



Integrating Mobile-Based Learning in Teaching English Skills at ESP Classroom

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Abstract

Teaching four notions of English for Specific Purposes (ESP) skills like listening, speaking, reading, and writing at vocational higher education seems challenging even if the class is conducted offline or online as the learning process is designed on 60% practical with 40% theory. Unfortunately, the disruptions are discovered in several ESP classrooms where inadequate materials, less interactive learning process, and drilling reluctance contribute to students' lower motivation, willingness to learn, and anxiety. Thus, mobile-based learning is proposed to answer the challenge. Therefore, this research is designed in a qualitative approach through library research with the purpose to describe and present the strategies to assemble the ideas of creating communicative classes by using mobile phone technology.

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INTRODUCTION

Teaching English for Specific Purposes in vocational higher education has two aims. The first is to gain an understanding of English at the academic level with a percentage of learning is 40%, while, the second is to develop students' interest to place capability in the performing four notions of skills (listening, speaking, reading, and writing) 60% interaction of studying process in every context and situation (J. D. Brown & Coombe, 2015). This can be proven by the assessment conducted to evaluate the learners' capability in mastering the four notions of English skills (Alderson, 2000; Andy, Rusfandi, & Muzammil, 2018; Buck, 2001; Luoma, 2016; Weigle, 2016) focusing on transforming the assessment directly on the lifetime practice either practical session at university or during internship/ on the job training at the industry. This becomes a massive challenge for those teachers in ESP classrooms to build interest and unleash students' motivation for making use of English in daily life activities (Nation, 2008)

Unfortunately, several cases emerged in some ESP Classroom where it is discovered that numerous resistances faced by instructors include inadequate and less interactive materials to demonstrate at learning process either in offline or online classes (Aamri & Suleiman, 2011; Ababneh, 2017; Bram, 2022; Nalliveettil &

Alenazi, 2016; Yuliani, 2019). Another resistance is everyday class activities like drilling, which also contribute to lower motivations. As a result, communicative learning should be undertaken in the learning process of the four skills at the ESP Classroom. Thus, the focus of this study is pointed to gaining students' interest in learning four skills by having a communicative class which can increase motivation and awareness in encouraging students to perform and practice well. Hence, it will decrease students' anxiety while performing skills in the EFL Classroom. This is due to those uncooperative and unmotivated students are a serious problem who can easily disrupt the process (Sad, 2008).

Refers to the resistances above, a direct solution is needed based on the current students' need and correlate with the sphere condition of life mobility and technology (Bartram, 2009). These days, it seems mobile-based learning can be one of the ways to encourage students to maximize their learning process of the four notions in English skills with great and unlimited access anywhere and everywhere especially when they are having international interactions outside of university (Asyifa, 2019; Azmi, 2018; J. Brown, 2014) The way is by integrating this strategy to teach the four skills. By integrating mobile-based learning in teaching the four skills, it is hoped that students are going to get great access to material while they were asked to learn through this technique. Therefore, this article is written to describe and present the strategies to assemble the ideas of creating communicative classes by using mobile phone technology.

METHOD

This research is in the form of a qualitative study based on review-related literature and library research. Library research begins with developing basic assumptions and rules of thought that will be used in research (George, 2008). Qualitative research, as well as research in the field of social, will reveal the social meaning of phenomena obtained through the research subject (Sugiyono, 2019). Several previous research has been reviewed to gather understanding on how mobile phones are beneficial in creating good atmosphere in English Classroom.

First is by Reinders with title "Twenty Ideas for Using Mobile Phones in the Language Classroom" (Reinders, 2010). In this article, it is acknowledged that the ideas of using mobile phones in the classroom are varied from using notes features, camera, free language program samples, voice memo and many others. Majorly, the ideas are centered on taking advantage on a mobile phone tool which are familiar for learner to be used during learning. Second research is done by Sad with title "Using mobile phone technology in EFL Classes" (Sad, 2008). In this study, it is highlighted how teachers might have used students' personal mobile phone to produce video project that supports communicative use of English. Last reference study is done by Murugan and Teoh with title "The Wonders of Mobile Phone Technology in Teaching and Learning English" (Teoh & Sai, 2017). This article focuses on the importance of mobile phone and its application to make learners able to enrich their language in flexible ways and in many situations.

Finally, it can be perceived that from the three previous study, the use of mobile phones in the classroom are really helpful to support the atmosphere of the class to be more attractive and digitalized. This is also in line with the concept where to activate

students' involvement by generating personal mobile phone as a tool for them to have intimate practice which can be done with or without instructor. Thus, based on the related studies above, several strategies are adjusted in the situation of ESP classroom which design to support practical session of English vocational teaching & learning.

RESULT AND DISCUSSION

The idea of mobile-based learning is a part of communicative competence. It is proposed to encourage students to use the four notions of English skills in communicative situations. It is also focused on increasing students' interests, unleashing creativity, and breaking imagination. Furthermore, applying communicative competence also helps teachers to transfer the limited facilities in the classroom to a real word setting, where students can improve their learning styles and make personal choices related to the types of activities that are provided to them.

In integrating the idea, the phase begins with preparation. The procedure is described as follows. Before asking students to pull out their mobile phones, it is recommended for teachers to identify what to achieve during the teaching and learning process. Is it to achieve speaking, listening, reading, writing, or combinations of the four skills? Or is it just simply bringing students to show how the language uses outside of the classroom? Hence, planned goals and objectives have to be prepared before the teaching and learning process takes place. Besides goals and objectives, a proper structure of activities should be arranged to prevent chaos (Reinders, 2010).

