

Teaching Speaking Skills using Sensay Web to Require Personal Response

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Abstract

Using artificial intelligence in language teaching has opened up new ways to enhance speaking lessons through engaging online tools. This study looks at how Sensay Web is used as a tool with AI to help teach speaking skills by having students respond personally. A descriptive qualitative method was used, which included ten students from the English Education Study Program at Universitas Nias. Data was gathered by observing, writing down notes, looking at the materials created by participants, and using questionnaires to assess their understanding during a training session on how to use Sensay Web for teaching speaking skills. The results show that the participants were able to create speaking activities, handle digital learning resources, and design personal response tasks using Sensay Web. Participants also showed more confidence in using educational technology to help teach speaking skills. Even though there were some technical problems like trouble logging in, issues with microphone permissions, and finding your way around the platform, these problems were fixed with help from guided practice and support from the facilitator. The study finds that Sensay Web offers a good AI-based setting for teaching speaking skills. It helps learners by making them more involved, encouraging them to learn on their own, and allowing them to practice real communication through personal and meaningful responses.

Keywords: Artificial Intelligence; Digital Learning; English Language Teaching; Personal Response; Speaking Skills

1. Introduction

The fast development of artificial intelligence has greatly changed how education is taught in many different subjects, especially in language learning. AI tools have allowed teachers to offer more flexible and student-focused lessons by using smart tutoring systems, automatic feedback tools, and learning platforms that adjust to each student's needs. These changes have created more chances for students to learn on their own outside of regular classroom settings. AI-powered technologies offer new ways for learners to have personalized, interactive, and self-directed learning experiences. In recent years, schools and colleges have started using more AI-powered tools in their teaching and learning activities to make learning better, easier for everyone, and more interesting for students [1].

In English language classes, speaking is often the hardest skill for people learning English as a foreign language to master. Speaking means that learners have to handle several language skills at the same time, like how words sound, the words they know, the rules of the language, how smoothly they talk, and how well they interact with others, all while talking in the moment. Many students have a hard time improving their speaking skills because they don't get enough real-life practice, they feel nervous when talking, and they don't receive enough help or comments on their speaking during lessons [2]. In many English language learning situations, students mainly learn English in the classroom, which means they don't get much chance to use their speaking skills in real-life situations. As a result, learners usually feel unsure when speaking their thoughts aloud and might struggle to keep conversations flowing smoothly. New advances in AI-powered language learning have created helpful tools that help with speaking skills by offering conversation practice and instant feedback. Research shows that using AI in learning settings can help people speak better, make them more willing to talk, and build their confidence when using English. [3].

One new platform that helps with learning through communication is Sensay Web. The platform allows learners to take part in speaking exercises that are fun and interactive, design their own learning paths, and improve their communication skills by giving and receiving meaningful answers. Sensay Web helps learners create real language from their own experiences and opinions, rather than just memorizing what to say like traditional speaking exercises do.

Personal response activities are important in communicative language teaching because they help students share their ideas, opinions, life experiences, and thoughts in their own words. These activities help students engage more and give them chances to communicate in a real way. When students share their own thoughts and feelings about a subject, their language use feels more real, meaningful, and connected

to their everyday lives. Even though more people are interested in using AI to help with language learning, there isn't much research on how to use Sensay Web for teaching speaking skills. This study looks into how using Sensay Web can help teach speaking skills to English Education students at Universitas Nias, specifically through personal response activities. Many studies have looked into how well AI-powered language learning tools work, but most of the past research has been on things like automatic feedback, chatbots, and speech analysis tools. Not much focus has been placed on using Sensay Web as a tool to support personal response activities in speaking classes, especially when it comes to English Education students in Indonesia.

2. Literature Review

2.1. Artificial intelligence in language learning

According to [4] Artificial intelligence is about computer systems that can do things that usually need a human's intelligence, like learning from experience, thinking through problems, solving issues, and understanding and using language. In schools and other learning places, AI is being used more and more to create learning environments that change with what students need, give automatic feedback, and offer customized teaching. [5] AI tools in higher education help students stay more involved, make learning easier for everyone, and offer personalized learning paths tailored to each student's needs. New research shows that using AI to help with language learning can help people improve their speaking skills. It does this by offering learners more chances to practice, getting personalized feedback, and having a learning experience that fits their needs [1] AI tools help students take control of their learning and stay motivated because they can practice on their own without worrying about being judged by others right away.

The increasing use of AI-based chat systems has also changed how people learn languages [6]. It was reported that chatbots can give learners chances to practice language continuously, interact right away, and get more involved in language learning tasks. Additionally, studies have found that using AI in speaking practice helps EFL learners become more fluent, speak more clearly, expand their vocabulary, and feel more confident about communicating [3]. Having access to AI-powered tools lets learners get quick feedback and track their own progress. These features help create more tailored learning experiences and motivate students to keep practicing the language both in class and at home.

