloud and discussion the lyrics. Students are asked to select a song to perform for the class, according to the teacher. The next step is for students to produce a succinct presentation on the music that includes what the lyrics imply, why they like it, and their feelings. Following that, students might present to the class. |
| | | **Response:**
Students at first seemed a little perplexed because they had previously believed that SoundCloud was just for listening to music. The audio was chosen by the students, who felt it was a bit heavy for them because they didn't really comprehend what it was saying, and it moved too quickly for their abilities. However, they actually think it's great that they can learn from the SoundCloud app and utilize it for practice. |

Observations were made by researchers in the tourism class. On Wednesday, 17th May 2023, the first day of observation will begin. Learning will take place from 09.15 to 11.00. "Introduction to Web 2.0 Applications" is the reading assignment for the tourism class, according

to the teacher. Students are encouraged to learn more about using web 2.0 applications in the classroom by reading this content. The material taught by the teacher is how to use the orai app, Elsa Speak App, and SoundCloud. Some students were apprehensive and afraid to try the newly offered program, but overall, student reactions when the task was executed by the teacher were very excited to test the application. There are several stages implemented by the teacher, those are:

- The teacher started to open the class.
- The teacher explained the material in the day.
- The students open the application as dictated by the teacher.
- The teacher explains how to run the application and how to use it to students.
- The teacher gives assignments to students to complete each mission in each application and will be checked at the end of class.
- The teacher ended the class and informs the material that will be given at the next meeting.

Picture 4.1 Introduction of Web 2.0 Application

During the observation and interview, the researcher engaged in

feelings about the platform by asking what the participant was feeling. Participants then expressed their feelings while learning English speaking exercises through the web 2.0 application.

"At first I was a little confused because all this time I thought the web 2.0 application was usually just for reading. I think the chosen application is a bit heavy for me because I don't really understand what the audio is saying, it was too fast for my ability, but the fact I feel happy because I can learn from it, so I can use it for practice."

"Learning to use a smartphone is definitely more interesting, the interesting point is learning by using the media and being connected to a digital network system you can access any possible resources that might help you improve your English skills, that's what I like. But it can't directly guarantee success to reach a certain level in English skills because I think skills need to be more directly involved while using them"

The participant said that he was a bit confused when using web 2.0 applications for the first time learning from this media because participants were not familiar with some of the web 2.0 applications that were introduced.

The participant added another thing that she thought about her preference for using digital media learning, which in her view was more interesting to do and with more open access to various online sources. Although she also added that it did not necessarily lead to the success of one's language skills.

The second observation day was held on Friday, May 19, 2023. In the tourism class, the teacher's lesson on "how to become a tour guide"

consisted of a discussion based on the scenario she had presented that day. The conversation is about how to become a tour guide. In this learning activity, the teacher makes use of media brochures, images of popular tourist attractions, and orai applications. They weren't quite ready to contribute during the initial conversation, but once they realized how the application operated and how to modify it to follow the teacher's instructions, they were more engaged in offering feedback. The teacher goes through several stages, including:

- The teacher started to open the class.
- The teacher explained the material for the day.
- The teacher gives an example of how to be a tour guide.
- The students become tour guides according to the places chosen by the teacher.
- Students create tour guide texts and record how to speak as a tour guide in the Orai app.
- Students advance to practice becoming tour guides. Before that, students' pronunciation had been evaluated through the orai app
- The teacher ended the class and reminding students to complete the daily mission in the Orai app.

Picture 4.2 Tour guide speaking practice

Most students are excited to demonstrate a tour guide and evaluate pronunciation through the application. However, almost half of the students are still afraid to speak in front of the class, even after receiving an evaluation from the orai app.

Participants admitted that they were a little confused the first time they used the Orai App to learn from this media because they thought the Orai App only contained interactive games. However, it's not just interactive games in the Orai App, there are many study topics to choose from and you can also improve your pronunciation with direct feedback.

The next observation day will be held on Wednesday, 24 May 2023. The teacher in the tourism class teaches students about "Festivals around the world". The material on that day was a continuation of the tour guide material which was more specific and reviewed about festivals in the world. Teachers use the Elsa Speak App as a learning medium. At first the students did not really understand how to use the application, but when they practiced, they enjoyed doing it. And here are the stages carried out by the teacher:

- The teacher started to open the class.
- The teacher explained the material for the day.
- The teacher gave examples of some of the best festivals in the world.
- Students choose one of the topics in the elsa Speak app with the theme "festivals around the world" and then make text based on that topic.
- Students fill out a quiz in the Elsa Speak App related to the chosen topic.
- After making texts and completing quizzes, students improve

pronunciation with the tools available in the application.

