



## Students' Perception of the Use of TalkEnglish.com in Teaching Speaking for ESP Class

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**Abstract.** The field of education has greatly benefited from the advancements in technology, resulting in more efficacious, interactive, comprehensive, and non-classroom-bound learning experiences. One such application is web-based learning, which employs the Internet as a means to facilitate the educational process. This modality of instruction addresses various challenges that are inherent in traditional pedagogical approaches, such as the limited time allocated for lecturers and students in classroom settings. Despite an abundance of literature that has investigated the incorporation of technology in the teaching of spoken English, there is a scarcity of studies that specifically examine the utilization of the website, TalkEnglish.com. Specifically, in the context of teaching English for Business, which necessitates students to develop proficient and precise oral proficiency in the language, the present study aims to investigate the students' perception of the efficacy of TalkEnglish.com in honing their speaking skills. This study employed a descriptive qualitative design, where ten students from the Economic Faculty at Universitas Pandanaran were selected as participants. These participants utilized the website TalkEnglish.com to improve their speaking skills. Data was collected through a semi-interview approach and documentation method. The findings of the study indicate that the majority of the participants held a positive perception of TalkEnglish.com.

**Keywords:** TalkEnglish; English for specific purposes; Teaching speaking

### Introduction

The acquisition of English as an international language has become imperative for individuals, particularly students in higher education, who intend to enter the workforce. The utilization of English as a medium of communication in the professional realm has become increasingly prevalent. Currently, the world of work has used English as a medium of communication because many companies are multinational based (Setiawan, 2014). To adequately prepare students for the demands of the workplace, Business English is taught at the Economic Faculty of Pandanaran University to enhance students' proficiency in the language. In the current educational landscape, 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). Given the far-reaching effects of globalization on various aspects of life, including education, the implementation of an effective and relevant teaching approach is imperative (Arriyani & Pratama, 2021).

One of the strategies and technologies utilized in learning is the implementation of web-based learning. Web-Based Learning refers to the use of internet technology media to improve knowledge and performance on a larger scale (Sibagariang, 2016). Web-based

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learning, also known as e-learning, particularly emphasizes the use of internet-based platforms such as websites, webmails, mailing lists, and bulletin boards to facilitate learning. Website is one of the forms of web-based learning which can help students to improve students speaking skills.

Research has demonstrated that the incorporation of technology in the form of web-based learning can have a positive impact on improving students' speaking English skills. For second language learners or teachers in higher education, teaching and studying speaking through a website are extremely challenging. Students will have different perceptions of using this media to support their learning. Students' perceptions have a favorable influence on teaching and learning activities (Yanti, 2021). It is implied that having a positive perspective on something or other people would be advantageous to the individual personally. Perception is defined as how each person views an item (Yunita & Maisarah, 2020). It can also be defined as a viewpoint or comprehension of how people interpret or experience a specific item. A person's perspective of the thing they are looking at will affect the attitude they adopt. It implies that student perspectives may have an impact on how well they comprehend the material being used. Therefore, it is crucial to understand how students see a platform that is used during the learning process.

Before this study, we have already conducted a need analysis for developing a business English syllabus. The data were taken from the students, the graduates, and the employers of some companies to support the result. The result showed that there are several materials used in the workplace which can be seen in Table 1 below.

**Table 1. Materials Used in the Workplace** (Nove Ria & Malik, 2020)

<b>Course Objective</b>	<b>Mean</b>
To do a business presentation	3.6857
To understand spoken-work-related instruction	3.6571
To express opinions at business meetings	3.5857
To write a job application letter and personal data	3.5714
To negotiate	3.5714
To conduct business conversations over the phone	3.5571
To write a business email	3.5571
To conduct job interviews	3.5429
To write business letters	3.5286
To serve customers orally	3.4571
To write contract/ agreement document	3.4571
To write report documents (meetings/sales/finance, etc.)	3.4286
To read email	3.4143
To read work-related literature	3.4143
To read contract/ agreement document	3.4000
To read a business letter	3.3857
To write proposals (projects, plans, etc)	3.3714
To understand written work-related instructions	3.3286

Based on Table 1, speech is the most critical topic utilized in the workplace. Consequently, to meet the requirements of the professional world, the acquisition of speaking skills by students in the Business English course should be given emphasis. Currently, the teaching of Business English has been limited to traditional methods utilizing textbooks, which are constrained to the information they present. Based on initial observations, the learning outcomes in speaking activities using English have been inadequate to reach their full potential. Many students struggle with fluency and precision during question-and-answer sessions. Therefore, instructors have attempted to utilize alternative learning mediums to enhance learning outcomes, to stimulate students' interest and motivate them to exert more effort to develop their speaking skills fluently and accurately. One such medium is the website

TalkEnglish.com. Students studying English can use this website to access theories and exercises (Fitri & Adnan, 2021) that cover various topics pertaining to Business English used in the workplace, such as presentations, meetings, phone calls, communication with colleagues, and business trips.



