# CHAPTER I
# INTRODUCTION

This chapter consists of background, problem statement, research questions, objective of the research, significance of the research, scope of the research, and operational term of research.

## A. Background

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.

## B. Problem Statement and Research Questions

### 1. Problem statement

Based on the previous explanation, the problem of this study was the lack of technology in teaching English for Islamic study of Muhammadiyah University of Parepare.

**2. Research questions**

Based on the problem statement, the researcher formulated two research questions as follow:

a. Is the use of telegram application as a teaching media in integrating technology in teaching English for Islamic studies of Muhammadiyah University of Parepare has significant difference on student's achievement?
b. How are the students' perception about integrating technology in teaching English for Islamic studies of Muhammadiyah University of Parepare by using telegram application?

## C. Objective of the Study

Based on the problem statement and research questions, the objective of this study is as follow:

1. To measure whether the use of telegram application in integrating technology in teaching English for Islamic study of Muhammadiyah University of Parepare has a significant difference on students' achievement or not.
2. To investigate the students' perception about the use of telegram application in integrating technology in teaching English for Islamic study of Muhammadiyah University of Parepare.

## D. Significance of the Research

The significance of the study is divided into two parts as follows:

**1. Theoritical significance**

It involves theory that will be used to improve knowledge and information of teaching and learning especially in teaching ESP for Islamic study.

**2. Practical significance**

There are three significances expected by the researcher as follows:

a. For English lecturer

It can give useful information in specifying their materials for teaching ESP in Islamic study.

b. For students

It can motivate students of Islamic study in improving their English especially for their goals in the future.

c. For the curriculum design

It is expected to be consideration in arranging and designing a curriculum for English learning in Islamic study.

## E. Scope of the Study

The scope of this study was focused on the English teaching for Islamic study of Muhammadiyah University of Parepare by using telegram application. This study restricted to content and activity. The explanation of the as follows :

**1. By content**

This study focused on the use of specific English materials for Islamic study.

**2. By activity**

This study focused on the integrating technology in teaching English for Islamic study by using telegram. To make it easier to achieve goals, this study adopted the implementation of blended learning method as a new way for language teaching using technology. This method combines both online and offline teaching for the fourth English skills such as listening, speaking, reading and writing. For the first meeting, students were introduced to the application of telegram and they should join the group of telegram which had been prepared by the researcher. For the next, students were taught via online. The material used in both online and offline were continuous in which the material that had been shared in online teaching will be discussed more and more through face-to-face meeting. Finally, as the evaluation, students were given some assignments on telegram to measure their knowledge wheather increase or not.

## F. Operational Term of Research

1. English for Specific Purpose (ESP)

ESP or English for specific purpose is defined as one way to teach English in a particular domain. The basic reason why use ESP in teaching English classroom because it is possible that every single student has a different needs and interest. Thus, ESP is designed to meet the specific needs of students itself.

Besides, it use specific teaching situations, materials and methodology. These are the difference between teaching general English with the specific one.

2. Islamic Study

Islamic study is a scientific field which is study about islamic values. Specifically, it learns about the Qur'an, Hadith and its implementation in daily life. As other fields of education, islamic study also learn about English. It is important because nowadays some references about Islam not only published in Arabic but also in English as the international language today.

3. Telegram

Telegram is a new form of technology that can be used as a teaching media. It considers students to study not only in their school but also in their home using their mobile gadget or computer.

# CHAPTER II
# REVIEW OF RELATED LITERATURE

This chapter presents some previous related research findings, some pertinent ideas, conceptual framework, and research hypothesis.

## A. Previous Related Studies

The main concept of this study is that how technology influence teaching English for specific purpose. Related to this statement, some previous researchers have reported several benefits of using technology in teaching ESP. First, a study about a case for blended EAP in Hong Kong higher education (Ortega, 2018). In her study, as blended learning is a new arrivals for technology-based learning, Ortega stated that the use of blended learning in teaching English for Academic Purpose very helpful for deeper learning.

Second, study about a cross-disciplinary analysis of higher education students' perspectives on the use of e-books for learning academic English (Dashtestani, 2018). In his research, he focused on students' perception about how technology such an e-book application can influence the learning process. Based on the data analysis, the result shows that the students perceived the use of e-books for EAP learning as beneficial and facilitative despite demotivating obstacles and impeding factors.

Third, study about the impact of mobile learning on ESP learner's performance (Alkhezzi, 2016). In his study, Alkhezzi agreed that the use of mobile phone application in teaching foreign language skill or subskill has many advantages. Nonetheless, despite the advantages there are also disadvantages that need to be considered for the next researchers who are interest in the same study. One of the disadvantage of this study is that lack of strategies in teaching grammatical rules and writing. Therefore, in the end of his study, Alkhezzi suggested that to teach grammatical rules and writing it is recommended that certain strategies be used due to certain limitation.

Based on those some previous studies, the researcher believe that there are many benefits of using technology in teaching ESP. Thus, the application of telegram for teaching ESP has been chosen to appy in the present study. According to Queendarline (2018) there are some reasons why use telegram such as it has multiple platform (smartphone, PC, laptop, iPad, tab and web), better grouping facilities (1000 members, access to old/past messages, member add member), better storage capacity and management (cloud based storage), etc. Based on these reasons, the researcher expect the use of telegram has many impacts in ESP teaching, so that, it can be the latest innovation for English developer nowadays. Different from some previous studies, the object of this study is that Islamic studies of UM Parepare. Therefore, this study focuses on the use of telegram in teaching ESP for Islamic Study of UM Parepare.

## B. Some Pertinent Ideas

### 1. The concept of ESP

#### a. What is ESP?

Teaching and learning of ESL/EFL in which the goal of learners is to use English in a particular domain namely, ESP (Starfield, 2013). It provides linguistic items for students as their needs when work in a particular proffesion Besides, based on the point of view of Hutchinson and Waters (1987) ESP is defined as learning-centred approach. It means the materials should consider the students' previous knowledge and skills, use active learning, enhancing motivation and collaborative learning, and the activity is designed more specific based on the purpose of one particular field. Similarly, Masruddin (2018) defined ESP as teaching specific materials for the target learners to be able to use appropriate and correct English for many purposes especially for their future profession.