- Students come to the front of the class and show their quiz scores and present the text they have made based on the evaluation from the Elsa Speak app.

- The teacher ended the class and reminded students to complete the daily mission on the Elsa Speak app.

Picture 4.3 Students fill out a quiz in the Elsa Speak App

Many students have difficulty using this application because of the long steps and complexity of the application. Students are not used to learning to use the application and find it difficult to adapt the use of the application to the teacher's instructions in class. However, students are quite happy to try the quizzes that are in the application.

On Friday, May 26, 2023, the observation period came to an end. The topic of "Meaning Through Music" was covered in the tourism

class readings. The teacher only has access to a computer with SoundCloud on it. The following are some steps the teacher used:

- The teacher asks the class to come up with a list of songs they know and enjoy.

- Students are asked to present their music to the class and discuss why they appreciate it.

- The concept of "meaning through music" is introduced by the teacher.

- Talk about how various listeners may interpret a song's message differently.

- The teacher instructs the class to listen to the music on SoundCloud and discussion the lyrics.

- Students are asked to select a song to perform for the class, according to the teacher.

- The next step is for students to produce a succinct presentation on the music that includes what the lyrics imply, why they like it, and their feelings.

- Following that, students might present to the class.

Picture 4.4 Discuss the songs selected from SoundCloud

Students at first seemed a little perplexed because they had previously believed that SoundCloud was just for listening to music. The audio was chosen by the students, who felt it was a bit heavy for them because they didn't really comprehend what it was saying, and it moved too quickly for their abilities. However, they actually think it's great that they can learn from the SoundCloud app and utilize it for practice.

Those are the result of observation that have been carried out by the researcher in SMK Negeri 2 Semarang. The result served in tables and also description, to make sure that the reader can easy to understand this research.

According to the purposive sampling technique used by the researcher in this research, the researcher chose the english teachers from tourism class. There are two teachers that was being the informants. Here a slight information about the teachers.

Table. 4.3 Informant information

No.	Name	Job Title
1.	Ovina Muliany	English Teacher
2.	Sumarjo	English Teacher

According to the informant who is a tourism class teacher, the researcher conducted an interview practice at SMK Negeri 2 Semarang. The interview was held on May 18th 2023 at 07.30 WIB. The questions asked in the interview were in accordance with the interview guidelines made by the researcher. There were several questions posed by the researcher and also the answers from the informants, the interviews were assisted in Appendix II.

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Based on the results of the interviews, the researchers concluded that most teachers at SMK Negeri 2 Semarang had used the web 2.0 application when teaching English, but how often the teachers used it was different. Integrating Web 2.0 Based teaching technology in speaking classes is highly valued in order to improve teachers' abilities and creativity as well as increase students' enthusiasm for learning.

Important to improve students' speaking skills. The applications used in web 2.0 integration are very diverse. Each teacher has his own ideas, but still in accordance with the character or principle of the task in the class or department.

So, this activity is suitable to be practiced and carried out at all grade levels and in all majors. However, teachers must prepare applications that are very ready and able to be mastered by students.

B. Discussion

In this sub-chapter, the researcher conducts an analysis according to the theory described in chapter II and the data obtained from observations and interviews. According to the data analysis method, the researcher uses the theory from Miles and Huberman which divides the data analysis method into three parts, namely: data reduction, data presentation, and data conclusion.

The topic of this research is a combination of several research journal topics which are used as references by researchers in conducting this research. Some of these studies came from (Nuraeni & Winda Yanthi, 2021; David A. Thomas and Qing Li in, 2008; Li Qina, Yongbeom Kima, and Xin Tana, 2018; by Rahmi Akmal Hussin, Sofyan A, and Gani Asnawi Muslem, 2020). Those research discusses

about Web 2.0 application, the technology used in teaching speaking and its effects to students as they learn to speak in English, and explores the use of the Web 2.0 application in teaching speaking to senior high school students.

Based on this data analysis method, the researcher started by reducing all the data from the informants. From observations made by researchers, researchers found that all teachers had integrated the use of web 2.0 applications in class, but not all web 2.0 applications were mastered. The media used, and the material taught by the teacher is generally the same, because the teacher at SMK Negeri 2 Semarang uses the same module in everyday speaking classes. The stages used in each class differ from one another, because each teacher has differences in starting and ending classes.