Figure 1. TalkEnglish.com Page

According to Basturkmen (2006), to provide students with the language and communication skills they need to succeed in their chosen fields of study, work, or profession. ESP is primarily intended for professionals and focuses on vocabulary specific to specific situations. The goal of ESP instruction is to prepare students for the types of English language demands they will face in their future careers, with a focus on providing knowledge that is relevant to their needs and interests (Hutchinson & Waters, 1991) and to meet the language requirements in their future careers (Otilia, 2015). Finally, ESP might be defined as the process of transferring knowledge of English for specific purposes to prepare students to use business English effectively in the real world.

Language proficiency is a critical factor in facilitating international communication. The integration of technology in education has become a fundamental aspect of language instruction, with technology being utilized in virtually every language class. As a means of facilitating language acquisition for students, technology is becoming increasingly vital, as noted by Ahmadi (2018). Technology is becoming increasingly important as a tool to assist teachers in supporting their students' language acquisition. For language learning to be effective, İter (2015) emphasized that teachers should assist students in selecting appropriate computer-based activities.

In the realm of education, technology serves as a crucial component of the teaching and learning process, allowing for more efficient learning outcomes (Cong-Lem, 2018). In technology-based contexts, learning activities play a critical role in influencing learning outcomes. One example of technology-based learning is the usage of a website, often known as web-based learning. According to (Sarica & Cavus, 2008) web-based learning theory can be defined as education delivered solely through the Internet, with no tangible learning materials distributed to students or actual face-to-face contact. This mode of instruction enables students and teachers to access learning materials from any location and at any time, enabling the compression of both time and space.

Previous studies have investigated the utility of technology in augmenting students' speaking proficiency. Lian et al.(2021) conducted a study Through the use of the "MyScene Tube" web channel, researchers looked into learners' confidence in using the English language. The findings demonstrate that "MyScene Tube" may help students perform better in speaking tasks. It is recommended that future research builds upon this investigation to examine the effectiveness of this technology in enhancing various English language skills.

The other study from Sosas (2021) revealed that incorporating technology into speaking instruction can foster rapport, boost fluency and precision, alleviate fear and

uncertainty, and foster confidence in students. The technology used in the study included video conferencing, social media exchanges, emceeing, and public speaking performances. The researcher discovered that the technology used in teaching speaking can be combined with a communicative approach to education, allowing students to communicate effectively and confidently.

Salem (2019) conducted a study on the use of technology in TED Talks to enhance students' oral presentation skills. The study's technology included video conferencing, social media exchanges, emceeing, and public speaking performances. The researcher discovered that speaking technology can be combined with a communicative approach to education, enabling students to communicate effectively and confidently.

The use of YouTube and Audio Tracks Imitation (YATI) also has a positive impact on students' speaking skills, fluency, and pronunciation. This is the study conducted by Hamad et al. (2019). YATI was deemed a highly effective Computer-Assisted Language Learning (CALL) tool for enhancing speaking skills. Another study utilizing the same platforms was conducted by Syafiq et al. (2021). The use of YouTube videos in speaking classes increased students' motivation to learn, according to this study, because the videos contain graphics and sound, which can help improve pronunciation, broaden vocabulary, and make it easier for students to generate ideas for sentences when speaking. Furthermore, watching movies allows children to learn grammar in a more natural way.

The other study was conducted by Teodorescu (2015). The goal of this paper was to evaluate the efficacy of mobile learning and its impact on Business English learning. The result showed that m-learning improves learning efficiency, knowledge transfer, and sharing, as well as learners' confidence and interest. The study discovered that students' use of digital technologies had a significant positive impact on their learning of Business English, indicating that they not only accessed online resources but also improved their knowledge of the language by incorporating m-learning devices into their daily activities, both professionally and personally, as a means of continuously practicing and training.