2.2. Teaching speaking skills

Speaking is a useful language skill that helps learners express their thoughts, emotions, views, and facts by talking with others. According to [7] Speaking instructions should aim to improve how well people can communicate rather than just focusing on getting the grammar right. [8] The person says that good speaking lessons should help students use language in real conversations instead of just focusing on getting grammar right. Communicative activities help learners become more fluent, confident, and better at using strategies when they interact with others in real-life situations. Students should have chances to take part in real conversations where they use language to communicate effectively. [7] It also says that good speaking lessons should help students become more fluent, communicate better with others, understand each other clearly, and feel more confident in their speaking skills. So, classroom activities should help learners share their own thoughts and experiences by using real communication.

A good speaking performance needs learners to improve their knowledge of grammar, understanding of how conversations work, ability to use language appropriately in different social situations, and skills to handle communication challenges. These skills help each other to make communication work well. So, teaching how to speak shouldn't just be about grammar and words, but also about knowing when and how to use language in different situations and for different reasons. Therefore, speaking activities should give learners chances to use language in real and meaningful situations.

2.3. Personal response activities

Personal response activities ask learners to create answers from their own experiences, feelings, thoughts, and what they have thought about [7]. Communicative activities are more meaningful when learners share their own ideas instead of just repeating language they have memorized. Personal response activities are closely linked to learner-centered methods because they let students share their own experiences and views through real communication. These activities help learners understand and use language in a real way, making it easier for them to communicate effectively. By responding personally, learners link what they are learning with their own experiences in life [8].

These activities help learners become more involved, interested, fluent, and confident because they talk using real, personal ideas. When students talk about things that matter to them personally, they usually get more involved in class activities. Personal response activities help students build critical thinking skills as they practice sharing their thoughts in the language they're learning. Using AI-powered tools along with personal response exercises offers new chances for real conversations. This lets students speak on their own and get instant responses and guidance right away. AI-powered platforms can help make learning feel less stressful, so students feel more at ease when sharing their thoughts. These kinds of settings can make learners more ready to talk and help them practice speaking more often.

3. Research Method

This study used a descriptive qualitative approach to examine how Sensay Web was used in teaching speaking skills through personal response activities. A qualitative method was chosen because the study aimed to learn about participants' experiences and closely examine how the process was carried out, instead of focusing on statistical results. The method let the researchers collect detailed information about how participants were involved, what they thought, what they learned, and how they reacted during the training program as it happened in a real, everyday setting.

3.1. Participants

The study included ten students who were part of the English Education Study Program at Universitas Nias. The group included nine students in their fourth semester and one student in their eighth semester. All the people who took part in the training program did so on their own choice. The program was called *"Training on Using Sen Say Web for Teaching Speaking Skills."*

3.2. Research instruments

Several tools were used to gather information, such as observation forms, written records, items created by participants, and survey questions for assessment. Observation sheets were used to track how participants engaged and interacted during the training sessions. The documentation included pictures and records of the learning activities. Participant products included speaking activities and personal response tasks that were created using Sensay Web. Questionnaires were given out to collect feedback from participants about how useful and effective the platform was.

3.3. Data collection procedures

The training program took place in different steps. At first, the participants learned about the theory behind teaching speaking skills, how to teach language in a communicative way, and the part that artificial intelligence plays in language learning. After that, demonstrations were given to help the participants get used to the features of Sen Say Web. Participants then took part in practical workshops where they worked on making speaking activities, creating tasks for personal responses, and handling digital learning materials. At the end, there were meetings where people shared their thoughts and reflected on what they learned and how they felt about the experience.

3.4. Data analysis

The data that was gathered was looked at using the methods for analyzing qualitative data suggested in [9], which involve reducing the data, organizing it in a way that makes sense, understanding what it means, and then coming up with final results. These procedures helped the researchers find repeated patterns connected to what participants went through, the difficulties they faced, and the successes they achieved while using Sen say Web.

4. Results and Discussion

4.1. Participant characteristics

The training included ten participants who were part of the English Education Study Program at Universitas Nias. Most people showed average knowledge of using digital tools and had used online learning websites before. However, many people said they weren't very familiar with educational tools that use artificial intelligence.

Table 1. Participant characteristics

Characteristics	Description
Total participants	10 students
Institution	Universitas Nias
Study Program	English Education
Fourth-semester students	9
Eighth-semester students	1

The group mostly consisted of undergraduate students who were planning to become English teachers in the future. So, being exposed to new educational technologies like Sensay Web was really important for their professional growth.

4.2. Training implementation

The training taught participants about both the theory and hands-on parts of teaching speaking using technology that supports artificial intelligence. Participants were shown how to make speaking activities, use speaking templates, create their own response tasks, and handle digital learning materials using Sensay Web. The approach used a mix of lectures, hands-on shows, practice sessions, guided exercises, and group talks. This mix let participants use the new knowledge right away in real learning scenarios. During the training, everyone was asked to try out the different tools on the platform and talk about what they found with other people. This teamwork setting helped people share information and made them more involved in the activities.



Fig. 1. Introduction session about how to use Sen say Web for teaching speaking skills.

