



Utilizing WhatsApp As An Educational Technology Tool In Improving Students' Speaking For ESP Instruction

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Abstract

This study is designed to develop a WhatsApp social media approach to improve students' speaking skills in English for Specific Purposes (ESP) instruction. This approach seems to stimulate students to be more involved in free speaking activities so that their speaking skills can improve and they become more being motivated. This study used Classroom Action Research (CAR) namely (1) planning, (2) actions, (3) observation, and (4) reflection. This research is focused on second semester students of in civil Engineering students so that the number of students is not much. This inspires them to focus more on researching and motivating the students themselves. With the success of Cycle II, voice note social media can be a millennial innovation for English teachers, both teachers and lecturers. It was conducted for about two cycles namely cycle I and cycle II. According to the results of speaking test, findings showed that the implementation English for Specific Purposes (ESP) in teaching had positive meaningful effect on improving students' speaking skill after being obtained test results both cycle I and cycle II in civil Engineering students of UKI Paulus Makassar. It can be concluded that utilizing WhatsApp as an educational technology tool improves students' speaking for ESP instruction in civil Engineering students of UKI Paulus Makassar.

Keywords: Educational Technology, ESP Instruction, Speaking Skill, WhatsApp



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INTRODUCTION

English is an important subject because of its function as a International language that used by community and people to communicate from various societies in the world (Sujarwo, et al, 2022). English is spoken by many people all over world, either

as a first or second language (Saputra, 2022). English has four skills, ranging from listening, speaking, reading and write. These four things will get the attention of the observers. Of course other skills like pronunciation, grammar, vocabulary and spelling everything play a role in effective English communication.

Along with the development of English as a global language, mastery of English has become a requirement for people in this world. To answer these global challenges, the Indonesian government has launched a continuous learning of English starting from elementary school education to College. In contrast to learning at the elementary school to high school level which refers to a national curriculum implemented by the government, language learning English as a general subject in higher education is more flexible. No policy which regulates the design of teaching English as a general subject in every university so that each university can determine its own learning design English according to their needs (Yulientinah, et al, 2020; Yuriatson et al, 2022).

Mastery of speaking skills in English is a priority for many second language learners or foreign learners (Limbong, 2020). As a result, students often evaluate their success in language learning as well as the effectiveness of their English courses based on how much they feel they have improved in their spoken language skills. Skills spoken language is hardly neglected in EFL/ESL courses (can be seen the many conversations and other speaking course books on the market), though the best way to approach the teaching of oral skills has long been a focus methodological debate. Teachers and textbooks use a variety of approaches, starting from a hands-on approach that focuses on the specific features of the interaction verbal (e.g., turn-taking, topic management, (Hijrawatil Aswat et al, 2022) and questioning strategies) to indirect approaches that create conditions for verbal interaction through group work, work assignments, and other strategies (Cahyanti, 2019).

Teachers can utilize it as instructional media, namely in the area of education, to help students learn English. The usage of internet media in the educational process is driven by a few fundamental factors. First of all, it is thought that this technology might be used as an alternative tool to inspire and expose students to fresh learning opportunities. Teachers typically need to make significant efforts and find innovative ways to get students involved in classroom communication and motivate them to practice speaking or writing in the target language. For instance, the majority of students are neither interested in studying English nor confident enough to practice using it in class, according to the writer's experiences teaching English for particular purpose (ESP) at the department of information technology.

Beside that the difficulty of teaching English to economic and business students stems from their unique requirements and goals in learning the language; therefore, the pedagogical and instructional processes must meet these unique circumstances accurately and effectively. Then, students' activity in building their own knowledge is a priority in science learning. They are expected to be more independent in constructing their knowledge during the learning process (Sujarwo et al., 2019; Akhiruddin et al, 2022).

Furthermore, the dynamics of English in the context of higher education can be measured at least from two things, namely learning English based on scientific disciplines or study programs known as English for Academic Purposes (EAP) and learning English that is oriented towards professional or occupational interests known as with English for Occupation (EOP). Both are integrated in English for Specific Purposes (ESP) as mentioned above as an approach to learning English as one of the leading 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; Limbong, 2021; 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 professional and academic domains vary from one context to another. The same thoughts as initiated by the Albanian government regarding the importance of ESP: "it is obvious that knowing English and using English for specific purposes is a challenge. It can be said that ESP is acquiring a special status in Albania"(Beshaj, 2015).

Today, millions of individuals of all ages connect with mobile devices on a regular basis. A survey of National Writing Project (NWP) and Advanced Placement (AP) teachers found that using digital tools helps students learn to write because they encourage most of them to express their own ideas or thoughts in written works and give them access to a large audience for sharing and receiving feedback (Purcell, Bucham & Friedrich, 2013; Limbong, 2021). However, because the tools make teaching writing simpler and more successful, teachers may also benefit from them. As a result, they should be cautious while using these tools and be prepared for any potential negative effects. According to this line of reasoning, if teachers misuse digital tools/technology and treat students inequitably, it could also lead to issues (Sujarwo et al, 2020; Muhayyang et al, 2021; Nurhikmah et al, 2021; Sukmawati et al, 2022). Students may experience challenges with the blurred border between academic and informal writing, or with their grasp of plagiarism and fair use (Mufanti, 2016).