The integration of technology in the acquisition of knowledge is a widely acknowledged and widely used method of acquiring information, as it offers the quickest and most accessible method of getting information over a broad spectrum. However, despite the plethora of studies that have explored the use of technology in teaching speaking English, there is a paucity of research that specifically investigates the utilization of the website TalkEnglish.com. TalkEnglish.com distinguishes itself from other English language learning websites through its unique blend of content, teaching methods, target audience, lesson format, and interactive features. TalkEnglish.com provides a comprehensive and engaging learning experience for its users by providing a variety of instructional materials such as text, audio, and video, as well as opportunities for self-assessment through tests and exercises. There are a plethora of materials available for Business English, with a particular emphasis on improving students' speaking skills. Furthermore, there is a dearth of scholarly research examining the use of TalkEnglish.com in higher education, particularly in the context of English for Specific Purposes. This gap in the academic literature prompted the researcher to conduct this study.

## **Theoretical Framework**

### **Speaking for ESP Class**

English language exerts its dominance across diverse domains, encompassing disciplines such as business, education, technology, media, medicine, and research (Alshayban, 2022). ESP typically focuses on imparting language elements, abilities, text genres, and proficiencies essential for learners to excel in specialized fields such as business, engineering, science, technology, medicine, academia, community engagement, tourism, or various service-oriented positions (Wette, 2018). Wette (2018) further explains that ESP instruction encompasses both monologic and interactive speaking skills, prioritizing domain-specific relevance such as seminar presentations and discussions in English for Academic Purposes (EAP), medical case presentations and interviews, business-oriented telephone transactions, discussions, and meeting protocols, and scripted exchanges in aviation English.

Hence, ESP embodies the education and development in the English language, serving as a means for personal advancement, professional enrichment, or general utilization in the business context (Hafner & Miller, 2018).

In educational settings focused on ESP instruction, it is imperative for business graduates to possess a comprehensive comprehension of the authentic communicative demands anticipated in their prospective professional environments (Zanola, 2016). Previously, Xu and Peng (2022), Koval et al. (2022), and Agustina (2019) studied learner motivation in mobile assisted business English speaking course. A study conducted by Venkateswara and Divya (2021) reveals that the students harbored diverse objectives in learning ESP, with nearly half of them being driven by the desire to secure employment through acquiring technical English skills, while approximately one-third pursued English language proficiency for the purpose of achieving high grades in examinations, and over 20% engaged in learning for recreational purposes. Dzięcioł-Pędich and Dudzik (2021) underlined the importance of using technology in teaching speaking for ESP course particularly during pandemic. Another study conducted by García Laborda & Litzler (2017) indicates that the students exhibited a strong inclination towards employing technology in their business-oriented foreign language courses, displaying high levels of motivation. Thus, Carraher Wolverton and Tanner (2019) suggest that as we progress deeper into the digital economy, Wolverton proposes that instructors should strive to create courses that align with the evolving dynamics of the business landscape.

### **Talkenglish.com**

The integration of technology in the acquisition of knowledge is a widely acknowledged and widely used method of acquiring information, as it offers the quickest and most accessible method of getting information over a broad spectrum. It is generally accepted that technology is one of tools that teachers use compared with traditional techniques in teaching English (Prayudi et al., 2021). Internet is one of technologies that can be used in teaching English. It provides teachers so many resources. Furthermore, the teachers can find their new way of teaching their students (Erbas et al., 2021).

TalkEnglish.com distinguishes itself from other English language learning websites through its unique blend of content, teaching methods, target audience, lesson format, and interactive features. TalkEnglish.com provides a comprehensive and engaging learning experience for its users by providing a variety of instructional materials such as text, audio, and video, as well as opportunities for self-assessment through tests and exercises. There is a plethora of materials available for Business English, with a particular emphasis on improving students' speaking skills.

### **Material and Method**

This study, utilizing a descriptive qualitative design, aimed to explore the perceptions of students regarding the utilization of web-based learning in teaching speaking. Ten students from the Economic Faculty at Universitas Pandanaran were selected as participants, as they utilized the website TalkEnglish.com to enhance their speaking skills. All class members were included in the study, and all were willing to be interviewed. The participants were 19 to 20-year-old male and female students.

