

TECHNOLOGY IN ESP CLASS: THE USE OF TELEGRAM APPLICATION IN TEACHING ENGLISH FOR ISLAMIC STUDY

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ABSTRACT

Teaching ESP on today students needs the application of technology. Hence, this study discusses about integrating technology in teaching English for Islamic study at University of Muhammadiyah Parepare by Using Telegram Application. The objective of this study is to measure whether the use of telegram application in integrating technology in ESP class has a significant difference on students' achievement and to investigate the students' perception about the use of telegram application in integrating technology in teaching English for Islamic study at University of Muhammadiyah Parepare. This study used mixed method which combine the quantitative and qualitative data. Based on the result of quantitative data analysis, it is indicated that the use of telegram application in integrating technology in teaching English for Islamic study not produce significant difference on students' achievement. It is proved by the result of comparing t-test value and t-table value. The t-test value (1.455) is not higher than t-table value (2.262). However, the result of qualitative data analysis shows that the use of telegram application in teaching English for Islamic study produce positive perception of students. It means that the use of telegram has the possitive effect in integrating technology in teaching English for Islamic study.

Keywords: ESP, Technology, Telegram Application, Islamic Study

ABSTRAK

Mengajarkan bahasa Inggris untuk tujuan khusus terhadap siswa saat ini memerlukan pengaplikasian teknologi. Oleh sebab itu, penelitian ini membahas tentang penerapan teknologi dalam pengajaran bahasa Inggris untuk jurusan Agama Islam di Universitas Muhammadiyah Parepare dengan menggunakan aplikasi telegram. Tujuan dari penelitian ini yaitu untuk mengukur apakah penggunaan aplikasi telegram dalam penerapan teknologi untuk pengajaran bahasa Inggris terhadap jurusan agama Islam memiliki perbedaan yang signifikan terhadap prestasi belajar siswa dan untuk mengetahui persepsi siswa mengenai penggunaan aplikasi telegram dalam penerapan teknologi terhadap pengajaran bahasa Inggris untuk jurusan agama Islam di Universitas Muhammadiyah Parepare. Penelitian ini menggunakan metode campuran yang menggabungkan data kuantitatif dan kualitatif. Berdasarkan hasil analisis data kuantitatif, diindikasikan bahwa penggunaan aplikasi telegram dalam penerapan teknologi terhadap pengajaran bahasa Inggris untuk jurusan agama Islam tidak menghasilkan perbedaan yang signifikan terhadap prestasi belajar siswa. Hal ini dibuktikan dengan hasil perbandingan antara nilai t-tes dan t-tabel. Nilai t-tes (1.455) tidak lebih tinggi dari nilai t-tabel (2.262). Namun demikian, hasil dari analisis data kualitatif menunjukkan bahwa penggunaan aplikasi telegram dalam pengajaran bahasa Inggris untuk jurusan agama Islam menghasilkan persepsi yang positif dari siswa. Hal ini bermakna bahwa penggunaan aplikasi telegram memiliki pengaruh yang positif terhadap penerapan teknologi dalam pengajaran bahasa Inggris untuk jurusan agama Islam.

Key Word: ESP, Teknologi, Aplikasi Telegram, Studi Islam

Introduction

Teaching English as lingua franca to the students of Islamic study has become a challenge for every English developer today (Syah, 2015). It is because Islamic study talking about religion while English about language. Instead, language and religion have a significant relationship among people (Rahimi,

2011). Teaching English for Islamic study is a challenge nowadays because not easy to collaborate them in one class simultaneously. However, students need to learn both. Because English teaching in Islamic study is specific (Melhim, 2013), therefore this study is about ESP (English for Specific Purposes).

English for Specific Purposes (ESP) refers to the teaching and learning of English as a second foreign language where the goal of the learners is to use English in a particular domain (Starfield, 2011). Regarding the concept of ESP, Alsharif and Shukri (2018) address three common features consisting the use of genuine and authentic materials, orientation to purposeful activities, and learning should be organized toward self-access. Those three features emphasize that ESP should be based on the students' needs. Thus, before the class begins teacher should understand what the learner needs to do in the target situation (target needs) and what the learner needs to do in order to learn (learning needs) (Water, 1987).

In addition, teaching ESP on today's students need the application of technology (Asmali, 2018). Nevertheless, based on the result of interview, the problem of this study is the lack of technology in teaching English for Islamic study. This causes a lack of student's motivation in learning process and causes the student's achievement in English is relatively low. Furthermore, the use of technology in language teaching and learning nowadays is dominant (Golshan, 2017). One form of technology that can support English teaching and learning process is a social media-based technology or also be referred as mobile learning, in this case, the application of telegram (Othman, 2016). Telegram is a mobile application that allows users to communicate with them using mobile gadget and computer (Queendarline, 2018). By considering some of its advantages, the application of telegram is used in this study to support the ESP teaching process for Islamic study of Muhammadiyah University of Parepare.