In addition, teaching ESP means teacher should know that the participants need English for educational purposes in order to persue part or all of their studies (Arani, 2004). Moreover, teaching ESP is precious because the technical language that used in any academic, professional or vocational fields including law, physics, chemistry, military, secretary, medicine,religion, etc has specific characteristics that people who work in the field must control. Another opinion by Kooroghly (2018) defined ESP by distinguishing ESP and EGP: ESP is about study on student's

profession while EGP deals with learning in general academic language or everybody can communicate encounter (Kooroghly, 2018)

Based on those several definition, the researcher emphasize ESP as one way to teach English to one particular purpose. It can be an academic, proffesional, or other purposes in which English is needed for their job on the future. However, teaching English for a particular purpose has a specific characteristics that the teacher should underlined. That is the main reason why ESP is different from the EGP.

**b. The importance of ESP**

ESP, however it focuses on the learners (Hutchinson & Waters, 1987). Learners have a different needs and interests that would have an influence on their motivation to learn and therefore ESP is important to applied. Furthermore, ESP is useful for the learner's career on the future (Masruddin, 2018). The reason because in ESP learners study specific materials that relevant to their job on future. Through ESP, learners study not for the sake of gaining a general education but to smooth the path to entry or greater linguistic efficiency in these environments (Basturkmen, 2006). Thus, all of the activity in teaching ESP is centered on the language in terms of vocabulary, grammar, study skills, discourse and genre (Shrivastava, 2009).

In short, teaching ESP is designed to meet the students' needs. Its emergence is important because it is useful for the learner's profession on future. Different from the general ones in which English is taught as a whole, ESP is designed more specific

based on the needs of learners. It contains specific materials and specific activities. For instance, ESP in Islamic studies which is designed to teach English that relevant to Islamic studies itself. The materials should be, for example about akhlaq and aqaid. Meanwhile, for the activity several strategies such as give a speech or discussion method can be used.

**c. Areas of ESP**

Based on Basturkmen's point of view, ESP is taught in many different areas including:

1) English for Academic Purposes (EAP)
2) English for Professional Purposes (EPP)
3) English for Vocational Purposes (EVP)

Another point of view is according to Hutchinson and Waters that classified areas of ESP into two main branches namely "English for Academic Purposes (EAP) and "English for Occupational Purposes (EOP)".

1) EAP including English for Medical Studies, English for Economics, English for Psychology, etc.
2) EOP including English for Technicians, English for Secretary, English for Teaching, etc.

**d. Objectives in teaching ESP**

In line with the importance of the purpose in teaching ESP, Basturkmen (2006) described five main objectives of ESP teaching as follows:

1) To reveal subject-specific language use

The concept of this objective is to show how English is used in the target environment. It allows students to recognize language that is specifically used in the target situation.

2) To develop target performance competencies

What is emphasized in this objective is about what people do with the language and what skills they need for it. For example, in the context of banking English is taught to develop teller's performance in serving costumer. For sure, the language used should be specifically related to banking.

3) To teach underlying knowledge

Underlying knowledge means specific knowledge regarding work-related and disciplinary concepts. In this objective, English is taught not general but in specific terms to develop student's skills.

4) To develop strategic competence

Strategic competence is the relation between context situation and language knowledge to be used in communication. Thus, this objective aims to create opportunity for students to actualize their knowledge in the target language.

5) To foster critical awareness

In raising students' critical awareness, instruction would involve discussing with students how norms and communicative practices in the target environment become established, encouraging students to critique any negative aspects, and making them aware of ways to try to change or modify the situation so as to position themselves better in relation to it.

**e. Strategies in teaching ESP?**

As mentioned before that ESP is skills-centered approach, thus the certain strategy is needed to be considered in order to meet the goals of ESP itself. Hutchinson and Waters (1987) stated that underlying all language use is the main principle behind the skills-centered approach in which there are common reasoning and interpreting processes regardless of the surface forms, enable us to extract meaning from discourse. Based on their point of view, the use of interpretive strategies must be focused on, for example guessing the meaning of words from context, using visual layout to determine the type of text, exploiting cognates etc.

In line with that, Basturkmen (2006) introduced two basic strategies in teaching ESP which is organized around the concept of input and output. Both will be explained in detail.

1) Input-based strategies

According to Basturkmen, input-based strategies refers to the opinion that learning occurs primarily through exposure to language input in the form of spoken

or written texts and language descriptions. Moreover, this strategy identified two distinct sub strategies. The first is predominantly input which is promised on the idea that input is sufficient for learning and the second will be input to output on the idea that input needs to be followed by student's output for learning to occur.

a) Predominantly input

This strategy provides students with language input to promote learning. Learning comes about as students see evidence of how language works or how language is used in workplace, academic, or professional target environments. Thus, students do not need to be pushed into immediate production in order to learn. The example application of this strategy can be subject specialist text for comprehension or awareness-raising activities. In subject specialist text for comprehension, an authentic text is chosen, the topic of the text needs to be relevant to learner's specialist interests, and it should contain some but not too many structures and vocabulary items that are not well known to the students. Moreover, the text is given out for self-study. For instance, students read the text and isolate the vocabulary items that they do not know and translate them into their first language.

Another appropriate strategy is that awareness-raising activities. In this strategy, Basturkmen adopted two lesson plans (listen up and genre files) for EAP classes from a published collection of teaching ideas (Master and Brinton, 1998). Both lessons try to help students develop their ability to notice and become more aware of language use and communication in their disciplines. Listen up, involves

observing and reflecting which is aimed to raise students' awareness of some aspects of nonverbal communication used in lectures. Meanwhile, genre files involves students collecting documents from their target environment and drawing student's attention to genre-related features in the input.

b) Input to output

In this strategy, students are provided with input as the basis for production (output). This strategy is focused on how students acquire explicit knowledge of preselected language items. Through this strategy, various forms can be taken by input such as language description, analysis of a genre, or teacher-led discussion on features in a text. Then, In the last part of this strategy the teacher should make sure that the student can produce (output) the targeted item (s). The application of this strategy can be for example the final year Engineering report or academic vocabulary in which the students will be presented with a concordance (multiple example of vocabulary item used in context) to use in written production or to help students answer the question on the meaning.

