Using Technology as Learning Media to Enrich ESP Students' Speaking Skill for Indonesian Higher Education Students

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Abstract

For everyone, learning a new language is a really difficult undertaking. It's considerably more difficult to receive an education in a foreign tongue. It takes a lot of time to learn how to read, understand, speak, and write flawlessly in a language. ESL students who attempt to navigate this challenging experience while living abroad encounters numerous language and communication issues. This qualitative case study research project's main goal was to identify the educational technology tools that participants used to advance their language and communication abilities. This study is based on the research question: "To what extent do Indonesian higher education students use technology on their own, outside of the framework of ESP class, to develop English language and communication skills?. The findings of this study imply that students use technology in their daily life for a variety of functions, particularly for their education. The use of educational technology tools is also considered as assisting teachers and students in becoming more successful, effective, and useful individuals in their daily lives. As conclusion that using technology as learning media can enrich ESP students' speaking skill for Indonesian higher education students.

Keywords: Educational Technology, ESP, Media, Speaking Skill

INTRODUCTION

Around the world, many English teachers are asked to instruct English in settings that are work- or career-related. This method is frequently the most motivating and successful when English students are adults with a shared professional interest in learning the language. All English for Specific Purposes programs share the trait of being created for students who share a professional or employment-related reason for learning English, a context in which to use English, subject-matter content knowledge, and well-developed learning strategies (Grudeva, & Golovanova, 2015). English has developed into one of the common languages that people use to communicate with one another in this age of internationalization and globalization (Maria, et al., 2022). Thus, it has become more crucial than ever for academics and educators working in the field of English language education to develop strategies for advancing and improving the efficacy of English teaching and learning (Shih, 2010; Sasabone, et al., 2021).

English is a crucial subject since it serves as a global language for communication between communities and individuals from all over the world (Sujarwo, et al, 2022). English is a language that is widely spoken both as a first and second language (Saputra, 2022). Four skills make up English: speaking, reading, writing, and listening (Wahyuddin, 2022). These four items will catch the attention of the audience. Of course, there are additional skills like pronunciation, grammar, vocabulary, and spelling that are essential for effective English communication (Sari, et al., 2022). As the world continues to globalize, technological growth also continues to advance. It affects a number of areas, including the field of education.

The most extensively used and spoken language in the world is generally agreed to be English (Yen & Mohamad, 2020). English as a second language (ESL) students go all over the world to learn the language because of the demands for and value of the English language in the contemporary global context (Ying, et al., 2021).

In the context of education, specifically, teachers can use it as instructional media to support students' English-language learning. Several key elements are what motivate the use of digital media in the educational process. First of all, it is proposed that this technology might be utilized as a substitute tool to motivate and introduce pupils to new learning opportunities. Teachers often need to put out a lot of work and come up with creative approaches to engage students in classroom communication and inspire them to practice speaking or writing in the target language. According to the writer's experiences instructing English for Specific Purpose (ESP).

In addition, there are two techniques to gauge the dynamics of English in the context of higher education: English for Academic Purposes (EAP) and English for Occupation (EOP). EOP is focused on professional or occupational interests, while EAP is based on scientific disciplines or study programs. As previously mentioned, both are included in the English for Specific Purposes (ESP) curriculum, one of the most well-liked academic learning approaches in higher education (Luo & Garner, 2017). ESP in this case is more inclined to learning language in context rather than problems of language rules (grammar) and language structure (Nur,

2018; Sasabone et al, 2021). ESP continues to evolve as the profession of ESP comes a long way (Widodo, 2016; Yuriatson et al, 2022; Sasabone et al, 2022), because the requirements for the professional and academic arenas vary depending on the scenario. The same viewpoints on ESP's worth that the Albanian government first advanced: It is obvious that it is tough to understand English and use English for specific purposes. One could argue that ESP is becoming more well-known in Albania (Beshaj, 2015).

In the twenty-first century, technology is pervasive. Particularly the younger generation is becoming accustomed to and growing up with technology. Computer technologies have fundamentally altered how people access information, do study, and interact with others globally (Nurhikmah, et al., 2022). To be able to capture the kids' attention and interests, schools and teachers must be mindful of increasing their technology tools and talents. Technology in the classroom also increases the effectiveness of the lesson. There are numerous technological tools that can be employed in ESL lessons to enhance the English and technological proficiency of international students (Kasapoglu, 2010).

Internet and information technology have recently advanced, making them broadly accessible for use in language learning and teaching. Alternatives to conventional face-to-face teaching and learning have been added to both online and e-learning activities. In addition, a lot of e-learning research has focused on developing e-content, building e-learning systems, and incorporating technology to enhance learning.

Some previous studies stated that social media use as a platform for ESP training had a positive effect, especially as a highly desired communication channel, a tool for boosting student engagement and motivation, and a collaborative tool (Sukmawati, et al., 2023). It is used to improve English instruction and deepen teachers' understanding of English for Specific Purposes (ESP). Support and understanding of problem-solving techniques are also necessary for the application of English for Specific Purposes in English training (Hamidah & Yanurmawan, 2019). In addition, including social media and videoconferencing capabilities is essential in removing learners' barriers to speaking the target language amid the pandemic (Ying, et al., 2021).

Based on some previous research results above can be seen English teaching and learning in Institut Agama Islam Darud Da'wah Wal Irsyad, Polewali Mandar where the English language teaching process is required to be communicative and functional, and English teachers/lecturers are expected to instill reading skills in English as a foreign language in Institut Agama Islam Darud Da'wah Wal Irsyad, Polewali Mandar students. They are expected to acquire English skills that are applicable to employment possibilities in both Indonesia and the global marketplace.