Therefore, the findings from this study are the applications used by teachers in speaking classes. Researchers found that teachers were more interested in using easier applications such as Google Forms, YouTube, Wordpress. Meanwhile, for applications such as Orai App, Elsa Speak App, and SoundCloud, teachers still find it difficult to master these applications and require getting used to them which takes quite a long time. In addition, researchers also found that students were interested in learning to speak using web 2.0 applications. because, in web 2.0 applications such as orai app, elsa speak app, and soundcloud, there are interactive games. They can also get feedback directly from the application so they don't have trouble looking for an assessment.

From these data the researcher concluded that students were interested in integrating web 2.0 based on teaching technology in

speaking classes.

As a result of the process of mediating participants' English learning, several things can encourage success. This can be known through what the participants have gone through. The participant can comprehend Web 2.0 application better by understanding the available features. Furthermore, what is felt by participants is a feeling of pleasure which is a point that encourages comfort in learning; this point is considered important considering that when learning is felt it will go well if it is fulfilled emotionally. The participant will feel continuously motivated to stay afloat in achieving the learning targets that have been made. Even with the recent lack of popularity of Web 2.0 not making something less meaningful even though it is not widely known by the general public, Web 2.0 is still a medium that quite a lot of users visit.

Lastly, there are also many places and ways to maximize your English skills. Mobile social networks offer a wide selection of platforms to acquire language skills. The participant argued that it takes a lot of time to improve speaking practice, conventional methods such as finding partners to practice speaking English directly are still an option to improve their speaking skills in English. In the end, learning is not only centered on one point but there are many options to choose from and go through.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

After conducting research and data analysis on integrating web 2.0 based teaching technology in speaking class, the researcher gave some conclusions of this research. The conclusion was taken based on the data which had been analyzed in the previous chapter. From the data, the learning experience of students through online media Web 2.0 to learn speaking skills. Based on the results of the observation, it can be concluded that the web 2.0 applications used by teachers in the learning process in speaking classes vary widely. Starting from the ORAI app, ELSA speak app, and Soundcloud. The three applications have uniqueness, different strengths and weaknesses. So, the use of the application can be adapted to the needs of the student material.

In addition, participant also gave statements about the challenges they faced when using the Web 2.0 application. As a point that was emphasized that her language skills was still not at an advanced level, participant explained that lack of vocabulary mastery was their weak point in capturing every word conveyed in the audio, this statement was in line with the statement that the lack of time to expose themselves to English audio so that This difficulty resulted in his lack of speaking practice. The statement also explained that motivation also tends to be weak, resulting in delays in speaking practice. In closing, participants explained that speaking practice takes a lot of time. Listening practice is said to be able to maximize

speaking practice and encourage them to keep practicing English with the support of their environment and friends to practice.

Based on the results of the interviews, it can be concluded that participants expressed interest in using digital media to help learn English. Through the Web 2.0 platform, the participant is facilitated by the practice of speaking English, marked by participants being able to operate the Web 2.0 application and being able to find out the features available in it. Although they were confused at first with the main functions of Web 2.0 that were known to the participant, the participant was both content and challenged after knowing that the Web 2.0 application could be a source that could encourage the development of speaking practice. Participant also revealed that the Web 2.0 application is an application that is easy to access; the Web 2.0 platform can be accessed and downloaded via phone or pc. Although Web 2.0 has become less popular among the online public, it is able to change the participants' views in using digital listening media to measure their abilities as a reference to raise the level of their speaking practice.

B. SUGGESTIONS

Although this research was conducted with a small number of participants and in a short time, the researchers tried to provide information that was considered important and useful about the integrating web 2.0 based teaching technology in speaking class. Thus, here are some suggestions from this research:

1   For teachers

It is important to teach speaking in such a comfortable

atmosphere. In the English lesson, classroom English should be implemented to encourage students to understand English expressions. The procedures of integrating web 2.0 based teaching technology could be practical guidance for English teacher to design effective activities in the classroom. The use of web 2.0 media such as Soundcloud, Orai app, Elsa Speak app are needed to give authentic language input for the students.

2 For students

This study provides information for participants about integrating web 2.0 based teaching technology in speaking class. In addition, the researcher advises participants to share information with other students from other schools or universities, so that the findings of this study will be useful for other places, not just one place.