Method

This study used mixed method in which quantitative used for the objective data while qualitative is used to analyze subjective and relative data. Mixed method is one approach of research which use the procedure for conducting both qualitative and quantitative research in order to get better understanding about the research problem (Gay, et al, 2006). Similarly, Creswell (2009) defined mixed method as a research approach that employs the combination of quantitative and qualitative model. In this study, the researcher used quantitative model to find out whether there is a significant difference on student's achievement of Islamic study before and after being taught English using telegram application. Whereas, qualitative method was applied to find out the student's perception in integrating technology in teaching English for Islamic study at University of Muhammadiyah Parepare by using telegram application. The model of QUANT-QUAL mixed method design was chosen in order to obtain data. In this model, quantitative data are collected first and are more heavily weighted than qualitative data.

Result

A. Result of Quantitative Data

It has been mentioned that this study covered the fourth English skills includes listening, speaking, reading, and writing. Before classifying the students' scores, the percentage of scores is calculated using the formula that has been mentioned in the previous chapter. The percentage of scores in both pre-test and post-test is presented in the following table.

Tabel 1. The rate percentage of students' English skills in pre-test

No.	Classification	Score	Listening		Speaking		Reading		Writing	
			F	(%)	F	(%)	F	(%)	F	(%)

1	Very Good (A)	85 - 100	-	-	-	-	-	-	-	-
2	Good (B)	70 – 84	-	-	-	-	1	10%	2	20%
3	Fair (C)	55 – 69	-	-	-	-	2	20%	5	50%
4	Poor (D)	50 – 54	-	-	3	30%	-	-	3	30%
5	Very Poor (E)	0 – 49	10	100%	7	70%	7	70%	-	-
Total number of Sample			10	100%	10	100%	10	100%	10	100%

Related to the students' prior skills in English, the result of pre-test shows that all students were lack in listening skill and mostly but not all students were low in speaking and reading skill. Whereas the students' ability in writing skill was better than in other three skills. Overall, the ability of Islamic students' in mastering English was still very poor. In solving this problem, it is a task for university teacher to change his/her way in teaching English for Islamic study whether the media or even the method. Thus, the researcher applied the application of telegram in treatment in order to find out whether this application is useful for ESP class or not.

Tabel 2. The rate percentage of students' English skills in post-test

No.	Classification	Score	Listening		Speaking		Reading		Writing	
			F	(%)	F	(%)	F	(%)	F	(%)
1	Very Good (A)	85 - 100	-	-	-	-	3	30%	-	-
2	Good (B)	70 – 84	-	-	-	-	-	-	5	50%
3	Fair (C)	55 – 69	-	-	-	-	1	10%	5	50%
4	Poor (D)	50 – 54	2	20%	3	30%	1	10%	-	-
5	Very Poor (E)	0 – 49	8	80%	7	70%	5	50%	-	-
Total number of Sample			10	100%	10	100%	10	100%	10	100%

After applying the media of telegram in treatment, the next step of this study was administered the post-test. The percentage of students' score in post-test shows that there were slight differences on students' skill after being taught

by using telegram application. In pre-test, all member of participants categorized as very poor classification in listening skill while in post-test a little improvement does exist in which 2% of students' score were categorized as poor achievement. In speaking skill, the result of pre-test and post-test is still constant. Whereas in reading and writing test, the result of post-test is better than pre-test.

Tabel 3. Mean score and standard deviation of students' pre-test

Test	Mean Score	Standard Deviation
Listening	20.3	11.49
Speaking	3.47	11.83
Reading	51.5	12.72
Writing	63.5	9.26
Total score	47.3	7.51

The mean score of students' pre-test of all skills shows that the score of reading skill is higher than others. Writing skill is higher than speaking and listening skill. The speaking skill is the lowest. It means that students of Islamic studies were harder to mastering the speaking skill and easier in mastering the reading skill.

Tabel 4. Mean score and standard deviation of students' post-test

Test	Mean Score	Standard Deviation
Listening	27.9	15.68
Speaking	66.3	12.78

Reading	54.9	24.01
Writing	67	23
Total score	56.8	9.17

The table shows that the mean score of students speaking is higher than others while in post-test the speaking skill is the lowest.. It means that there is a better improvement of students' speaking ability before and after being taught by using telegram application. Based on the comparison in both of mean score of pre-test and post-test all English skills were improved. However, in order to find out whether the mean difference were statistically significant, the researcher then compare the t-test value and t-table value at the level of significance was 5% (0.05)., degree of freedom ($df = n1-1$). The result of calculation and the comparison is shown in the table below.

Tabel 5. The t-test value and t-table value of English skills

Test	t-test value	t-table value
Listening	0.946	2.262
Speaking	5.467	2.262
Reading	0.414	2.262
Writing	0.144	2.262
Total score	1.455	2.262

The previous table shows that t-test value in speaking test is higher than t-table value. Whereas for the other three skill, the t-table value is higher. It indicates that there is a significant difference on students' speaking achievement

after being taught ESP by integrating technology using telegram application. While in the listening skill, reading and writing skill, the significantly differences are not found.

