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The Use of an Online Learning Site (www.talkenglish.com) in Teaching Speaking for First Grade of Junior High School Students

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Article History	Abstract
	This paper is aimed to introduce and describe how online learning by using the website www.talkenglish.com improves student's speaking skills. Speaking is difficult to be taught because of some factors (Jaelani and Zabidi,2020): lack of student's interest, lack of vocabulary, hard to focus, lack of confidence, anxiety, and fear. Considering these problems, teachers need to apply a technique in the teaching and learning process. Talk English is a website that helps people to improve their English easily. This website provides theories and practice for students in English. It relates to the availability of computers and Internet connections, using websites as online learning is possible to be done. There are 3 stages in teaching: pre-teaching activity, whilst-teaching activity, and post-teaching activity. Talk English is used in whilst-teaching activities to help students with their pronunciation. In addition, this website helps students to get the correct pronunciation of English.

INTRODUCTION

Speaking is one of the four basic language skills: listening, speaking, reading, and writing. Based on Jaelani and Zabidi (2020) speaking is difficult to be taught because of some factors; lack of student's interest, lack of vocabulary, hard to focus, a lack of confidence, anxiety, and fear. Their data shows that most research participants experience difficulties such as lack of confidence and skill of grammar and pronunciation. It is in line with the writer's experience in teaching English.

According to the writer's experience in teaching English in junior high school, students dislike speaking English because of some reasons. *First*, they are not interested in English. Since the students are new to the subject, they do not have the background knowledge about what English is about. *Second*, the different pronunciations between Indonesian alphabets and English alphabets also make the students confuse. *Third*, the students are pessimists in speaking their ideas. They are afraid that their wrong

pronunciation so that the teacher will correct their pronunciation directly. This action will make them afraid to speak more in their class, meanwhile, they need to speak a lot to promote better speaking. Because of these reasons, the teacher needs to use a technique that can help the students to overcome the problems to make the student able to speak English incorrect pronunciation.

Regarding the need for technology in teaching speaking, especially in helping the students' pronunciation, the writer suggests using the website of talk.english.com to promote students' pronunciation using English. This website provides theories and practices for students to speak English. Thus, www.talkenglish.com can be applied to first-year students of junior high school in learning speaking.

REVIEW OF LITERATED LITERATURE
1. Concept of Speaking
Speaking becomes an important aspect in our daily activity where the ability is much needed to make between speaker and listener can understand and comprehend what they want to say. In countries where English is neither the first nor the second language, mastering speaking English is not easy for students because speaking as a foreign language and the students must be active to speak in front of the class.

There are several opinions about the definition of speaking proposed by some experts. Florez (1991) defines speaking as a process that constructs interactive meaning that involves producing, receiving, and processing information. Bailey (2005) adds that speaking is aimed to convey meaning by producing systematic verbal utterances. Some experts define that speaking includes a productive skill or sometimes called oral skill which is expected to reproduce language form provided by the teacher or some aural model (Savignon in Bailey (2005), Nunan (2015), Rao (2019)). Their further explanation about speaking is when students produce sentences on their own and they have to practice and learn many things about grammar, vocabulary, and structure of language. Harmer (2007) defines that speaking as the ability to speak fluently and presupposition not only language features but also the ability of processing information.

From the explanation above, it can be concluded that speaking is a skill that can be categorized as an active, productive, or oral skill conveying meaning by producing an utterance to listeners. This skill needs an improved way to encourage them to speak English.

2. Types of Speaking
Brown (2007) divides speaking into two categories: interpersonal (sometimes referred to as interactional) and transactional dialogue. Interpersonal carry out mostly for maintaining social relationships rather than transmitting the fact of information. Interpersonal dialogue can be such as the daily conversation about the daily topics talked. For instance, greeting, leave-taking, thanking people, asking and offering help, etc. Based on the examples mentioned show that the dialogue maintains the relationship between speaker and listeners. The talked topic happens about daily life. While in transactional dialogue mostly carry out for exchanging, transmitting, or conveying specific information. For instance, two people talk about the current issue which becomes a trending topic. While they are talking about the issue, coincidentally, they exchange information and share knowledge.

Similar to Brown, Nunan in Brown (2001) writes 2 types of speaking as follow:

a) Monologue

He states that a monologue is the speaking where a speaker uses a spoken language for any length of time, such as in speeches, lectures, news broadcasts, then the listeners have to process the information without interruption and the speech will go on whether or not the listeners comprehend what the speaker means.

b) Dialogue

Nunan says that dialogue is speaking involving two or more speakers. The interruption may happen during the conversation when the interlocutor does not comprehend what the speaker says.