3 For the next researcher

It is hoped that this research can be used as a good reference for future researchers who wish to research the same topic. The researcher also suggests furthering the researcher's conduct research for a longer time so that the information obtained includes more in-depth things.

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Appendix I Lattice of Observation

Observation Guideline	
Type of web 2.0 tool	What web 2.0 tools are being used in the classroom? How are they being used?
Teacher-student interaction	How do teachers interact with students using web 2.0 tools? How do students interact with each other using web 2.0 tools?
Student engagement	Are students engaged in the learning activities? Are they motivated to learn?
Communication skills	Are students developing their communication skills through the use of web 2.0 tools?
Flexibility and personalization	Are teachers able to personalize instruction and provide more flexibility for students using web 2.0 tools?
Technological challenges	Are there any technological challenges that teachers or students are facing?
Distractions	Are web 2.0 tools causing distractions in the classroom?
Security concerns	Are there any security concerns associated with the use of web 2.0 tools?

Appendix II Questions of Interview

1. Have you ever used any of web 2.0 platform in speaking class?

   ➤ **First Informant:** *"Yes."*
   ➤ **Second Informant:** *"Yes."*

2. How familiar are you with the use of web 2.0 based teaching technology in the classroom?

➢ **First Informant:** *"Very familiar."*

➢ **Second Informant:** *" Familiar enough."*

3. How do you think integrating web 2.0 based teaching technology can enhance the teaching and learning of speaking skills in the classroom?

> ➢**First Informant:** *"Sure, the teacher that implement improvisation activities will practice the characteristics of improvisation itself, but at the same time not all the characteristics, maybe two or three characteristics in each activity."*

> ➢**Second Informant:** *"Sometimes, the teachers didn't really pay attention to the characteristics or principles of improvisation activities, but I guest in each improvisation activity there must be a characters of improvisation activities, even it just one or two characters."*

4. Which web 2.0 platforms do you prefer to use as learning media?

> ➢**First Informant:** *"Google drive, google class, google form, youtube"*

> ➢**Second Informant:** *"blog, goodreads, wikispaces"*

5. Do teachers often use web 2.0-based teaching technology as a medium for teaching English?

> ➢**First Informant:** *"Individually, teachers at SMK Negeri 2 Semarang use web 2.0 media. However, in a week at least I will be using web 2.0 app about 3-4 times."*

> ➢**Second Informant:** *"Personally, I don't often use this media for medium teaching, maybe only once a week."*

6. Is the integration of web 2.0-based teaching technology in speaking class impact teachers' cognitive processes and conduct in the classroom, both positively and negatively?

> **First Informant:** *"Yes, the integration of web 2.0-based teaching technology in speaking class can impact teachers' cognitive processes and conduct in the classroom, both positively and negatively. Positive impacts:Increased interaction and collaboration. Web 2.0 tools allow teachers and students to interact and collaborate more easily than ever before. This can lead to more engaged and productive learning experiences, Improved communication skills. The use of web 2.0 tools can help students develop their communication skills. This is because these tools require students to communicate clearly and concisely in order to be successful. Negative Impcat : Distractions; Web 2.0 tools can be distracting for both teachers and students. This can make it difficult to focus on learning, Security concerns; There are security concerns associated with the use of web 2.0 tools. These concerns can lead to the misuse of personal information and the spread of malware*

> **Second Informant:** *" Overall, the integration of web 2.0-based teaching technology in speaking class can have both positive and negative impacts on teachers' cognitive processes and conduct in the classroom. It is important for teachers to be aware of both the potential benefits and drawbacks of these tools before deciding whether or not to use them.*

> *In addition to the positive and negative impacts listed above, there are also some other potential impacts of the integration of*

web 2.0-based teaching technology in speaking class. For example, these tools could lead to a change in the way that teachers think about teaching and learning. They could also lead to a change in the way that students interact with each other and with the teacher. These are just some of the potential impacts that need to be considered when deciding whether or not to use web 2.0 tools in speaking class."

7. How do you believe the integration of web 2.0 based teaching technology in speaking classes can improve student engagement?

> **First Informant:** *"Student can explore his or her ability by learning many ways."*

> **Second Informant:** *"Yes, I always try to address students' speaking skills in my class"*

8. Do you think that integrating web 2.0 based teaching technology into your speaking class has affected the way you teach? If so, how?

> **First Informant:** *"It makes Easier to do speaking class."*
> **Second Informant:** *"Yes, I always try to address students' speaking skills in my class"*

9. What measures do you take to make sure that your students are comfortable with the use of web 2.0 based teaching technology in the classroom?