B. Result of Qualitative Data

In this part, the researcher interpreted the data gained from questionnaire in order to know the students' perception about integrating technology in teaching English for Islamic studies. The statement of questionnaire set out the students' perception about the English teaching in Islamic studies and students' perception about the use of telegram application in teaching English. By applying the likert scale the result of questionnaire shows a positive perception of students. It indicates that the use of telegram application in integrating technology in ESP teaching is useful and has the positive effect.

Considering the result of quantitative data, interpreting the qualitative data should also be based on it. Although in quantitative data there is no significant difference on students' achievement in pre-test and post-test but it cannot be given a judgement that what the researcher applied in treatment is not useful. It may caused by the other factor including less time spent, students' attitude toward the test, etc. Therefore, questionnaire is needed n to support the data gained from quantitative analysis.

Discussion

A. Effect of telegram application toward the students' achievement in English skills

A.1. Listening skill

One of the aspect of English which is difficult to master is that the listening skill. Not excluded in teaching English for Islamic studies. In this study, the use of telegram application as the implementation of technology in ESP teaching can not improve the students' listening ability. According to Marcia (2014), the development of IT influenced LSP as result of the evolution of technology as a language learning tool. However, this opinion is not occur in this study especially in teaching listening skill.

Telegram application is a social media that can be used for teaching and learning facilities. In this terms, the researcher taught the listening skill by providing speech videos in the channel of telegram. Beside the class meeting, students can train their listening ability wherever they are by online. Unfortunately, the lack of students' awareness causes this to be difficult to apply. Most of students were just waiting for instructions from the teacher. Even, some others ignore although they have been instructed. It is the reason why this treatment is not running as well as it is expected.

A.2. Speaking skill

Other difficult skill in English teaching for Islamic study was the speaking skill. It is the productive skill which is need to practice. Alharbi (2015) stated that improving the speaking English proficiency for Islamic studies is a challenge. The lack of authentic situation outside the classroom is the biggest obstacle for practicing English communication skill in this field. Teaching English speaking skill using telegram is attractive enough. Telegram features including chat by typing or voice note were very helpful to train the students' speaking skill. In chatting activity, students were required to use English in both personal and group chats. However, sometimes students were stuck if they have opinion and do not know how to say it in English. By considering this lack, students are allowed to translate it on google translate first and it works. Hence, the students' speaking ability in post-test was improve significantly.

A.3. Reading skill

Integrating Islamic values and English reading comprehension is the concept of teaching reading skill in Islamic studies (Munir and Hartono, 2016). In this study, the researcher taught the reading comprehension by providing Islamic articles on telegram channel. As the result of listening skill, the lack of students' awareness was also the main factor caused the students' reading achievement still low. Sometimes, students will only reading when supervised by the teacher. If there was no supervision from the teacher, they ignored it. Besides, lack of vocabularies to understand the article was become the reason why they tend to be

unmotivated. Although, the researcher had provided them with several technique to understanding the the article but it was not work too much.

A.4. Writing skill

In Islamic study, writing skill is taught in order to produce likely text to be published in journal (Sajdi and Siddique, 2015). However, it is not easy thing. In this study, the researcher taught writing skill by providing several theme and it will be developed by ths tudents in at least a single pharagraf. Unfortunately, it was not work. The lack of vocabulary was mostly the cause of this gap. Although the dictionary was used, students still sometimes did not know what they want to write. Supposedly, the researcher provide special technique for teaching writing skill for example clustering technique. Accordingly, the process of mastering the writing skill will be more structured from word to sentence and sentence to paragraph.

B. Effect of telegram application in teaching English for Islamic studies based on students' perception

The finding of this study is that the use of telegram provide positive effect in teaching English for Islamic studies. At least three are three reasons are considered. First, the use of telegram application had influenced the English teaching process for Islamic studies. Queendarline (2018) defined telegram as recommended mobile application for student-centered asynchronous teaching method that use online learning resources to facilitate information sharing outside the constraints of time and place among a network people. It is proved by the improvement of speaking skill before and after being taught using telegram. Furthermore, the form of online teaching make this application can extend the learning process outside the classroom (Hussin, 2016). Accordingly, the learning process can running not only in the classroom but also wherever students are, as long as they have the internet connection.

Second, teaching English for Islamic studies by using telegram aplication is attractive. Telegram has many interesting features if used correctly by the teachers and students. Students can watching lots of instructional videos, listening

songs, or even playing games in telegram. This is one of the reason telegram is chosen to be applied in this study. Accordingly, students are expected to be motivated and enjoy the teaching and learning process.

Third, the use of telegram application is able to build a better communication between students and teacher. Features chats in telegram application allows students to ask question clearly as Ghaemi et al (2017) stated that telegram helps students to identify their difficulty areas for which they need help and support. Through this application, students can ask via group or via chat personal. In this respect, the students' confidence will be improve.

Conclusion

Considering the result of data analysis and discussion, the researcher conclude that integrating technology in teaching English for Islamic study by using telegram application produce no significant difference on student' achievement. However, it has the positive effects based on students' perception. It includes the influence of telegram application in teaching English for Islamic study, the attractiveness, the capability to extend the learning process outside the classroom, and the capability to build better communication between students and teacher. These consideration are correlated positively based on students' perception.

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