WhatsApp (WA) is a social media that is quite popular and is widely used by teachers and students. The teacher gives learning materials, assignments and tests via WA by taking pictures or screenshots of the material and assignments to be delivered (Sujarwo, et al, 2020). This outcome is also consistent with a survey that being performed to look at how WhatsApp was used by students in the engineering department of one of the private universities in Makassar to communicate. Due to the fact that every respondent had used WhatsApp for communication, the findings indicated that it was the tool that was the most well-known. A WhatsApp group was used by 86% of the subjects to actively practice their English, and the same percentage of subjects felt that doing so gave them more courage and confidence to speak the target language. While the majority of students (79%) enjoyed sharing new information on WhatsApp, the remaining students admitted that they rarely added their own opinions to the conversation but were still curious to read and follow the group's chats. A closer look revealed that the application encourages pupils to speak up in class and feel comfortable doing so. Additionally, this tool can help learners overcome obstacles to learning including nervousness and reluctance, build rapport and dialogue with lecturers, express their individuality, and write about their experiences.

Based on some previous research results above can be seen English teaching and learning in Universitas Kristen Paulus Makassar where the English language teaching process is required to be communicative and functional, and English teachers/lecturers are expected to instill communication skills in English as a foreign language in civil engineering students. They are expected to acquire English skills that are applicable to employment possibilities in both Indonesia and the global marketplace.

In this study, users can not only send text messages, but also they can also post pictures, videos and audio media messages and their location using the integrated mapping feature. Therefore, this feature offers opportunities for people,

including students, to express their feelings, thoughts, ideas, or events with others more easily and efficiently. Then utilizing Whatsapp as an educational technology tool can improve students' speaking for civil engineering students in ESP instruction of Universitas Kristen Paulus Makassar.

METHOD

This study used classroom action research that conducted in collaboration with lecturers at engineering students in ESP instruction of Universitas Kristen Paulus Makassar. The purpose of conducting CAR was to solve the problems happened in the classroom that is faced by the students. Subjects were Economic and Business students as many as 34 students (14 female and 20 male students). This research was referred to the Spiral Model, where there are four important stages in classroom action research, namely (1) planning, (2) actions, (3) observation, and (4) reflection (McTaggart, 2003; Kemmis, S., McTaggart, R., & Nixon, 2014). This study was carried out in two cycles namely cycle 1 and cycle II.

The researchers intended to build motivation and enthusiasm new study program students. Learn about the practices and procedures used in teaching, and the principles and beliefs that underlie them they can strategize. Be a student in an ESP class (English) for certain purposes) this non-English study program is carried out for 3 months learning. This CAR has only reaped results after 2 cycles with There are many obstacles in student activities in the community. Student given material in advance about functional skills such as introductory dialogue, asking for help, asking for opinions, expressions of sympathy and others. After understand the material, the test is done by asking them to have a dialogue with couples use voice notes and record them. In addition to test documentation recorded, the researchers also recorded student learning outcomes by using Interview.

In this study, researchers also act as practitioner implementing interim planning collaborators observe the performance of researchers and students' progress during the process learn how to teach. Observation was emphasized on how the researcher does it speaking class through the process of recording and student responses and progress towards implementation of the speaking skill process.

RESULT AND DISCUSSION

In this section, the students' speaking test is analyzed with a view to knowing the progress of students' learning after applying writing as a process approach in teaching speaking. From the analysis of students' final products, it was found that they still made many mistakes in sentence structure, language use, word choice, and mechanics in their exposition pronunciation. Some examples of errors found in the final product of the students who were sampled in group of assignments and individual assignments of several students.

Topics is the current state of the latest hits around them. In the discussion session, Students were given time to brainstorm as much as possible about problems based on the background knowledge of students while the teacher write it on the WhatsApp group. Researchers and their collaborators agree to give more examples of questions that can be used as topic development.

The result of the test focused mainly on the students' individual score, it indicated the ability of each student in speaking skill of English as Specific Purposes (ESP). After analyzing the result of speaking test in Cycle 1 by standing on the criteria of success, that improvement will happen if the 75% students got score increased up to 70, then the researcher classified whether or not the result of the test qualified to

the criteria of success. If not, the researchers had to continue to the second cycles and more until the criteria of success was fulfilled.

After being given tests (multiple test and essay tests) for the students, they got the score based on table bellow

Table 1.1 The Students' Score of Speaking Performance Score at cycle 1

No	Score Range	Number of Students	Percentage
1	80-100	0	0%
2	75-79	5	14,70%
3	70-74	15	44,11%
4	65-69	7	20,58%
5	<64	8	23,52%
Total		34	100%

Based on the data above, it can be seen that there was no one who achieved score in the range of 80 – 100. There were five students (14,70%) achieved the score in the range of 75 – 79. There were fifteen students (44, 11%) who achieved the score range of 70 – 74. There were seven students (20, 58%) who achieved the score in the range 65 – 69. Then, there were eight students (23, 52% of the students) who achieved the score in the range of <69.