> **First Informant:** *"Of course they are. Because the integration of web 2.0 requires students to speak even if it's just reciting daily vocabulary through interactive games. By applying this medicine, students can practice speaking every day"*
> **Second Informant:** *"S*tudents become more active when I practice this method, but maybe there are some students who are still shy about*

speaking, but they carry out the activity exactly according to the instructions given "

10. What advice would you give to other teachers who are interested in integrating web 2.0 based teaching technology in their speaking classes for better learning outcomes?

> **First Informant:** *"It makes easier, effective, efficient, massive."*
> **Second Informant:** *"Yes, I always try to address students' speaking skills in my class"*

Appendix III Interview Transcription for Student

Name : Nabila Dewi Pratiwi

Email : nabiladewi162@gmail.com

Class : XI UPW 1

NO.	QUESTION	ANSWER
1.	What do you know about web 2.0?	Generasi kedua dari layanan berbasis web dalam dunia komputer yang dijalankan langsung diatas internet sebagai platformnya.
2.	Have you ever used any of web 2.0 in speaking classes?	iya, pernah
3.	Can you share some examples of web 2.0 based teaching technology that can be used in speaking classes?	Router WIFI ke Seluruh Area Sekolah Proyektor untuk mempresentasikan materi pembelajaran berbasis digital dengan papan tulis interaktif
4.	How do teachers train students to use web 2.0 technologies effectively?	untuk membaca informasi tetapi juga untuk menciptakan materi pembelajaran dan

		berinteraksi dengan orang lain.
5.	What are some of the challenges you and your classmates face when using web 2.0 based technologies in speaking classes?	keseimbangan, keselamatan, dan keamanan, perundungan siber, sexting, hak cipta dan plagiarisme
6.	How important is the integration of web 2.0 based teaching technology in speaking classes?	memudahkan guru dalam menyampaikan ilmu pengetahuan
7.	Do you believe web 2.0 based teaching technologies enhance the quality of speaking classes? Why or why not?	Dengan media pembelajaran maka kualitas belajar menjadi meningkat karena tidak hanya guru yang aktif memberikan materi kepada siswa tetapi siswa juga dapat aktif di dalam kelas dan terlibat dlm proses pembelajaran sehingga siswa lebih mudah menerima materi yang disampaikan oleh guru.
8.	How can students benefit from the integration of web 2.0 based teaching technology in speaking classes?	1. Menarik perhatian siswa, 2. Pembelajaran menjadi menyenangkan, & 3. Pembelajaran menjadi lebih mudah
9.	What are the challenges that students may face when integrating web 2.0-based teaching technologies in speaking classes?	Kurangnya waktu, kurangnya pelatihan TIK, kurangnya kesempatan mengembang diri dan lain sebagainya

10.	In your opinion, What are the benefits of integrating web 2.0-based teaching technology in speaking classes? (for students)	Pemanfaatan teknologi digital secara efektif mempercepat pencarian informasi, meningkatkan kecakapan hidup sebagai modal kerja, dan memudahkan guru dalam membuat RPP
11.	How do you feel about using web 2.0 based teaching technology in your speaking class?	mampu menjadi pembelajaran lebih efektif, efisien, dan meningkatkan kualitas hasil pembelajaran
12.	What is your opinion about the integration of web 2.0 based teaching technology in speaking class?	Integrasi teknologi adalah penggunaan teknologi informasi dan komunikasi dalam wilayah konten secara umum dalqm pendidikan untuk memungkinkan mereka belajar keterampilan komputer dan teknologi
13.	How has the use of web 2.0 based teaching technology impacted your learning experience in speaking class?	Perkembangan teknologi sangat mempengaruhi perkembangan proses pembelajaran terutama dalam sistem penyampaian melalu pemanfaatan beragam media generasi baru. Dukungan teknologi memungkinkan aktivitas pembelajaran otentik