3. ICT (Using website of www.talkenglish.com)

The use of technology in the classroom is becoming important because it eases the teacher in the teaching process that can encourage students to speak English bravely. Using technology in English language teaching also becomes a natural part of teaching (Dudeney & Hockley, 2007).

The kind of ICT that the teacher uses in this point is using a website named www.talkenglish.com. Based on its official site, facebook.com, the learning site was established by a company in 2005. This site is an online education provider focusing on speaking and listening in English. This offers about 1000 English lessons and 10.000 audio files for free worldwide. On this site, they also offer products that contain various topics; travel, business, regular, interview, etc.
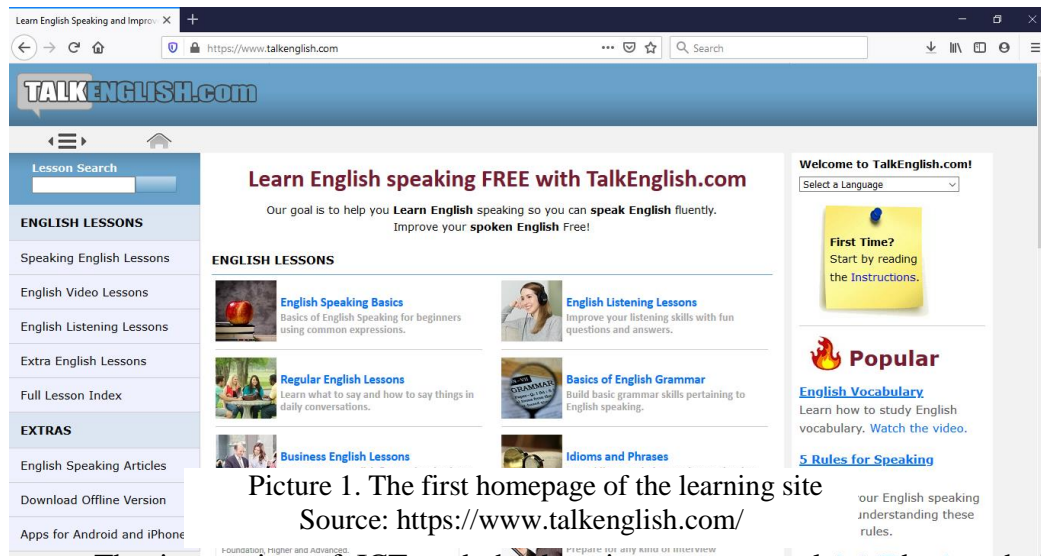
Picture 1. The first homepage of the learning site
Source: https://www.talkenglish.com/

The integration of ICT and the learning process makes a better chance for students in language learning. Padurean & Margan (2009) claims:

The application of ICT gives more opportunities for communication between peer learners: they can exchange information in real-time, they can participate in blog discussions, work in teams on different projects, exchange emails, search for information, etc. By using the authentic material provided by the Internet, we will have a better insight into the culture of the country and the people whose language we study.

In their study, Padurean & Margan (2009) found that the teacher prefers to use a computer because it makes the classroom more vivid and pleasant. They use a computer

in the teaching and learning process. Using a learning site means the teacher uses a computer in it, it can be called a tool. It refers to the usage of a computer as a vehicle to transfer the material to students by doing drilling and practicing (Padurean & Margan, 2009). Students, then, feel the ease that encourages them to be actively involved. Students may use computers in the laboratory that give students many benefits things. They can use computers as an instrument to understand and use language through spelling and grammar checkers, desktop editing programs.

DISCUSSION

1. The Preparation of Teaching Speaking by Implementing the Learning Site

Because of using a learning site, the teacher must prepare computers and a projector to support the learning site running well. In this case, the teacher might use a computer lab to do the teaching process and internet access that connect to each computer. The teacher has to make sure that computers are in good condition because this teaching process will involve every single aspect. If those things are prepared, the teacher is ready to teach.

2. Teaching Activity

a. Pre-teaching Activity

In this stage, the teacher will prepare students to learn physically and mentally and make sure they are ready to learn. First, the teacher needs to greet them as the opening to build a small conversation. The teacher can say "good morning students". Then, s/he asks student's feelings to build relationships emotionally. It is very crucial because students need the best situation to start learning. The teacher can ask "how are you?". Sometimes the questions can be "what did you do yesterday?" then students spontaneously speak up with their ideas. This will be interesting because teachers unconsciously will be encouraged to listen to their stories.