The score on each student's speaking performance is obtained from the indicators of both fluency and accuracy. The score from both inter- raters is sum up and then multiplied by total indicators (five). From data analysis above, it was known that there were twenty-five students of 34 students who did not pass the Minimum Passing Grade. This means that the first criterion of success in this cycle has not been achieved yet and the research was necessary to continue to cycle 2

Table 1.2 The Students' Score of Speaking Performance Score at cycle II

No	Score Range	Number of Students	Percentage
1	80-100	15	44,11%
2	75-79	10	29,41%
3	70-74	8	23,52%
4	65-69	7	20,58%
5	<64	0	0%
Total		34	100%

Based on the data above, it can be seen that there was 10 students (44,11%) who achieved score in the range of 80 – 100. There were 15 students (29,41%) achieved the score in the range of 75 – 79. There were ten students (23,52%) who achieved the score range of 70 – 74. There were eight students (20,58%) who achieved the score in the range 65 – 69. Meanwhile, there was no student who achieved the score in the range of <69.

Through the application of the oral approach to speaking in two cycles, students' speaking skills in the process of learning to speak and in resulted in an increase in conversational functional skills from cycle I to cycle I second cycle. This is indicated by their increasing ability in implement the text stage orally. At the planning stage, the students can generate their ideas in groups and organize them in good order.

At the dialogue script writing stage, they can write their rough design. At the oral practice stage, they can revise their draft.

This CAR has only reaped results after 2 cycles with There are many obstacles in student activities in the community. Student given material in advance about functional skills such as introductory dialogue, asking for help, asking for opinions, expressions of sympathy and others. After understand the material, the test is done by asking them to have a dialogue with couples use voice notes and record them. In addition to test documentation recorded, the researchers also recorded student learning outcomes by using interviews Classroom action research activities involve repeated cycles, each consisting of planning, action, observation, and reflection. Planning refers to the learning strategies proposed to be developed in research to solve teaching problems. Law refers to implementation of the planned strategy. Observing and contemplating refers to the assessment of the success of the strategies applied in solving teaching problem.

Some relevant research results stated that WhatsApp has the potential to provide a natural and unstructured learning environment. Accordingly, by taking the benefits and drawbacks of WhatsApp and the like into account, it is advised to support their educational use (Cetinkaya, 2017). In line with other study found that the use of social media as a medium ESP Speaking learning has a positive influence, namely, as a means of communication that is in great demand, as a means of triggering interaction and student motivation, and as a collaborative tool (Lapele, 2019). This study is supported by the other study showed that integrating the WhatsApp application in teaching English language improved the abilities of the learners of the experimental group (Ta'amneh, M. A. A. A. (2017).

Many students and some lecturers may think that using and integrating Technological tools may be a crime inside and outside the classroom and have a negative effect on the learning process. When students have the opportunity to use this application and see explanations from their teachers and comments and questions from their classmates, they might participate in discussions held by their teachers freely. This motivates them to earn a lot information on topics from various sources to prove that they are good students and have good information about the target topic of discussion.

As a result, their information about a topic can be deeper and better than the acquisition of information from face-to-face learning. Another possible explanation is that some students may choose multiple ways to participate depending on their abilities, personality and information. For example, they can use writing, audio and/or video messages. This can help them in increasing the discussion and make them eager to communicate with others in an appropriate participatory manner. That is, too make students feel motivated, relaxed and funny when they study. More specific, students may find their mistakes as useful as the teacher's explanation. This error can cause that they think deeply and are free to correct it. Then utilizing Whatsapp as an educational technology tool can improve students' speaking for civil engineering students in ESP instruction of Universitas Kristen Paulus Makassar.

CONCLUSION AND RECOMMENDATION

In teaching English by implementing WhatsApp provides much knowledge on how to help students learn English optimally. Generally, the use of this application not only gives interest to learn, but also gives ESP students many opportunities to practice the target language in groups chat regularly without being limited by time and class meetings. More importantly, as WhatsApp is one of the digital media that

is closely related to their needs and interests passionate about writing and can prevent them from obstacles that can affect their achievement in learning, such as: fear of making mistakes or embarrassed to practice the target language. Besides, this media can help students to build self-confidence, enthusiasm and independence in learning, as well as explore their English language skills. To get optimal results in teaching English using WhatsApp, teachers are required to accompany students by building and engaging them in conversation, as well as monitoring the online chat process by providing appropriate feedback. Therefore, since the use of WhatsApp can be encouraged motivation and improve English language skills, teachers are advised to cooperate in teaching English. For further research, the effectiveness of these WhatsApp voice notes should be more scalable so that its use can be universally applied to all English education teachers.

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