The researchers employed a semi-interview approach and documentation method to collect data for this study. The interview questions focused on the utilization of TalkEnglish.com for speaking proficiency, the benefits and difficulties encountered with the website, as well as the participants' overall views on the impact of the English website on their language acquisition. After gathering the data, the researchers then proceeded to (1) transcribe the interview responses, (2) assess the students' attitudes towards utilizing TalkEnglish.com for speaking instruction, and (3) determine the reasons for which students should utilize TalkEnglish.com to develop their speaking abilities.

The interview was conducted via a face-to-face format through the use of Zoom, as the class was being held online. Individually, ten student participants were interviewed. The study's outcome pertains to the students' perceptions of the utilization of TalkEnglish.com for speaking instruction. There were several themes emerged from the interviews.

No	Theme	Description
1	Satisfaction	Fun, enjoyable learning; intending to use the website in the future; will recommend the website to other
2	Time limit-free	Keep repeating the task in the website
3	Learning autonomy	Regulate what, when, and where to study
4	English Proficiency	Listening the native speaker
5	Internet quota	Need extra quota; the data spent was too big

## Results and Discussion

### Results

During the PPT lesson, the teacher covered six common types of questions that are frequently asked in job interview sessions. Additionally, the PPT slides provided examples of suitable responses to each question, as well as guidance on respond effectively and pronounce the phrases.

Based on the interview results, the participants generally held positive perspectives regarding the utilization of TalkEnglish.com in aiding their learning of the topic at hand, which was job interviews. On the website, the students were directed to access the topic of the study. Before utilizing the website, the instructor provided instruction on the topic through the use of a PowerPoint (PPT) presentation. The themes highlighted from the interviews consist of students satisfaction, time-limit fee, learning autonomy, English proficiency, and internet quota.

### Student Satisfaction of TalkEnglish.com

Student 4 uttered his opinion on how satisfied he was with TalkEnglish.com. He described that he intends to continue using the website.

*"I am happy using this website. I will use it again for my study."*

Student 7 even thinks that she will suggest her sister to use TalkEnglish.com.

*"I got lots of benefit from TalkEnglish.Com. I will recommend this website to my sister."*

### Time-Limit Free

Student 1 stated that by using the website in learning speaking, he can study over and over again without time limits like studying in class.

*"I can repeat the voice of the speaker from the website without the time limit. Furthermore, I can stop the voice and repeat the part I need to repeat to practice my pronunciation."*

Student 8 added that:

*"I repeat the part I want to study again and again. I can do it as much as I do"*

### Learning Autonomy

Students are given freedom to select what to study and when to study. It embraces students learning autonomy that students are given freedom to regulate their learning. A positive response was also said by student 2.

*"Learning speaking through that website can help me to choose several examples of this material. The examples do not only one but there are some choices from short expressions to long expressions."*

Student 5 underlines that:

*"I have so many options what content of study I can choose and study."*

Student 8 further describes that:

*"I can study anywhere and anytime."*

### English Proficiency

The interview was recorded as follows:

Student 3 mentioned that using the website can add insight in addition to the information provided in textbooks. She said:

*"I can get more new knowledge offered by the website than in the book."*

Student 4 told that through the website he can get new vocabulary and know how to pronounce all the words easily. He said:

*"This website helps me to pronounce the words well and I got a lot of new words from there."*

Student 7 express her admiration to the native speaker talking in the website:

*"I learn (listen) directly form native speakers."*

### Internet Quota

However, despite the positive effects that the students mentioned, they also said about the weakness of using the website.

Student 1 told that he needs an extra quota for downloading the voice from the website. He said:

*"I am happy with the website but it is needed an extra internet quota because the data downloaded were so big."*

This problem also happened to student 2. She cannot easily download the data when the signal is not stable. She needs to go outside of her house to get the file fully downloaded. She said:

*"I need a strong signal to download some available data."*

Therefore, based on the interview results, it can be concluded that besides the positive sides of using TalkEnglish.com regarding the feature and content offered on that website, however, having internet data and an internet connection are the main problems faced by students.

### Discussion

In terms of the results, the researchers examined five different aspects or themes related to how students view the website TalkEnglish.com regarding overall satisfaction, unlimited time usage, the ability to learn independently, improvement in English skills, and the need for a sufficient internet allowance: satisfaction, time limit free, learning autonomy, English proficiency, and internet quota.