14.	In your opinion, what web 2.0 based teaching technology tools are most effective for improving speaking skills?	-e-Learning -Video-Assusted Learning -Blockchain Technology -Bid Data
15.	How has the use of web 2.0 based teaching technology impacted your learning experience in speaking class?	Dari definisi para ahli tersebut maka dapat disimpulkan bahwa online learning adalah sebuah lingkungan pembelajaran yang mempergunakan teknologi internet
16.	How do you stay motivated to use web 2.0 based teaching technology in speaking class?	Dari definisi oara ahli tersebut maka dapat disimpulkan bahwa online learning adalah sebuah lingkungan pembelajaran yang mempergunakan teknologi internet dan internet berbasis web dalam mengakses materi pembelajaran dan memungkinkan terjadinya interaksi pembelajaran antara sesama peserta didik
17.	What suggestions can you give to improve the integration process of web 2.0 based teaching technology in speaking class?	Proses pembelajaran dapat dipermudah dengan adanya teknologi dalam pendidikan. Misalkan guru dapat memberikan materi atau tugas

		belajar melalui email sehingga peserta didik bisa segera menyelesaikan dan mengumpulakan tugas tersebut.
18.	In summary, how has the integration of web 2.0 based teaching technology impacted your speaking skills?	dapat membuat peserta didik lebih nyaman dan tidak terkesan jenuh atau monoton.

Name   :   Octavia Qothrunnada N

Email   :   qothrunnada0110@gmail.com

Class   :   XI UPW 1

NO.	QUESTION	ANSWER
1.	What do you know about web 2.0?	Suatu generasi kedua dari layanan berbasis web dalam dunia komputer yang dijalankan langsung diatas internet sebagai platformnya.
2.	Have you ever used any of web 2.0 in speaking classes?	Pernah
3.	Can you share some examples of web 2.0 based teaching technology that can be used in speaking classes?	Router WIFI ke Seluruh Area Sekolah Proyektor untuk Mempresentasikan Materi Pembelajaran Berbasis Digital dengan Papan Tulis Interaktif
4.	How do teachers train students to use web 2.0 technologies effectively?	untuk membaca informasi tetapi juga untuk menciptakan materi pembelajaran dan berinteraksi dengan orang lain.
5.	What are some of the challenges you and your classmates face when using web 2.0 based technologies in speaking classes?	keseimbangan, keselamatan dan keamanan, perundungan siber, sexting, hak cipta dan plagiarism

6.	How important is the integration of web 2.0 based teaching technology in speaking classes?	memudahkan guru dalam menyampaikan ilmu pengetahuan
7.	Do you believe web 2.0 based teaching technologies enhance the quality of speaking classes? Why or why not?	Dengan media pembelajaran maka kualitas belajar menjadi meningkat karena tidak hanya guru yang aktif memberikan materi kepada siswa tetapi siswa juga dapat aktif di dalam kelas dan terlibat dalam proses pembelajaran sehingga siswa lebih muudah mnerima materi yang disampaikan oleh guru.
8.	How can students benefit from the integration of web 2.0 based teaching technology in speaking classes?	(1) Menarik perhatian siswa, (2) Pembelajaran menjadi menyenangkan, (3) Pembelajaran menjadi lebih mudah
9.	What are the challenges that students may face when integrating web 2.0-based teaching technologies in speaking classes?	kurangnya waktu, kurangnya pelatihan TIK, kurangnya kesempatan mengembang diri dan lain sebagainya
10.	In your opinion, What are the benefits of integrating web 2.0-based teaching technology in speaking classes? (for students)	Pemanfaatan teknologi digital secara efektif mempercepat pencarian informasi, meningkatkan

		kecakapan hidup sebagai modal kerja, dan memudahkan guru dalam membuat RPP
11.	How do you feel about using web 2.0 based teaching technology in your speaking class?	mampu menjadikan pembelajaran lebih efektif, efisien, dan meningkat- kan kualitas hasil pembelajaran
12.	What is your opinion about the integration of web 2.0 based teaching technology in speaking class?	Integrasi teknologi adalah penggunaan teknologi informasi dan komunikasi dalam wilayah konten secara umum dalam pendidikan untuk memungkinkan mereka belajar keterampilan komputer dan teknologi
13.	How has the use of web 2.0 based teaching technology impacted your learning experience in speaking class?	Perkembangan teknologi sangat mempengaruhi perkembangan proses pembelajaran terutama dalam sistem panyampaian melalui pemanfaatan beragam media generasi baru. Dukungan teknologi memungkinkan aktivitas pembelajaran otentik.