Combining hands-on activities with explanations of theories helped participants better understand how to use AI tools effectively in teaching English. The results back up earlier research that shows AI tools can make language learning better by offering students more engaging and tailored ways to learn [1]. Using AI-based tools in this training aligns with UNESCO's recommendations on generative AI in education. These guidelines stress the value of using AI to help students learn actively, be creative, and stay involved, all while making sure the teaching methods remain effective [10].

4.3. Challenges encountered during training

Several challenges emerged during the implementation process. Most participants handled the platform well, but sometimes technical problems got in the way of their learning.

Table 2. Challenges encountered during training

No	Challenge
1	Login difficulties
2	Email verification issues
3	Microphone permission errors
4	Platform navigation problems
5	Limited platform familiarity

Some participants experienced difficulties during account registration and login procedures. Others encountered microphone permission issues that temporarily limited speaking practice activities. In addition, several participants required additional assistance to navigate the platform's features effectively. Despite these challenges, facilitator support and peer collaboration helped participants overcome the technical barriers encountered during the training.



Fig. 2. Participants engaged in hands-on speaking practice using Sen say Web

The challenges found in this study match what earlier research has shown, which is that using technology in schools usually needs proper training, support, and people getting used to it [1]. In past studies, similar problems have been seen with AI tools in education. [11] found that users often face technical issues, have trouble adjusting to these tools, and worry about how well AI can fit into teaching and learning environments.

4.4. Participant achievements

The results showed that the participants were able to finish different learning activities and showed good progress in their learning.

Table 3. Participant achievements after training

Achievement Indicator	Result
Create speaking activities	Achieved
Use speaking templates	Achieved
Conduct conversation practice	Achieved
Design personal response tasks	Achieved
Share learning products	Achieved

Participants were able to create speaking exercises with Sensay Web and made their own response activities that helped people communicate in a meaningful way. The observation data showed that participants grew more comfortable with using technology in language teaching. Many participants felt more confident using AI tools and had a positive view about using these technologies in their teaching in the future. They also found that these tools helped them do their activities more efficiently. They showed they could create speaking activities that use technology, which helped students interact with each other and express their own ideas.



Fig. 3. Participants and facilitators at the end of the Sensay Web training program session

The reflection session showed that the participants thought Sensay Web is a helpful platform for improving student engagement and helping with independent speaking practice. Many participants showed interest in trying out similar activities in their future teaching practice sessions. The good results from this study match what [12], found, which showed that using AI chatbots can make learners more motivated and help them improve their speaking skills in English by giving them lots of chances to practice talking.

4.5. Discussion

The results show that Sensay Web can be a good tool for teaching speaking skills by using activities where students respond personally. The platform allows learners to practice real communication by sharing their views, stories, and thoughts from their own point of view. This result matches what [3], Some people said that when learners interact with AI, it helps them feel more willing to speak and improves their speaking skills. The findings also support [7], who highlights that speaking skills improve better when learners communicate in real situations and share their own thoughts through real interactions. This result matches [8], as well, who believes that effective language learning happens when learners use the language for real communication instead of just focusing on grammar and structure. The findings also back up [5], who stress that artificial intelligence should be seen as a helpful tool that supports education and improves learning, not as something that replaces teachers. Good results come from proper lesson planning and support from teachers. Educators still play a key role in creating learning experiences, keeping track of how students are doing, and making sure that technology is used in a helpful way. So, to make AI-powered learning work well, you need to find a good balance between using new technology and providing good teaching support.

Also, including personal response activities helped participants go beyond just recalling language and instead communicate in a more meaningful way. This result backs up the ideas behind communicative language teaching, which focus on real-life conversation as an important part of learning a language. Another key result was that using Sensay Web helped participants become more on their own when handling speaking tasks. Learners could look at learning materials, work on speaking exercises, and use digital tools according to their own schedule through the platform. This flexibility helps learners take control of their own learning, which is seen as a key part of effective language learning when using technology. The study also shows how important it is to mix new technology with good teaching methods. Instead of taking the place of teachers, AI tools like Sensay Web work as helpful assistants in teaching. They make it easier for students to communicate and interact, and they help create learning experiences that are focused on the needs of each learner.

5. Conclusion

This study looked at how using Sensay Web helped English Education students at Universitas Nias improve their speaking abilities by doing personal response activities in class. The results showed that the platform worked well for teaching speaking by helping learners stay involved, supporting their ability to learn on their own, and creating real-life communication opportunities. Participants showed they could make speaking activities, use digital learning tools, and create tasks where they can give personal responses meaningfully. Even though

there were some technical problems during the process, the facilitators helped guide everyone, and by working together, the team was able to solve those issues.

The results show that Sensay Web has a lot of promise as a tool for teaching speaking skills, and it uses artificial intelligence to help with that. The platform also gave learners chances to practice speaking in a more interesting and focused way that puts the learner in the center. Letting people share their thoughts in their own way helped them feel surer about using English to talk to others. It is suggested that future studies should include more people and use numbers-based approaches to better understand how Sensay Web affects speaking skills. Future research could also look into how learners feel about AI-supported speaking lessons, how much their speaking skills improve, and the lasting effects of using AI in teaching speaking in various educational settings. These studies could help us better understand how well AI tools work for learning languages.

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