2) Output-based strategies

As in input-based strategy, this strategy also identified two sub strategies. The first is predominantly output which is based on the premise that output (without input) is sufficient for learning and the second is output to input on the idea that students need input to get output.

a) Predominantly output

In this strategy, students are placed in situations that require them to perform production tasks (to produce output) independently at the outset of a lesson or activity. The reason is that through producing language, students are expected to be able to identify where the inter language is sufficient for their production and where it is not. Two teaching activities as the application of this strategy according to Crookes (2001) are given to illustrate the output option. The first is e-commerce web page project. The focus of this task is that encourage students to create an advertisement that accurately give information about the business (pushed output). The output appears during a process of negotiation such as negotiated content with the business owners and negotiated language needed to convey information about the business.

The second is workplace project team meeting simulation. In this activity, students are required to look for the problem solution and then perform it in flowchart. This task does not provide preselected linguistic input for the student. As their efforts, they can make use of any linguistic resources that they have at their disposal.

b) Output to input

In instruction based on this strategy, student's output is followed by feedback. Learning activity in this strategy function to create the conditions where the students can notice the gap in their linguistic repertoire and produce data for feedback. The application of this strategy can be promoting awareness and spoken

discourse with EAP classes by Clennel (1999). Through this task, the material is focused on understanding and interpreting spoken discourse. Furthermore, Producing output and providing opportunities for feedback are two possible stages according to this task. Besides, there is also an activity of discourse in seminar and question which requires students to predict and write down questions they would asked when following a presentation. These two application as result, aimed to provide opportunities for students to compare their own language production with a more native-like performance.

In addition, along with its development, technology can be used for ESP teaching and learning nowadays. Based on the book of "Language for Specific Purpose in Digital Era" by Elena Barcena and Timothy Read (2014), the researcher summarize several ways in teaching ESP in terms of technology-based learning as follow:

1) Blended learning

According to Sharma (2007) the term of blended learning is the integrated use of human and electronic delivery platforms and communication technique. Within this strategy, students can study at their home using their mobile gadget (online learning). However, this strategy has the scope and thus, Sharma offers some options regarding the application of blended learning in ESP teaching.

a) The combination of a number of technologies, such as e-mail, chat or internet telephone (e-learning) in which there are no face to face (F2F) language classes.

b) The combination of different methodologies from transmission to constructivist pedagogic approach including task-based learning.

c) The combination of F2F and online teaching. F2F language lessons would be identifies with traditional learning (class meeting) and the online teaching would be delivered through virtual learning environment such as Blackboard, LAMS and Moodle.

2) Internet Dictionaries

In this strategy, several descriptions are given to illustrate how it works for instance in teaching and learning business English in Spanish University ( (Fourtes-Olivera, 2014). They are:

a) The dictionary contains 20,000 words belonging to typical business/economics domains, arranged in forty odd sub-fields (for example accounting and audit, agreements and contacts, currency trading, etc). Users can access them either by clicking in the sub-field required or by using the general search engine.

b) In this dictionary, there are some interactivity facilities that allow email editors or users to make claims, queries, suggestions, etc.

c) This dictionary allows users to retrieve all terms only by clicking in each letter of the alphabet for example an analysis of the entries found under the letter a and it shows the dictionary lemmatizes terms (a share), non-terms (ability), acronyms ( ACCA), and multiword terms (alternative dispute resolution, ADR).

d) Besides, related text as accepted to users where the term is used, usually adequate informative contexts.

3) Online glossaries

In the context of language course for specific purpose, the use of groupware application such as wikis and glossaries has enables teachers to design learning that allows students to interact asynchronously in collaborative tasks, sharing or jointly constructing their knowledge of specialized lexis or relevant areas (Breeze, 2014). In this strategy, writing entries help students to revise their knowledge of legal terminology and concepts for the final exam. Moreover, it enables students to practice giving explanations of key concepts in English. According to Breeze the procedure of this strategy is as follow:

a) Each student is assigned three key concepts and shown how to contribute entries (100-150 word per entry) to the Moodle English glossary.
b) Students work in small groups during class time to compile three model entries which are discussed in terms of contents and language.
c) The final group version of these are then inserted by the teacher during the class.
d) Through various reference, students are encouraged to draw on the course notes in compiling this entries.
e) Finally, students are required to upload their entries before an initial deadline and incorporate the changes proposed by the teacher before the second deadline.

**f. Stage in ESP teaching process**

Dudley and Johns (1998, *cit.* Lamri, 2016, p.8-21) classified the procedure in teaching ESP into five key stages: needs analysis, course design, material selection, teaching and learning, and evaluation. These stages are illustrated through this cyclical representation:

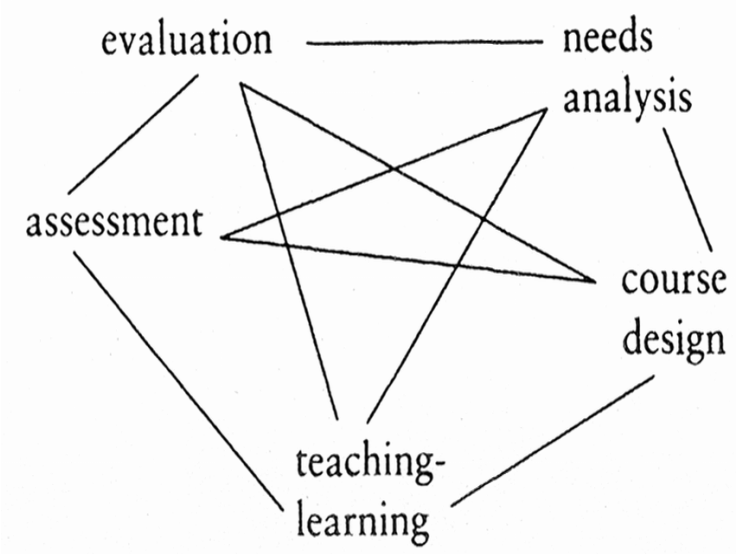



Figure II-1. Stages in the ESP process: *Dudley and John (1998)*

Detail description of each stage as follows:

1) Needs Identification and Analysis (NIA)

ESP is designed to meet the student's needs (Lition, 2015). The term "needs" is defined as the differences between the actual state and the desired state in certain group or situation (Lamri, 2016). Hence, needs assessment according to Lamri is conducted to identify such problems, to analyze student's nature and causes, and to

establish priority for the future action. Similarly, Nation (2010) assumed that the purpose of needs analysis is to examine what students already know and what they need to know. The emphasis is on the relevancy and the usefulness things to learn in the course.