This study aimed to analyze the application of technology as an educational media improve the students' speaking for PAUD students in ESP instruction of Institut Agama Islam Darud Da'wah Wal Irsyad, Polewali Mandar.

METHOD

This study made used qualitative research. Student involvement in community activities faces numerous challenges. Once they are familiar with the content, they are asked to read some passages while making audio recordings of each other. In addition to test documentation recorded, the researchers also recorded student learning outcomes by using Interview. The subject of this study was the PAUD students in ESP instruction of Institut Agama Islam Darud Da'wah Wal Irsyad, Polewali Mandar.

Researchers in this study also take on the roles of practitioners implementing interim planning collaborators, who watch the researchers' performance and students' development as they learn how to teach. Emphasis was placed on observation of the researcher's speaking class, including the process of recording student replies and the development of the speaking skill process in the ESP class in applying technology as an educational media improve students' speaking for PAUD students in ESP instruction of Institut Agama Islam Darud Da'wah Wal Irsyad, Polewali Mandar

RESULT AND DISCUSSION

In this section, the students' speaking test is analyzed with a view to knowing the progress of students' learning after applying speaking as a process approach in teaching. By comparing the results of the academic speaking test taken before and after technology education as media was implemented, we looked at how well EFL students speak.

According to the survey results and the students' own reflections, what the students liked best about the speaking course was that the educational technology tools approach in ESP class was interesting, fun, flexible to use, and easy to adjust, modify, or review as many times as they wanted. They were also able to comprehend the strengths and limitations of others' and their own public speaking abilities thanks to this technique using educational technology tools. The opportunity to overcome stage fright was just one reason why students said they liked the educational technology tools learning approach. It also increased their motivation to learn and their ability to work cooperatively with peers, and it improved their performance through the aforementioned elements of review and commentary.

Moreover, the majority of ESP students had favorable perceptions of web usage. They thought the speaking portion of the internet broadcast was entertaining and fascinating. They acknowledged that this type of speaking engagement differs from past courses that forced students to compose papers with no spoken output, which made students bored.

The teaching and learning process has already been moved into the virtual realm throughout the digital era. The English lecturer and teacher should stay current on the rapidly advancing technology and should improve their digital literacy in order to meet the need. The study's findings support the notion that using podcasts as a

learning medium will enable the integration of technology into speaking activities in online classrooms.

Some relevant research results stated that Utilizing educational technology tools can assist students and teachers alike become more successful, effective, and practical individuals in everyday activities (Kasapoglu, 2010). The findings of this study can help explain how technology can be used to improve speaking abilities. The study thus affirms the contribution of multimedia and technical tools to improving language skill (Alghazali, & Patra, 2022). Students' speaking abilities are enhanced via vlogging, which also increases their enthusiasm and confidence. However, teachers must allot sufficient time for pupils to finish a vlog and offer assistance while they are making one (Chen, & Hashim, 2022). An understanding of the potential in using online podcast as a speaking activity in English online classroom has been provided by having enjoyable and engaging learning processes, increasing learning motivation, developing creativity skills, and improving public speaking skills (Nova, 2022).

Many students and some educators could believe that utilizing and integrating technological technologies may be illegal both inside and outside of the classroom and will harm students' ability to learn. Students may freely participate in conversations led by their teachers if they have the chance to use this program and view explanations from their teachers as well as comments and queries from their peers. This encourages kids to learn a lot of information about numerous topics from a variety of sources in order to demonstrate that they are good students and possess in-depth knowledge of the discussion topic.

The speaking course usage of educational technology tools has the benefit of providing students with a variety of opportunities and means of honing their speaking abilities, including grammar, pronunciation, posture, gestures, facial expressions, eye contact, video recording techniques, and computer media applications. On the other side, using educational technology tools for learning may have drawbacks, such as the possibility of students' speaking abilities being impacted by their familiarity with computer media apps. Additionally, as mentioned by students in the interview, the quality of the videos could be impacted by their computer, HP, software, and other relevant equipment, which would then have an impact on their interest in, motivation for, and performance during speaking.

As a result, their knowledge of a subject may be more in-depth and superior than knowledge gained through face-to-face instruction. Another argument is that certain students might select different forms of participation based on their skills, personalities, and knowledge. For instance, they could send written, audio, or video messages. This will encourage them to read more about different issues and will make them more engaged in the conversation. To encourage, unwind, and have fun while studying is the goal. Students could find the teacher's explanation as beneficial as their own blunders for greater specificity. This error can cause that they think deeply and are free to correct it. Then applying technology as an

educational media can improve students' speaking for PAUD students in ESP instruction of Institut Agama Islam Darud Da'wah Wal Irsyad, Polewali Mandar.

CONCLUSION AND RECOMMENDATION

Students learning English as a second language (ESL) believe that using technology, particularly educational technology tools, helps them to develop their language and communication abilities. They practice speaking English and learn more about speaking technique using technology tools both inside and outside of the classroom. In their interviews, they all concurred that adopting technology to learn a new language and culture has significant advantages. In their interviews, ESL students described several technology tools that helped them practice their English and develop certain skills.

As recommendation for future researchers to continue the current investigation, to fully explore the viewpoints of the ESP students, next research might include a variety of podcast themes.

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