Furthermore, it is also important for teachers to decide which resources the class will use. There are many types of phones with various features and applications. Thus, it is suggested for teachers to do a selection process for those stock phones, as the latest model of mobile phones is much more advance and developed rather than the obsolete one, whereas, some following ideas work with the obsolete one, but others only can work with those advances. Therefore, teachers should cluster those activities that are done by individuals and must be available with all phones or means that all students can follow the activity by using their phones.

Moreover, the following ideas are generally focused on enhancing the four skills of students; listening, speaking, reading, and writing. Those activities above can be adopted, adapt, and developed for various kinds of students with different syllabi and indicators depending on the target students; ages, levels, and interests. Another important thing is some terms of particular phones are different from others, though the functions are the same. Therefore, it is good for teachers to inform students about the difference before practicing these ideas in the classroom.

Idea 1: Use the memo pad features to collect students' everyday language (Reinders, 2010)

Most mobile phones are equipped with memo pad features that let students take notes. Here, teachers can ask students to create notes on everyday English that they hear and read then record those terms in their notes. Next, students can present the notes in the classroom at the next meeting but before that, they have to send them first to you as a text message one day before. This idea is good to be applied in the classroom to avoid using regular homework that is viewed sometimes as burdened by students. Moreover, instead of giving regular homework (e.g. in teaching

vocabularies), teachers may ask students to hunt for nouns, expressions, adjectives, and verbs, and next write them on their notes. Ultimately, a student who collects the highest number of correct samples is announced to be the winner.

Idea 2: Use the text messaging features to create circular writing (Reinders, 2010)

Text messaging features (short message service, blackberry messenger, line, we chat, what's up, uber social, and cacao talk) are available in many types of phones from obsolete to advance ones. The existence of these text messages will help teachers to design writing techniques in form of writing through messaging. This idea is made to create a fun writing process and encourage students to write. It is done to solve the phenomenon of students' view of writing as something boring and not interesting. Though it seems simple, the result is extraordinary because teachers can persuade students to write by sending short messages, and status updates on social networking sites and can also encourage average young learners to send a simple message through chat in the example just to text teachers their activity during the day.

Ultimately, simple activity that teachers can do in a short time with a short text in a large amount of class is circular writing. While teachers teach students about first if conditional, teachers can make it becomes fun by asking and creating a circular reaction. A circular reaction is a sentence link that continues from one another through sending a message. The process is first the teacher makes an introductory sentence ("If I have much money,.....") then the teacher sends the message to another student. She or he is going to complete the sentence ("If I have much money, I travel all around the world") and forward it to the second student. Then, the second student continues the if sentence by using the second clause ("If I travel around the world,.....). The activity is over after all the class members get their turn. Usually, this activity will end in a funny moment and make the all classes get a laugh.

Through more advanced phone that has special application like what's up, teachers and students can create group chat where everybody can read and see all statements that are typed by their colleagues. This application also provides the messaging with emoticons which can express in pictures the students' emotions toward the sentence and also express directly the statement from their friends, by sending those funny emoticons. Moreover, the teacher can also create another circular activity, like linking stories, and linking poetry based on the learning objective at the moment. This also can help teachers from boringness in writing genre based in which students are encouraged to write in groups with regular activity by using paper, changes into using a mobile application which is more interesting and fancy.

Idea 3: Use the audio recorder feature to record audio in English (Reinders, 2010; Teoh & Sai, 2017)

To increase students' awareness of improving their pronunciation, the teacher may ask students to record their voices while reading the text in the audio recorder. The text can be in a form of an article, news script, or even a narrative story. It depends on the topic that is chosen or what students like. For instance, by using a news script, the teacher can ask students to imitate the style of a news reader that they adore with and try to read the script in their style.

After recording their voice, students may send it through email to teachers or give it to teachers on the next day for evaluating the pronunciation and stress of students' mistakes or even errors in reading. The correction is also can be in the form of cross-correction where two students or even more can correct their friends' mistakes or errors.

Idea 4: Use the camera feature to capture any text in English (Reinders, 2010; Sad, 2008)

By using the camera feature, students are asked to capture any English text (advertisement, announcement, slogans, and logo) that is used in English. Then, students collect all the pictures and present those pictures in the classroom. This idea is designed to enhance students' habit to read and gain their reading ability about the meaning carried by those texts (what the content).

Idea 5: Use the video feature to record students' performance (Reinders, 2010; Sad, 2008)

Some advanced phones are equipped with video or camcorder features with a great length of recording. Therefore, it is a key idea for teachers to create collaborative learning for a group of students to make a mini-drama performance to a documentary film about a particular topic or issue. This idea is the combination of four basic skills in which all steps represent the enhancement of the ability and it is can be applied to medium and adult learners so they can use their imagination and unleash their creativity in creating the movie based on their interests.

Beginning the process, the teacher asks students to watch any videos which are produced by students from their level of education. Then, the teacher divides students into the group and present this project-based, including deciding on the topic to elaborate on. Next, the teacher gives students the deadline to finish the project, and generally, it puts as a final project task. The beginning of the writing can be in brainstorming the idea and script and finally continue with editing and performing.

CONCLUSION

Finally, these five simple ways can be applied to many levels of learners. It depends on how teachers can design the learning objectives and proper syllabus for the activities. It is suggested at the end of every activity, an evaluation should be done to access the effectiveness of the techniques. Furthermore, working with other colleagues is needed as some ideas need collaborative teaching with another teacher from another major of study. As this research is a library study, it is expected that further studies either quantitative or other scope of the research can be conducted. As a result, the scope of the analysis can be focused on the impact of this strategy on students' motivation with a wider scope of classroom not only in ESP Classroom but also in another English Classroom. Ultimately, these simple ideas are hoped can help teachers in creating a better atmosphere in teaching and learning English.

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