In order to identify and analyze the student's needs, Hutchinson and Waters (1987) divided the focus of needs analysis into two types. First, the target needs which is concerned with "what students need to do in the target situation". In other words, Lamri (2016) stated that the target needs is about all linguistic elements that are needed to achieve specific communication purposes. Second, learning needs is related to "what students need to do in order to learn".

***Target needs***

In order to analyze the target needs, there are three types that are used to support this process. They are necessities, lacks, and wants (Hutchinson and Waters, 1987).

Necessities : It is focused on what is necessary in the student's use of language.

Lacks : It is focused on the student's lack.

Wants : It is focused on what do the learners wish to learn.

***Learning needs***

Based on Lamri's point of views, learning needs is concerned with the target situation, learners, and the learning situation.

The target situation : it should be considered through the enquiry of variety, language forms and necessary level or performance required in the target language.

Learners : all aspects that related to the students including student's language lacks, student's wants, and attitudes concerning language course should be determined in learning needs.

Learning situation : it consider significant information regarding the learning environment and specifically the teaching situations, the nature of setting, the available materials and the time volume.

2) Syllabus Design

Syllabus can be defined as a scheme of what will be achieved through the process of teaching and learning (Wardani, 2014). Syllabus contains a list of items as a specific form of what language will be taught (Basturkmen, 2006). Though, designing a syllabus to a specific group in certain situation is not easy for designers (Lamri, 2016). It is not a simple task to separate issues for specific purpose from general language teaching. In order to facilitate the process of designing syllabus, Basturkmen (2006: 20) listed a standard view of syllabus as follows:

a) Consist of a comprehensive list of content items (words, structures, topics) and process items (tasks, methods).
b) Is ordered (easier, more essential items first).
c) Has explicit objectives (usually expressed in the introduction).

d) Is a public document

e) May indicate a time schedule.

f) May indicate preferred methodology or approach.

g) May recommend materials.

In order to determine a syllabus as preparation for teaching and learning, several criteria are pointed out in the practice of English language teaching by Harmer (2010). Those cretaria will be:

a) Learnability

In this respect, Harmer emphasized that lexical items are easier to learn for students than others. Accordingly, easier things are considered to be taught first then increase the level of difficulty as the student's language level rises.

b) Frequency

It is useful especially at beginner levels to teach items which are more frequent used in the target language.

c) Coverage

It is possible that the use of words and structures has the scope of use in certain learning. Thus, designers should consider this one.

d) Usefulness

In choosing vocabulary to put in syllabus, it should be based on the context of use. Students are highly easier to be introduced with some vocabularies which are used in their situation.

Additionally, designing syllabus must be based on the situation and condition in which it is used. According to Harmer (2010) there are several types of syllabus based on its use in certain context. They are:

a) Grammar syllabus : concerning knowledge of grammatical structure.
b) Lexical syllabus : focused on the use of vocabulary and lexis.
c) Function syllabus : including categories of communicative function (inviting, requesting, offering, etc.).
d) Situational syllabus : concerning real-life situation (at the market, at the bank, at the hospital, etc.).
e) Topic-based syllabus : including different topics of situation and condition (the weather, sport, literature, etc.). It can be based on the student's interest.
f) Task-based syllabus : containing list a series of tasks.

3) Material production

In order to assist ESP teachers in producing adequate materials, Hutchinson and waters (1987: 106-108) build up several principles in designing materials:

a) Good materials give stimulus to learning in which consider some aspects including interesting text, enjoyable activities, opportunity for students to practice their knowledge and skills, and the clear content for both teacher and students.
b) Appropriate materials should be clear, systematic, and flexible.
c) Materials should inform the teacher to the new and trends teaching technique.
d) Materials should contain appropriate and correct representation of language use.

4) Teaching

After designing syllabus and producing materials, the next step is that teaching process involving both students and teacher. Harmer (2010) stated that there are many roles of teacher in the classroom and it may change from one activity to another such as facilitator, controller, organiser, assesor, prompter, participant, resource, tutor, observer, and so on. In order to carry out their duties professionally, ESP teachers should implement different teaching methods, techniques and materials (Lamri: 2016).

5) Evaluation

In order to find out the student's improvement and understanding of knowledge, and to make sure that the teaching process is running well, evaluation is presented as the last step in teaching and learning process. In helping ESP practitioners to achieve the goals, Hutchinson and Waters (1987) suggested a complementary procedure based on two levels:

a) Learner assessment

It is focus to measure the learner's performance and level of proficiency. Moreover, it is used to find out the learner's linguistic problems and difficulties then consider problem solution to be better in the next courses.

b) Course evaluation

It is needed to revise whether the sets of goals are achieved or not to reach the course aims.

**g. Technology in ESP**

Nowadays, the emergence of technology not only changes our life but also become part of modern life (Marcia, et al. (2005). Many aspect of our life has been influenced by technology include the field of teaching language for specific purposes. Following this trend, several researchers such as Swales (2005) confirmed the use of corpus linguistics as one form of technology-based learning is effective for EAP teaching. Appel (2005) stated that the use of computer-mediated communication project can lead ESP students' motivation. From these examples, therefore the development of IT influenced LSP as result of the evolution of technology as a language learning tool (Marcia, 2014).

In addition to present a good lesson planning in the ESP classroom using the application of technology, Eckhaus (2018) has classified some principles as follow:

1) Use ELT strategies as with any content materials.
2) Utilize technology to improve student participation, especially regarding content.
3) Integrate communication strategies (paraphrasing, framing discussion questions, counter arguments/refuting, etc.)
4) Structure lessons for students unfamiliar with using some cases.
5) Take a back seat - facilitate, challenge, suggest.

6) Adapt to language level: choose short article or bring students to the target situation when necessary; adjust the language focus to target language learning objectives (describing, agreeing/disagreeing, interrupting, etc.)

## 2. The concept of Islamic Study

### a. Islamic Study

Islamic study is a study about Qur'an and Hadith. It aims to strengthen Islamic faith and maintain righteous action (Irwansyah, 2018). Education in Islam is focused on beneficial knowledge in which give direct influence to the receiver (Sudan, 2017). It is related to personality development, cognitive mindset, intellectual, spiritual, and harmonious coexistence. Similarly, Saleh (2013) suggested that all aspects about human being and system of life based on the Qur'an and hadith perception are studied in Islamic studies.