14.	In your opinion, what web 2.0 based teaching technology tools are most effective for improving speaking skills?	e-Learning Video-Assisted Learning Blockchain Technology. Big Data.
15.	How has the use of web 2.0 based teaching technology impacted your learning experience in speaking class?	Dari definisi para ahli tersebut maka dapat disimpulkan bahwa online learning adalah sebuah lingkungan pembelajaran yang mempergunakan teknologi internet
16.	How do you stay motivated to use web 2.0 based teaching technology in speaking class?	Dari definisi para ahli tersebut maka dapat disimpulkan bahwa online learning adalah sebuah lingkungan pembelajaran yang mempergunakan teknologi internet dan intranet serta berbasis web dalam mengakses materi pembelajaran dan memungkinkan terjadinya interaksi pembelajaran antara sesama peserta didik
17.	What suggestions can you give to improve the integration process of web 2.0 based teaching technology in speaking class?	Proses pembelajaran dapat dipemudah dengan adanya teknologi dalam pendidikan. Misalkan guru dapat

		memberikan materi atau tugas belajar melalui email sehingga peserta didik bisa segera menyelesaikan dan mengumpukan tugas tersebut.
18.	In summary, how has the integration of web 2.0 based teaching technology impacted your speaking skills?	dapat membuat peserta didik lebih nyaman dan tidak terkesan jenuh atau monoton.

Name   :   faedha riszkya

Email   :   faedhaazri20@gmail.com

Class   :   XI UPW 1

NO.	QUESTION	ANSWER
1.	What do you know about web 2.0?	teknologi berbasis web yang dapat diakses melalui Google
2.	Have you ever used any of web 2.0 in speaking classes?	pernah
3.	Can you share some examples of web 2.0 based teaching technology that can be used in speaking classes?	orai app, wordpress
4.	How do teachers train students to use web 2.0 technologies effectively?	guru melakukan pengenalan aplikasi dan menggunakan aplikasi tersebut dalam speaking class secara berkala
5.	What are some of the challenges you and your classmates face when using web 2.0 based technologies in speaking classes?	kurang pengenalan aplikasi sehingga susah beradaptasi di tahap awal
6.	How important is the integration of web 2.0 based teaching technology in speaking classes?	penting namun tidak begitu butuh dalam medium uses
7.	Do you believe web 2.0 based teaching technologies enhance the quality of speaking classes? Why or why not?	yakin, karena metode pengajaran yang asyik dan bervariasi, siswa jadi lebih tertarik dan sering belajar
8.	How can students benefit from the integration of web 2.0 based teaching technology in speaking classes?	lebih cepat belajar berbicara, bisa mendapatkan pengalaman berbicara yang berbeda

		daripada metode pengajaran yang biasa
9.	What are the challenges that students may face when integrating web 2.0-based teaching technologies in speaking classes?	kesulitan mengenal aplikasi, butuh kuota dan sinyal yang memadai
10.	In your opinion, What are the benefits of integrating web 2.0-based teaching technology in speaking classes? (for students)	mempermudah siswa agar lebih percay diri dalam kelas berbicara
11.	How do you feel about using web 2.0 based teaching technology in your speaking class?	menyenangkan dan menjadi pengalaman baru
12.	What is your opinion about the integration of web 2.0 based teaching technology in speaking class?	merupakan pengalaman baru dan bisa dilanjutkan untuk pengajaran berikutnya
13.	How has the use of web 2.0 based teaching technology impacted your learning experience in speaking class?	speaking lebih mudah karena dapat belajar dengan lebih leluasa dan banyak aplikasi yang bisa dicoba
14.	In your opinion, what web 2.0 based teaching technology tools are most effective for improving speaking skills?	orai app
15.	How has the use of web 2.0 based teaching technology impacted your learning experience in speaking class?	dengan penggunaannya yang sering, dapat mempermudah belajar dan semakin terbiasa dengan kesulitan yang ada
16.	How do you stay motivated to use web 2.0 based teaching technology in speaking class?	karena cara belajar yang menyenangkan dan bervariasi, sehingga kita tetap akan menggunakan aplikasi tersebut

17.	What suggestions can you give to improve the integration process of web 2.0 based teaching technology in speaking class?	jika ingin menggunakan web 2.0 dalam kelas speaking, harus dimulai dari awal agar siswa dapat mengenal aplikasi tersebut dengan baik
18.	In summary, how has the integration of web 2.0 based teaching technology impacted your speaking skills?	saya menjadi lebih semangat belajar dan dapat mengulangi praktek dan materi speaking dimanapun

Name : Zanetha Ardelia W.