After the teacher asks the student's feelings, the teacher may ask students to pray together. The next is checking students' attendance and this is optional. The teacher, in this stage, needs to do a warm-up activity. It could be asking and answering the previous materials and checking students' comprehension of the previous material. The last is the teacher will explain what they are going to learn and what objectives should be achieved at the end of the learning process. This step should not be forgotten by the teacher because students should know what they are going to achieve as outcomes.

b. Whilst-teaching Activity

In this part of teaching, the teacher begins to introduce the lesson. Nowadays, the teacher will apply a lesson plan which is adapted from the 2013 curriculum. Since the teacher applies the 2013 curriculum, s/he uses a scientific approach as the learning style in teaching speaking. In a scientific approach, five sections that are applied in whilst-teaching are named as observing, questioning, exploring, associating, and communicating.

1. Observing

In the first step in the whilst-teaching, the teacher gives students instruction to do the observing. The teacher provides an opportunity for students to do observing to build students' knowledge about the related topic. The teacher can ask students to read their books for several minutes. The teacher also facilitates students with videos to gain

their attention. Students will see and listen to the video. At this point of warming up, students are first instructed to watch the video. They can build their hypothesis about today's topic by watching the video. After watching the video, the teacher will ask students some questions about the video. By asking the students to observe the video, the teacher can elicit the students' curiosity, imagination, and guessing to present the target language.

2. Questioning

The second step whilst teaching is questioning which encourages students to ask questions. After they watch the video, the teacher encourages them to ask some questions about information from the video that is not understood. The teacher should build their curiosity about the video. They may ask, for example, difficult words, the meaning of the conversation in the video or the book, the situation in the video or the book, its purpose, etc.

3. Exploring

At this step, students will find out all information about the topic in the textbook and videos given by the teacher. After they find out about them, the teacher begins to introduce the learning site that can help them in learning speaking. The teachers will guide them to use the website of www.talkenglish.com. The focus of this activity is to practice the students' pronunciation based on the Topic. The students will play the audio on the site several times and the teacher asks the students to repeat what they have heard to maintain good pronunciation.

4. Associating

It is time for students to create their dialogue from the expression given on the learning site. They are free to use the expression in the learning site as their expression or they can change some of the sentences based on their idea. Before they create their dialogue, the teacher and students will practice a very short dialogue using those expressions. The teacher instructs students to practice the dialogue in pairs and they have to make their dialogue that is free to choose the topic. After they create the dialogue, they have to practice it before it will be performed in front of the class.

5. Communicating

Communicating is the point that shows students' creativity. They will show their product to classmates in front of the class. When they can create their own, it means they understand the topic. They can use the language effectively and communicatively. These is called outcomes in the learning and teaching process.

c. Post-teaching activity

After they perform it in front of the class, the teacher comes in the post-teaching activity. The teacher will give appreciation to the students by giving a mark on their work. The teacher also may use an additional rubric to evaluate students in the learning process. In the post-teaching activity, the teacher, together with students, concludes today's lesson. The teacher does not forget to tell the score of their performance to appreciate their work.

3. Discussion

Using the learning site helps junior high students in speaking English especially in learning expression. The available features give the teacher solution to students' problems.

First, this learning site helps students to learn how to speak and how to pronounce because the learning site provides audio. Students can play the audio by themselves. They are free to listen to the audio several times to ensure the pronunciation of the expression.

Second, it helps the teacher in teaching. The learning site plays a role as the tool that bridges the students to understand the material. The teacher leads students to speak like a native speaker by using a drill. Students are easy to speak in English like a native because they use drilling in the process of learning.

We do believe that ICT can bring a better result in teaching and learning. It is supported by Dudeney & Hockley (2007) mentioning the reason for using ICT in language teaching as follows: (1) Nowadays, internet access can be accessed anywhere and anytime either in private homes or in the internet cafe. (2) Young learners are growing up with technology around them. Those are two of many reasons and it shows how ICT affects their learning process. That is why the teacher uses the learning site to help students in speaking English. Students are exactly interested when they use interesting media.

CONCLUSION AND SUGGESTIONS

Students have some obstacles in learning speaking such as lack of confidence, lack of vocabulary and they are afraid to speak in front of the classroom. Thus, using a learning site can help the teacher encourages students to overcome their problems in learning speaking. Using a learning site directly shows them how to speak and pronounce some words.

Using this learning site is done through pre-teaching, whilst-teaching, and post-teaching. Pre-teaching is the process that begins a warming up activity consisting of greeting, motivating, asking previous material, etc. Whilst-teaching activity is the process which begins to introduce the lesson and applies the learning site into the teaching. In the post-teaching activity, the teacher gives appreciation to the students and the teacher re-explains today's lesson in a brief to remind the lesson. Then, the teacher closes the teaching and learning activity.

Based on the discussion above, the writer suggests the teacher to use the learning site in teaching speaking to Junior High School students. The learning site gives ease for the teacher and the students. The students are excited about interesting media. It will encourage students' willingness to speak English. Students can easily repeat the audio and listen again to the audio for ensuring that they understand the expression in the learning site.

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