### b. English in Islamic studies

The use of English nowadays has become necessities in many aspects covering politic, economic and social culture (Hidayati, 2016). The importance of English is also realized in Islamic study which has been determined by socio-economic and political atmosphere of respective countries (Saleh, 2013). However, "the existence of English is not only provides some benefits as communication tool enabling interaction among people of different group, but also believed to present possible risk including the anxiety of losing Muslim identity by the influence of

Western culture and life style brought by English language" (see Hayati, 2016: 67). Thus, teaching English for Islamic studies is a challenge (Alhaisoni, 2013).

**c. Teaching English for Islamic Studies**

Teaching English for Islamic Studies involves English for Academic Purposes (EAP) as one of the branches of ESP. In this respect, English is taught to prepare students to meet their academic needs in terms of Islamic studies (Shukri, 2018). Furthermore, the course should be in line with the students' needs in this case they need English vocabulary, language and communication skills with contained Islamic values (Hendriani, 2016). After analyze the students' needs, the teacher then develop an appropriate syllabus based on the needs of students itself. Similarly, El-Sakran (2012) stated that ESP is designed for specific group of learners in a specific context. Thus, English teaching in Islamic Studies must address the question "what is required of students after they graduate?" or in other words it should be based on the reason why students study English.

In spite of the importance of teaching English in Islamic studies in fact it not easy to applied. In some cases for example in Efrizal's volume which is aimed to improve the students' speaking ability at one of Islamic school of Indonesia, he stated that Islamic students tend to use Arabic or Indonesian language than English in their language conversation. The main cause is that the use of traditional methods that cause students to get bored. On the other hand, in a research about the effect of genre-

based instruction on ESP learners' reading comprehension at one of Islamic University in Iran, Sadeghi (2013) suggested that genre-based instruction is one of appropriate method that able to enhance ESP learners' reading ability. From these two cases, it can be implied that not only in general but the use of some appropriate methods are also needed in teaching English for Islamic studies as one form of ESP.

**d. Listening**

Listening as a process of hearing and interpreting sounds is the most important skill in English learning (Gilakjani and Sabouri, 2016). Similarly, (Zanjani, 2016) stated that decent listening skills are very important since its role is becoming more and more prevalent in communication function throughout the world. Furthermore, Brown (2006: 5) divided two themes in teaching listening. The first is necessity of supporting students' in which listening is a hard job but we can make it easier by applying what we know about activating prior knowledge, helping students organize their learning by thingking about their purposes for listening. The other theme is motivation. Because listening is so challenging, thus teachers need to think carefully about making the activity successful and the content interesting.

In teaching English for Islamic studies (Iran), the use of listening strategies is necessary (Gilakjani and Sabouri, 2016). Several activities like testing, reasoning, comparing, reconstructing the concepts, exploitation the previous information and activating connected scheme are typically provide cognitive knowledge on the

learners' mental process. Accordingly, appropriate strategies are needed to achieve the objectives of those activities.

**e. Speaking**

Al-Eidh, et al, 2016 defined speaking skill as an effective communication because it provides a number of benefits for business organization. However, it has always been an exacting task for Islamic lecturers to teach English speaking skill to Islamic students because it is considered as a foreign language (Al-Sobhi and Preece, 2018). Similarly, improving the speaking English proficiency for Islamic studies for example in Saudi Arabia is a challenge (Alharbi, 2015). The lack of authentic situation outside the classroom is the biggest obstacle for practicing English communication skill in this field. Accordingly, English lecturers are suggested in this regard to create situation by several strategies or methods that can force the students to produce their oral communication (Al-Eidh, et al, 2016).

**f. Reading**

Reading comprehension is one requirement in English teaching and learning that should be mastered by Islamic students in Islamic education (Darmayenti and Kustati, 2017). Integrating Islamic values and English reading comprehension is the concept of teaching reading skill in Islamic studies (Munir and Hartono, 2016). In this respect, English is not only taught to enhance the students' reading

comprehension but also to increase their religiosity. Thus, special strategies are needed to implement in this kind of teaching English as specific purposes.

**g. Writing**

Writing is the ability to create ideas and express them logically and coherent (Al- Souqi, 2001, *cit.* Alodwan and Ibnain, 2014). In Islamic studies, writing ability is typically taught in order to produce likely text to be published in journal or also be referred as academic writing (Sajid and Siddique, 2015). However, teaching English writing skill to the students of Islamic studies is not an easy thing (Habibi, 2017). One common obstacle is that the lack of students' idea and creativity. Considering this problem, therefore lecturers are required to create or use strategies for enhancing students' ideas and creativity in writing skill.

**3. The concept of telegram**

**a. Definition of telegram**

In this era, both wireless and mobile technology as new trends of learning have changed the learning process forms, from traditional classroom learning to electronic learning (E-learning), ubiquitous learning (U-learning) and mobile learning (M-learning) (Ghaemi and Golshan, 2017). Telagram is one form of mobile application that can be used for the implementation of m-learning. Queendarline (2018) defined telegram as recommended mobile application for student-centered

asynchronous teaching methods that use online learning resources to facilitate information sharing outside the constraints of time and place among a network of people. Regarding how it works, Queendarline suggested that this application can be run easily on the laptop when engaged with students for the latest two trend strategies in mobile-learning namely blended learning and flipped learning mode.

**b. Why telegram?**

The development of telegram as a free cross-platform has been used for million users today (William, 2014). There are many reasons regarding why it is used. One of them because telegram is a cloud based application so that users no need to worry about their storage on their mobile phones (Denis, 2017). Furthermore, Queendarline (2018) stated that telegram can be used for teaching and learning because of the following reasons:

1) It can be used in multiple platforms such as smartphones (Operating System, Android), PC, Laptop, iPad, Tab, and Web.
2) It has compatible file format: jpg, audio, movie, pdf, excel, word, powerpoint.
3) It can transfer large files.
4) Grouping facilities capable of 1000 members, allow members to add members and allow user to access the old/past messages.
5) Better storage capacity and management.
6) Better memory system and management.

7) Better security with the encryption.

**c. How telegram is used for teaching?**

Telegram, however its use in ESP class needs the support of certain methods, since it categorized as the form of mobile learning. Blended learning and flipped learning are new models for effective teaching and learning (Bart, 2014). Besides, they are recommended for m-learning. Thus, both blended and flipped learning are appropriate methods to help the use of telegram in ESP class.

