

TEACHING SPEAKING THROUGH DIGITAL INSTRUCTIONAL MEDIA

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ABSTRACT

This study discusses the use of digital instructional media to improve students' speaking skills in teaching speaking skills. Student's problem in speaking is having limited vocabulary and shy to speak English. The TALK application is an application that can be used in teaching speaking. This aims to improve students' understanding of vocabulary, pronunciation and grammar. This article will discuss the impact of teaching speaking skills through the implementation of the TALK application on teaching speaking and provide learning media that are useful in improving students' speaking skills. The method used in this study is descriptive research. Participants in this study consisted of 40 students from Sport Study Program who took English courses. The results of this study found that the use of the TALK application is efficient to be taught in teaching speaking skills

Keywords: *Teaching speaking, Speaking skill, Instructional media, TALK application*

INTRODUCTION

English is a foreign language in Indonesia because it is an international language that people around the world use to communicate. Because of this, one of many languages that is important to master today is English (Esti, 2018). English has been taught in many countries. Furthermore, many schools impose English as a mandatory subject for students, including Indonesian. Learning English in Indonesia start from Junior High School until university.

Students learning English as a second language need to be proficient in four areas: speaking, writing, listening, and reading. It is crucial to perfect certain abilities without disregarding one another (Esti, 2018). The majority of people believe that speaking is the most crucial component of learning a foreign language,

and the ability to carry on a conversation is a key indicator of one's proficiency.

Speaking is a crucial ability in both teaching and studying English. A speaker uses words, phrases, and sentences to convey their ideas and feelings while adhering to a specific structure that governs the sentence's meaning and meaningful. Speaking is considered a part of combinatorial language competence (Christison, 2022). In order to develop speaking competence, learners must gain an understanding of language structures, various discourse genres, and the core abilities required for speech production and communication strategies, which help them navigate and manage quick exchanges during communication.

Based on a preliminary study conducted on students of sports study program, the issues with teaching English, particularly speaking, student's mistakes are making blunders in front of their peers is a fear that some students have. In order to create conversation text, some students are constantly asking their peers about English vocabulary. It can be challenging for students to voice their ideas verbally. Writing conversational texts takes a lot of work for students. Some students are unsure of the topic they are discussing. Speaking English is quite challenging for the students. The students are unable to communicate effectively and are terrified of mispronouncing words, selecting inappropriate words, and applying improper grammar.

In the current educational situation, the integration of technology as a pedagogical tool has become crucial, particularly in light of the necessity for Indonesia's educators, parents, and students to adopt online learning methods (Chasanatun & Lestari, 2021). The teacher uses both the inquiry and discovery methods when instructing students in English. The inquiry technique asks the teacher to ascertain how the students feel about learning. The primary source material for students is the teacher, who seeks to align learning objectives with students' comprehension of the subject matter. Here, the instructor employs instructional media to help the students about what they are studying. To make students' interest in learning, teachers utilize TALK application as digital instructional media in teaching speaking.

The use of TALK application as language tools has influenced how students

respond in English conversations. It provides learners with instant feedback, pronunciation support, and conversational practice, helping them improve their speaking responses over time (Damayanti et al., 2024). Based on the statement above, the TALK application as an instructional media can be implemented in English classes. This is intended so that students can gain direct experience in hearing pronunciation like native speakers to improve their English language skills. Thus, students' interest in learning English also increases.

The researcher is interested in discussing the application used in teaching speaking. In this research, the researcher applied some strategies when teaching speaking to the first semester of sport students at Islamic University of Riau. The researchers used two classes at the same level. Class A was taught with the presentation of interpersonal text. Meanwhile, in class B, the researcher focused on learning speaking use TALK Application.

LITERATURE REVIEW

Speaking Skill

Speaking is a crucial language learning skill because it enables people to convey their thoughts, feelings, and participate in dialogue. Speaking in English as a Foreign Language (EFL) needs more than just accurately pronouncing words; it also calls for correctness, fluency, and the capacity to form coherent sentences in the moment. Speaking requires quick thinking and spontaneous reactions, which can be difficult without frequent practice, which is why many students find it difficult (Damayanti et al., 2024). Both linguistic knowledge such as vocabulary and grammar and communication competence which includes self-assurance, interpersonal skills, and cultural awareness are necessary for effective speaking.