In relation to students' satisfaction with using TalkEnglish.com, it was found that they were quite content, as they stated they were happy with the website and would recommend it to others. This aligns with the findings of Nugroho (2021) who posits that students' motivation in participating in supplementary digital language learning activities outside of the classroom can impact their level of involvement and enjoyment in the language learning process.

Next, the benefit of using TalkEnglish.com is related to the time-limit free. This finding confirms the assertion of Gilakjani & Sabouri (2016) that students can ensure comprehension of expressions on the learning site by repeatedly listening to the audio and repeating it. Web-based learning, as a technology, can be utilized for instruction and acquisition through direct internet-based interactions between teacher and student or without face-to-face interactions, as it is accessible from any location at any time and offers a wide range of resources. Online sites require adequate supporting technology. Dealing with online learning requires the use of digital platform and device technology, including computers, mobile phones, data plans, and internet connection (Ilmiani et al., 2021). It has to do with the accessibility of computers and Internet connections, allowing for the use of websites for online learning (Fitri & Adnan, 2021). It has to do with the accessibility of computers and Internet connections, allowing for the use of websites for online learning

Third, TalkEnglish.com also supports students' learning autonomy. Based on the feedback and observations from teachers and students, it is clear that they hold a positive

view on the utilization of a website for spoken job interview preparation. The website's accessibility allows students to study at their own convenience, and review topics and improve their speaking skills without the need for in-person meetings with the instructor. The significance of the internet in education is widely recognized, and it can be argued that websites provide access to a wider range of information resources than traditional methods such as textbooks (Khalaf, 2018).

Fourth, TalkEnglish.com helps students improve their English skills. This trend has shifted with the arrival of the digital era of free resource sharing and collaboration, which has made more interactive and free web-based tools and resources available. Prior to the incorporation of technology in the classroom, most teachers relied solely on published materials or textbooks to guide their teaching and learning (Isnawati, 2017). Zakaria et al. (Zakaria et al., 2019) said speaking ability is necessary for communicating knowledge or information from one individual to another. Therefore, people need to talk clearly so that the listeners may comprehend all of the information being conveyed. Speaking performance refers to a student's ability to deliver accurate and fluent spoken words (Firman, 2012). Speaking accuracy refers to how closely the language generated adheres to target language rules, such as proper pronunciation, vocabulary, and grammar (Wang, 2014). Students can also use the website to improve their vocabulary and pronunciation. It is supported by the study conducted by Sintia and Saftari (2021) which highlights the advantages of utilizing audio-visuals from the website for pronunciation instruction. Such utilization leads to increased engagement and enthusiasm among students, as well as an improvement in confidence and enjoyment during class. Additionally, the students are provided with ample practice opportunities and are less likely to experience boredom in the classroom setting.

However, the signal problem and quota are the problems that mostly happened in the teaching and learning process through the internet (Suryana et al., 2020). Even though online resources are typically free and are accessible anywhere and at any time is just one benefit (Jarvis & Szymczyk, 2009), those problems are the challenges for the teacher to find problem-solving. Teachers must be thoughtful, open, inventive, and change-adaptive in response to the difficulties they face (Atmojo & Nugroho, 2020), particularly in making students ready for new pedagogical instruction (Mutiaraningrum & Nugroho, 2021).

Given the clear potential of web-based learning, it has been keen to combine traditional language courses with web-based learning to better meet the needs of students. his integration would shift the focus of the web-based resource from teacher-centered instruction to student-centered learning, thereby enhancing their motivation to engage in English conversation practice.

## Conclusion

The results of the study suggest that students hold a positive view towards the utilization of the website, TalkEnglish.com, as a supplementary tool for learning English, particularly in the realm of spoken job interviews. The study revealed that TalkEnglish.com is advantageous for students of English for Specific Purposes (ESP) as it simulates real-world scenarios, such as job interviews, which can aid in preparing students for their future careers. The website was found to be effective in augmenting students' pronunciation skills pertaining to this specific topic, and its accessibility allows for flexible, self-paced study and review. However, some participants reported facing obstacles such as limited internet connectivity and equipment-related issues while using the website. Thus, it is imperative to pay attention to students' preparation before the use of web-based media in learning English. Future studies are expected to dig further into ideal learning situations that might optimize students' comprehension of speaking English.



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