1) Blended learning

Shibley (2009) defined blended learning as a new teaching model using a combination of face-to-face interactions and online interactions in the same course. Moreover, Kelly (2009) stated that blended learning entails more than simply replacing class time with online course elements or supplementing an online and face-to-face meeting. Based on these two statements, the researcher claims that the key words of blended learning is that the combination of online and face-to-face meeting. In designing a blended course, Shibley suggest three steps as follow:

a) Establish clear learning goals for the topic.

b) Design activities to help students meet the learning goals.

c) Sort the activities into two categories including online and face-to-face meeting.

2) Flipped learning

According to Shibley (2009) flipped learning is a pedagogical model which reserves what typically occurs in class and out of class. The process includes activities before, during, and after the class meeting. In this model, students are first exposed to the material outside of class (typically in the form of video-based lectures (online), and then class time is used to engage in activities such as problem solving, discussion, and analysis. After the class meeting tasks are given to measure the students understanding.

**d. Advantages of telegram for teaching**

Denis (2017), suggested many advantages of telegram for teaching and learning includes:

1) Cloud and security: in telegram, every conversation and content is saved in cloud. Therefore students no need to worry about the storage space on their mobile phones.
2) The power of groups: telegram allows users to create “super groups” with up to 5.000 users. For sure, it is good for learning which is consisted of several students per class.
3) Students can chat with others: someone just searching his/her friends by the nickname and not necessarily through the phone numbers saved in the contact list.

4) All types of files can be shared: with a max size allowed of 1.5 GB each, teacher or students can send a wide range of files (photos, videos, films, apps, document, etc.).

Hussin (2016) as a teacher who conducted teaching used telegram application suggest it has some advantages:

1) The learning process can be extended outside the classroom.
2) By telegram, students can still engage in the learning process as they are interacting with the teacher and among them.
3) It can use when the teacher is not on campus. Thus, teacher no need to cancel the class and this is called blended learning.

In addition, the finding of a study conducted by Ghaemi et al. (2017) stated that telegram as a social media tool for M-learning has some benefits:

1) It can helps students to recognize their existing abilities.
2) Both independent and collaborative learning experiences are encouraged through this application.
3) It helps students to identify their difficulty areas for which they need help and support.
4) Students can get many references to support learning process.
5) It can improve the student's vocabulary.

**e. Disadvantages of telegram for teaching**

The application of telegram, although it has lots of advantages for teaching and learning, however in a study conducted by Nizam et al. (2016) shows that there are also several weaknesses of telegram among its use for teaching and learning includes:

1) Internet issues: if no internet connection, students cannot use or open this application.
2) Non telegram user: although the development of technology is greatly increased nowadays, however it is possible that there are still a number of students who do not have gadget or mobile phone, hence it is difficult to apply M-learning through this application.
3) Reduced face-to-face communication: it cause a lack of direct communication between lecturer and students.

**4. The Concept of Perception**

Perception is the consciousness of particular material things present to sense (Angell, 1960). Perception is also referred as the voice or response of people toward something that is happening (Bannet, et al, 2015). Similarly, Damiani (2016) defined perception as people opinion for things that are served. In education, students' perceptions are usually needed to get feedback or information about strategies or methods which are developed in that teaching and learning process. The common

way for finding the students' perception is through interview (Gay, et al, 2006). In order to collect the students' perception, a research therefore is conducted.

## C. Conceptual Framework

The conceptual framework of integrating technology in teaching English for Islamic studies by using telegram underlying this study is given in the following figure.