Speaking is well known as an oral ability that is crucial to human connection and communication. Oral communication is another definition of speaking ability. People use speech as a medium to express their thoughts, feelings, and ideas to others through words, phrases, and sentences. This structure governs the meaningful units and meaning of sentences. Speaking is the process of creating and conveying meaning via the use of both verbal and nonverbal cues, according

to F. Tambunan (2018). This is crucial for language acquisition and instruction since students must learn how to communicate in a variety of situations. That is, speaking is a process, while speaking skills are the ability to speak, which is important and can be improved through language teaching and learning.

Several essential elements are involved in improving speaking abilities, such as vocabulary, grammar, fluency, and pronunciation. While fluency enables speakers to speak without needless pauses or uncertainty, pronunciation guarantees that discourse is clear and intelligible. The words and structure needed to create coherent sentences are provided by grammar and vocabulary (Ericsson & Johansson, 2023). Due to the lack of opportunities for speaking practice in typical classroom settings, students are more likely to rely on written assignments than on in-person interactions. Students' overall performance can be impacted by this lack of practice since it can lead to nervousness and hesitancy when speaking in English (El Shazly, 2021).

TALK Application capacity to offer individualized learning experiences is one of the primary advantages of employing it for speaking practice. The programs can evaluate each student's speaking performance and provide specific recommendations for improvement, in contrast to typical classroom settings where teachers might not have enough time to provide personalized feedback to every student (Ghafar et al., 2023). Additionally, by adjusting to the student's pace, these technologies can make practice more efficient and interesting. Students are therefore more likely to naturally improve their speaking abilities and acquire the capacity to communicate more accurately and confidently in English.

Types of Speaking Performance

Speaking is a unique ability that requires exploration for personal growth. Speaking is a productive skill that can be immediately and experimentally seen. According to Brown (quoted in Okta Pitriani, 2021), speaking can be classified into various kinds. Speaking can be divided into five categories:

(1) The ability to imitate a word, phrase, or even a sentence without understanding, communicating, or engaging in an engaged dialogue is known as

imitation. When the teacher says or pronounces a word, phrase, or sentence one at a time, the pupils mimic that sound. Next, the kids will Students should pay close attention to what the teacher has said, listen intently, and repeat words, phrases, or sentences without improving their word output.

(2) Speaking intensively entails using a small number of words in a very regulated setting. Speaking a chapter out loud or providing a straightforward response to a straightforward query are two examples of this. It indicates that a specific level of grammatical or lexical expertise is attained by intensive speaking. direct response, reading aloud, oral composition, dialogue, and translation up to the level of short sentences are examples of intensive speaking tasks.

(3) Responsive tasks involve brief interactions with an interlocutor and differ from intensive tasks in the greater creativity given to the test taker and from interactive limited length of utterances (a very short conversation, standard greetings, simple requests and conversations, standard greetings, small talk, simple requests and comments).

(4) Interactive refers to the duration and intricacy of the engagement; jobs may occasionally entail comparatively lengthy segments of interactive conversation. The emphasis on the test-taker's interpersonal skills is another aspect of interactive. Interactive speaking exercises include role-playing, discussions, games, and oral interviews.

(5) Extensive oral output tasks include speeches, longer stories, and lengthy explanations and translations. They are also equally long but require less contact. significant speaking assignments, including repeating a tale or news event, translating a lengthy text, oral presentations, and picture-cued (extensive) storytelling. Based on the types of speaking above, researcher can conclude that here are five categories of speaking in general based on the sorts of speaking mentioned above: extensive, interactive, responsive, intensive, and imitative. Because they are simple and frequently used, the most popular forms of English speech are interactive, responsive, and imitative.

TALK Application

TALK applications are programs built on artificial intelligence that mimic human speech and enable users to communicate verbally or in writing. To comprehend user input, produce pertinent responses, and offer engaging communication experiences, these applications make use of sophisticated natural language processing and machine learning (Schmidt & Strasser, 2022). Applications for TALK are frequently employed in language learning, acting as virtual conversation partners that enable students to practice speaking in real time without the assistance of a human teacher.

The effectiveness of TALK applications in English language learning has been widely studied, with researchers highlighting their role in improving both fluency and accuracy. Sharadgah and Sa'di (2022) found that Application based conversation tools can support learners by offering personalized feedback and detecting common speaking errors. This immediate correction mechanism allows students to recognize and correct their mistakes, leading to more effective language acquisition. Furthermore, the ability to interact with chat at any time and place makes language learning more flexible and accessible.