Email : zanethaardelia06@gmail.com

Class : XI UPW 1

NO.	QUESTION	ANSWER
1.	What do you know about web 2.0?	sebagai suatu generasi kedua dari layanan berbasis web dalam dunia komputer yang dijalankan langsung diatas internet sebagai platformnya.
2.	Have you ever used any of web 2.0 in speaking classes?	Pernah
3.	Can you share some examples of web 2.0 based teaching technology that can be used in speaking classes?	e-Learning Video-Assisted Learning Blockchain Technology. Big Data.
4.	How do teachers train students to use web 2.0 technologies effectively?	melakukan pengenalan awal pada aplikasi web 2.0 dan digunakan secara berkala
5.	What are some of the challenges you and your classmates face when using web 2.0 based technologies in speaking classes?	jaringan kurang stabil dan terbatasnya waktu
6.	How important is the integration of web 2.0 based teaching technology in speaking classes?	sangat penting, karena dengan adanya integrasi teknologi pengajaran bisa memudahkan pelajar untuk melaksakan pembelajaran dengan cermat

7.	Do you believe web 2.0 based teaching technologies enhance the quality of speaking classes? Why or why not?	Dengan media pembelajaran maka kualitas belajar menjadi meningkat karena tidak hanya guru yang aktif memberikan materi kepada siswa tetapi siswa juga dapat aktif di dalam kelas dan terlibat dalam proses pembelajaran sehingga siswa lebih muudah mnerima materi yang disampaikan oleh guru.
8.	How can students benefit from the integration of web 2.0 based teaching technology in speaking classes?	(1) Menarik perhatian siswa, (2) Pembelajaran menjadi menyenangkan, (3) Pembelajaran menjadi lebih mudah
9.	What are the challenges that students may face when integrating web 2.0-based teaching technologies in speaking classes?	kurangnya waktu, kurangnya pelatihan TIK, kurangnya kesempatan mengembang diri dan lain sebagainya
10.	In your opinion, What are the benefits of integrating web 2.0-based teaching technology in speaking classes? (for students)	I have no opinion regarding the subject of web 2.0
11.	How do you feel about using web 2.0 based teaching technology in your speaking class?	Pemanfaatan teknologi digital secara efektif mempercepat pencarian informasi, meningkatkan kecakapan hidup sebagai modal kerja, dan

		memudahkan guru dalam membuat RPP
12.	What is your opinion about the integration of web 2.0 based teaching technology in speaking class?	mampu menjadikan pembelajaran lebih efektif, efisien, dan meningkat- kan kualitas hasil pembelajaran
13.	How has the use of web 2.0 based teaching technology impacted your learning experience in speaking class?	Integrasi teknologi adalah penggunaan teknologi informasi dan komunikasi dalam wilayah konten secara umum dalam pendidikan untuk memungkinkan mereka belajar keterampilan komputer dan teknologi
14.	In your opinion, what web 2.0 based teaching technology tools are most effective for improving speaking skills?	Perkembangan teknologi sangat mempengaruhi perkembangan proses pembelajaran terutama dalam sistem panyampaian melalui pemanfaatan beragam media generasi baru. Dukungan teknologi memungkinkan aktivitas pembelajaran otentik.
15.	How has the use of web 2.0 based teaching technology impacted your learning experience in speaking class?	e-Learning Video-Assisted Learning Blockchain Technology. Big Data.
16.	How do you stay motivated to use web 2.0 based teaching technology in speaking class?	Dari definisi para ahli tersebut maka dapat disimpulkan bahwa online learning adalah sebuah

		lingkungan pembelajaran yang mempergunakan teknologi internet
17.	What suggestions can you give to improve the integration process of web 2.0 based teaching technology in speaking class?	Dari definisi para ahli tersebut maka dapat disimpulkan bahwa online learning adalah sebuah lingkungan pembelajaran yang mempergunakan teknologi internet dan intranet serta berbasis web dalam mengakses materi pembelajaran dan memungkinkan terjadinya interaksi pembelajaran antara sesama peserta didik
18.	In summary, how has the integration of web 2.0 based teaching technology impacted your speaking skills?	Proses pembelajaran dapat dipemudah dengan adanya teknologi dalam pendidikan. Misalkan guru dapat memberikan materi atau tugas belajar melalui email sehingga peserta didik bisa segera menyelesaikan dan mengumpukan tugas tersebut.

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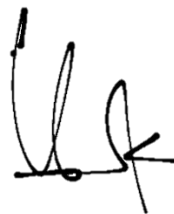Email   : kamalasalsabil4239@gmail.com

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4. SDI Al-Huda Kota Kediri

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