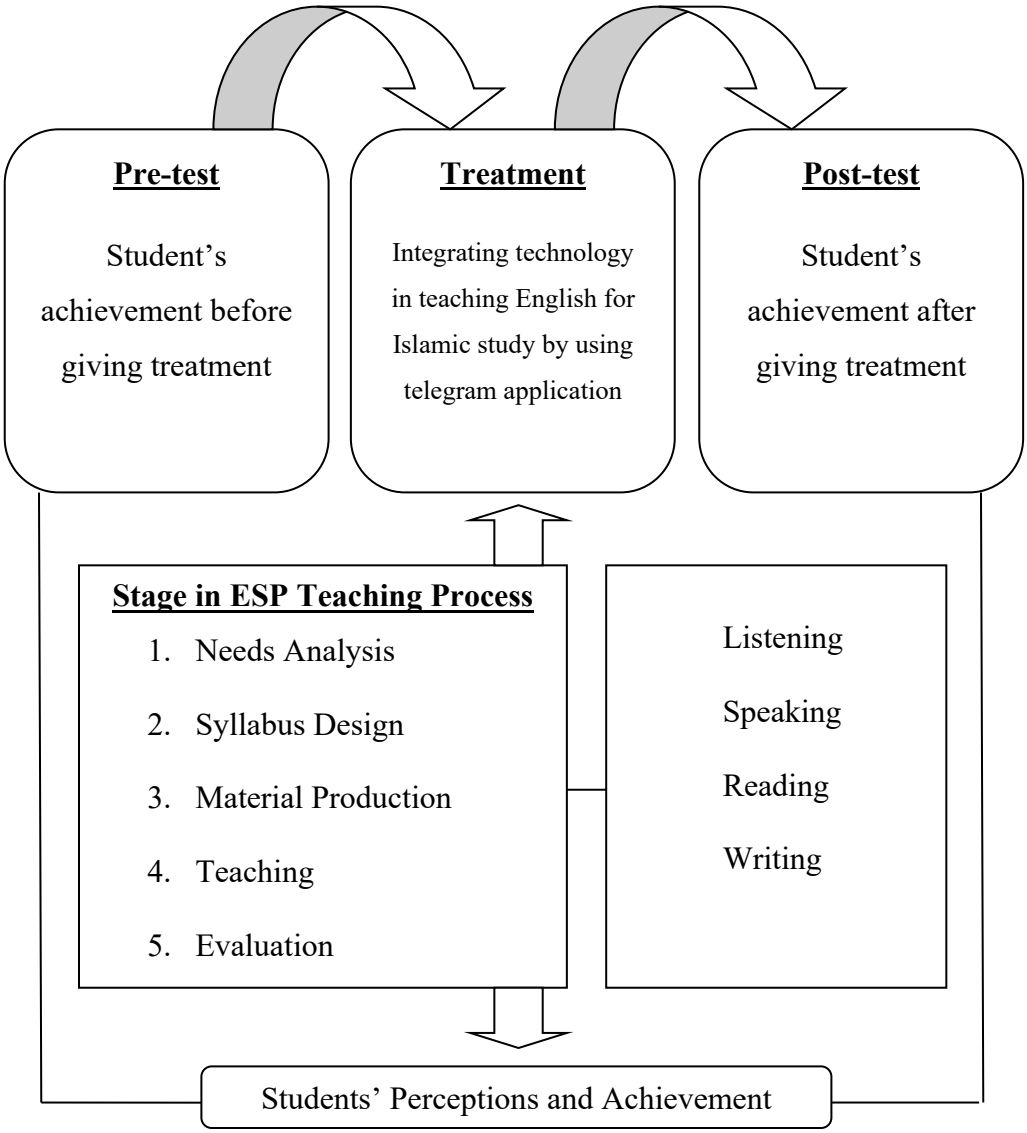



Figure II-2. The conceptual framework

This study was begin with giving pre-test. It was administered in one class to measure the student's ability in English before giving treatment. After giving pre-test, the researcher taught English to the students of Islamic studies by using the application of telegram. After giving treatment, post-test was conducted to measure the student's ability after beig taught using telegram application. Further, this study adopts the five stage of ESP teaching process by Dudley and John (1998). The first stage is that needs identification and analysis. In this regards, the researcher identified and analised the target and learning needs of students in Islamic study of UM Parepare through observation and giving questionnaire. There were students' necessities, lacks and wants in analyzing the target needs, while in the learning needs identifying the target situation, learners, and learning situation become the priority (Hutchinson and Waters, 1987).

After analyzing the student's needs, the second stage was syllabus design. Based on the result of needs analysis, an English syllabus for Islamic studies was designed by considering several principle adopted from Basturkmen (2006) and think about the four criteria in practicing English language teaching including learnability, frequency, coverage, and usefulness (Harmer, 2010). Besides, the result of needs analysis also helps the researcher in determining the type of syllabus that was used whether it is grammar syllabus, lexical, functional, situational, topic-based syllabus or task-based syllabus.

The third stage was that material production. Based on the syllabus, English material for Islamic studies was organized by considering several principles in producing adequate materials by Hutchinson and Waters (1987). Those principles help the researcher in compiling appropriate materials for students so that they were motivated in following the learning process. Accordingly, the learning objective was immediately achieved.

The four stage was the process of transferring knowledge to the students as called teaching process. In this stage, subsequent determined materials were taught to the students of Islamic studies. Furthermore, the use of several teaching methods or strategies helped the researcher in conveying the material for students. Creatively, it was combined or even modified. Because this study was concerned in the implementing of mobile learning, therefore terms of blended and flipped learning methods were possible to use as new trends in teaching process.

After analyzing needs, designing syllabus, producing material, and teaching, the last stage was evaluation. It aims to measure whether the learning process has run as well as the goals of learning itself. Moreover, evaluation is also a way to revise the learning process that has taken place for better learning in the next. According to Hutchinson and Waters (1987) there are two steps in order to evaluate the learning process. The first is through learner's assessment which is aimed to find out the student's feedback including their improvement and uderstanding when acquiring

knowledge. The second is through course evaluation which is needed to revise the learning goals whether it has been achieved or not.

## D. Research Hypothesis

Based on the problem statement presented on the previous chapter, the researcher formulates research hypothesis as follow:

$H_0$ : There is no significant difference on student's achievement in integrating technology in teaching English for Islamic studies by using telegram application.

$H_a$ : There is a significant difference on student's achievement in integrating technology in teaching English for Islamic studies by using telegram application.

# CHAPTER III
# RESEARCH METHOD

This chapter explains the research method including research design, research variables, operational definition of variables, population and sample, instrument of the research, procedure of collecting data, treatment, technique of analysis data, criteria of testing hypothesis, and research schedule.

## A. Research Design

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 is uses 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 studies before and after being taught English using telegram. Whereas, qualitative method was applied to find out the student's perception in integrating technology in teaching English for Islamic studies of Muhammadiyah University of 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.

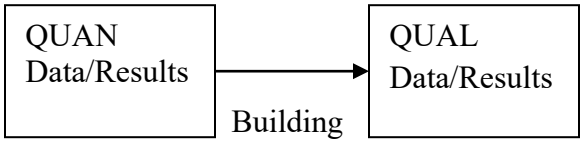



Figure III-1. QUAN-QUAL Mixed method design

## B. Research Variables

Variable is a concept that can assume any one of a range of values (Gay, et al, 2006). Furthermore, Kaur (2011) defined variable as property and logical groping of attributes. There are two types of variables commonly used, namely independent and dependent variables. The difference between the two variables lies in its function in which independent variable function as the cause while dependent variable is the effect or in other words, independent variable stand for manipulated variable and dependent is the criterion variable (Gay, et al, 2006). The independent and dependent variable of this study are as follow:

1. The independent variable was the use of telegram application in integrating technology for teaching English of Islamic studies.
2. The dependent variable was the English teaching in Islamic studies of Muhammadiyah University of Parepare.

## C. Operational Definition of Variables

1. ESP

ESP or English for Specific Purposes is one approach to teach specific English based on the student's needs. It is designed to meet the student's needs and provide them to work in particular community on future.

2. Telegram

Telegram is mobile application that can be used for teaching and learning. It allows students to communicate with teacher and student using gadget or mobile phone. Moreover, it considers students to study in their home by using their mobile phone as new trends of teaching and learning (M-learning).

3. Islamic studies

Islamic studies is a study about the Qur'an and Hadith and its implementation on daily life. It contains Islamic values, thus the way to teach English in this field should be related to those Islamic values.

## D. Population and Sample

1. Population

Population is the entire group of interest to the researcher in which the research results will be generalizable (Gay, et al, 2006). The population of this study was the Islamic study department of Islamic religion faculty at Muhammadiyah University of Parepare.

2. Sample

Sample is representation of the population. The process of selecting a number of representative participants from the population called sampling (Gay, et al, 2006). Actually, the population of this study consist of four classes including students of second until eight semester of Islamic studies of Muhammadiyah University of Parepare. However, only the second semester students who are study English and thus the researcher used non-probably purposive sampling in order to determine the sample. According to Gay et al, purposive sampling is the process of selecting the sample using experience and knowledge of the researcher to the group to be sampled (Gay, et al, 2006). Therefore, through this technique the researcher decided the second semester students of Islamic studies of Muhammadiyah University of Parepare to be the sample of this study. In addition, the sample consist of 20 students with heterogeneous educational background and characteristics.