In conclusion, TALK application are essential for language learning since they provide customizable learning options, real-time feedback, and interactive speaking practice. These application resources assist students in gaining self-assurance, increasing their fluency, and honing their useful English conversational abilities. They are useful supplemental resources for improving language proficiency, but they cannot fully replace human interaction (Yang et al., 2022). TALK applications are anticipated to advance in sophistication as technology develops, significantly revolutionizing the way language learners learn and practice.

RESEARCH METHOD

Based on the problems found in students' understanding of speaking skills, this study aims to implement an efficient TALK application to be taught in interpersonal texts or everyday conversation texts. The approach to this study is

descriptive research. Descriptive research refers to the premise that problems can be solved and practices can be improved through observation, analysis, and description (Koh et al., 2000). In this study, researchers collected data by giving a test in the form of a speaking ability which is speaking skills performances in a conversation text to find out which strategies are efficient and effective. The test results are used to describe how the learning media are given in different classes with different ways to teach speaking skills.

The strategy used in this study is to teach speaking skills by explaining everyday conversation texts briefly and by using the TALK Application to students. Class A, consisting of 20 students, was taught speaking skills with conversation texts on the theme of asking and giving help in a brief, detailed explanation using a textbook. Meanwhile, for class B, consisting of 20 students, they were given the same theme using the TALK application, then they were asked to understand vocabulary, pronunciation, and native speaker's speaking speed on the application. The researcher collected data by giving both classes the same test. The test given was speaking performance, namely extensive oral production. This research was conducted at the Islamic University of Riau on sports students.

FINDINGS AND DISCUSSION

This study describes the teaching of speaking skills using two different learning media. The first strategy was given to class A, namely an explanation of interpersonal text with the theme Asking and Giving Help briefly and in detail. In the first and second meetings, the researcher explained the theme of interpersonal text. In addition to the explanation of the theme, students were also shown examples of expressions that would be used when giving help, offering help, then students also learned the expressions for accepting and refusing help. In the third meeting, students were asked to do group exercises by making conversation texts related to asking and giving help.

Based on the results of observations, some students were confused about making conversation texts. In addition, they did not understand the selection of vocabulary used. When asked about the expressions used when offering help, only

a few of them knew it. Many of them did not know the answer. To improve students' understanding, the researcher gave them exercises until they could really make conversations with the right structure and the correct use of asking and giving help expressions. For the following week, the activity for class A was to ask each of them to write a simple conversation about the theme Asking and giving help on a piece of paper. They were then instructed to hand over the paper to a friend sitting next to them and asked them to verify the conversation they had received. They were asked to review the use of expressions asking for help, offering help as well as with expressions accepting and refusing help. They were asked to review the sentences given to them and rewrite them in the opposite direction if there were spelling errors in vocabulary and grammar.

This activity was intended to help students understand a set of rules and equip students with English interpretation skills. The next discovery, class B was taught the theme of asking and giving help with a different strategy. For this class, students were given material using the TALK Application learning media. This activity asked students to listen directly to material from the TALK application. students can observe the use of vocabulary, correct pronunciation and the use of expressions asking and giving help correctly.

By using this application, students are encouraged to constantly practice their discussions by the teacher, who places a strong emphasis on patience and consistency. By providing instant feedback and engaging users in realistic dialogues, these applications create a supportive environment for improving spoken language skills (Yang et al., 2022). To improve their speaking abilities even more, teacher like doing speaking groups, discussion forums, and language classes. Lastly, the instructor and students consider the lesson and make deductions to assess their development.

By giving students, the opportunity to practice in an authentic conversational setting, the TALK app improves speaking abilities. Through direct engagement, the Hello Talk app helps users improve their communication, fluency, and pronunciation. Regular practice boosts confidence and speaking skill, while the application's instant feedback expedites the process of fixing mistakes.

CONCLUSION

The use of digital instructional media in teaching speaking for students can make involvement, excitement, and comprehension for sport students at Islamic University of Riau. Along with advances in pronunciation abilities made possible by technologies like voice to text conversion and partner chats, students reported, feeling happier, more engaged, and having an easier time understanding the lessons. A more dynamic and interesting learning environment can be created by using digital resources into language instruction. To get the most out of the app, educators should make sure that the right preparation and guidance are in place.

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