## E. Instrument of the Research

Instrument is a tool or method for collecting data (Rimando et al, 2015). The most familiar instrument used for collecting quantitative data is test. Meanwhile, in qualitative data, terms of questionnaire and interview are familiar used as the instrument for collecting data. Because this study uses mixed method therefore the instruments were the combination of quantitative and qualitative instrument. They were test, and questionnaire.

1. Test

Test is an instrument for measuring something with certain methods and rules (Arikunto, 2015). There are many different types of test including cognitive test, affective test, and projective test. However, the form of cognitive test is used in this study. Achievement test is a kind of cognitive test which is concerned with the measurement of learner's current proficiency in given area of knowledge and skills (Gay, et al, 2006). This test was applied in both pre-test and post-test to find out the significant difference of students' achievement in Islamic studies before and after being taught English by using telegram application. The test consist of 35 numbers which covers the fourth English skills including listening, speaking, reading, and writing. Several items of vocabulary and grammar were also included in this test.

2. Questionnaires

a. Questionnaire for needs analysis

Questionnaire is a written collection of self-report questions that is answered by participants (Gay, et al, 2006). Questionnaire in this study was used for finding out the student's needs. It covers both target and learning needs of students in Islamic studies of Muhammadiyah University of Parepare. In target needs, the researcher provided questionnaire to find out the students necessities, lacks, and wants (Hutchinson and Waters, 1987). Whereas, in learning needs the researcher want to find out the students needs in terms of target situation, learners, and learning situation (Lamri, 2016).

b. Questionnaire for students' perception

Another questionnaire was needed in this study in order to investigate the students' perception about integrating technology in teaching English for Islamic studies by using telegram application. Obviously, this session was conducted after giving treatment.

## F. Procedure of Collecting Data

The procedure of collecting data is presented in chronological order as follow:

1. Pre-test

The researcher give pre-test before students were taught English for Islamic studies by using telegram. In this regards, pre-test was needed to know how far the student's ability in English before giving treatment in which ESP for Islamic studies is integrated and telegram application is used as teaching media. There were 30 items of pre-test those are 15 items of multiple choice that cover questions for reading skill, 13 items of completion test in which contains questions for listening skill, and 2 items for speaking and writing skills. Time allocation of this test was 90 minutes. The researcher administered the test firstly. Then, explained what students were going to do and the last step is checking the student's work and giving scores.

2. Post-test

After giving treatment, the researcher give post-test in the last meeting. Post-test was given to measure the student's ability in English after they were taught by using the application of telegram. In this session, students have to answer 30 questions that have a higher level than the questions on pre-test. As same as pre-test, it consisted of 15 items of multiple choice, 13 items of completion test and 2 items of speaking and writing test.

3. Giving questionnaires

In order to investigate the students' perception about integrating technology in teaching English for Islamic studies by using telegram application, the researcher distributed questionnaire after conducting post-test. It was held around 60 minutes within 20 questions.

## G. Treatment

In this session, the researcher adopted the five stages ESP teaching process according to Dudley and Johns (1998). They are the stage of needs analysis, syllabus design, material production, teaching, and evaluation.

1. Needs Analysis and Identification (NIA)

Needs analysis is the most important stage as the concept of ESP to teach English based on the students' needs in particular domain. In this stage, the researcher provided questionnaire to the students of Islamic studies in order to gain several

information regarding their needs in English learning. Both of target needs and learning needs were considered in this process.

2. Syllabus Design

After analyzing the student's needs, the next stage was designing a syllabus. Clearly, the syllabus was designed based on what the researcher obtained in the stage of needs analysis. Moreover, adjusting the type of syllabus that was used help the researcher in designing appropriate syllabus as needed. Hence, the type of syllabus used in this study was topic-based syllabus in which cover the certain situation and condition (Harmer, 2010). However, several topics used in this syllabus were adapted to Islamic values for instance, the topic of Al-Qur'an, Hadith, Aqaid, akhlaq, etc. In order to create a high standard syllabus, the researcher considered several criteria based on Basturkmen and Harmer's point of view which involves learnablity, frequency, coverage, and usefulness.

3. Material production

After the process of designing syllabus completed the next step was producing appropriate materials. However, syllabus is only a design or pattern while the material is the core of learning. Everything that concerns the development of student's knowledge and skills are covered in one material. Thus, material has the important role in teaching and learning process. Materials used in this study were based on the syllabus in which consider the student's needs. Because the object of

this study is the students of Islamic studies therefore the English material contained Islamic values.

4. Teaching

The next stage after producing materials was teaching process. In this stage, the researcher taught English to the students of Islamic studies of UM Parepare by using telegram application. It was held in eight times and the allocation time for each meeting is 2x50 minutes. The teaching strategy used in this session was blended learning as new trend in teaching ESP (Barcena and read, 2014). Blended learning is the combination of face to face and online teaching (Sharma, 2007). Therefore, the eight meetings were divided into four times online and four times offline. In this study, there were two meetings for one week and thus the length of time needed in the teaching stage were around four weeks. The procedure was as follow:

a. In the beginning of the first meeting this is face to face model, the researcher introduced the application of telegram to the students of Islamic studies of UM Parepare and students downloaded the application on their mobile phone. Then, the researcher made a group in telegram and every student followed it.
b. Second meeting is online mode. The researcher shared the material that will be discussed in the third meeting. Every student should understand the material before the class meeting. Students were allowed to ask questions on group if there is something that they do not understand.

c. Third meeting is face to face mode. In this meeting, before the class began the researcher asked some questions for students to measure their understanding about the material that has been given in the group. After that, the researcher explained the material deeply.
d. Fourth meeting is online mode. The next material was shared in the group. Students discussed the material in group and the researcher give brief explanation.
e. Fifth meeting is face to face mode. As in the third meeting, the researcher asked some questions before the class began to know the students understanding about the material that given in the group. After that, the researcher explained the material deeply.
f. Sixth meeting is online mode, the next material were given.
g. Seventh meeting is face to face mode. The researcher asked several questions. Then, explained the material deeply.
h. Eighth meeting is online mode. The researcher checked the student's work and give scores.

5. Evaluation

In order to find out the student's feedback and to make sure that the teaching process is running well, evaluation was presented as the last step in teaching and learning process. In this process, the researcher give task before one meeting ended. The task was submitted through the application of telegram by giving deadline. According to Hutchinson and Water, there are two that are emphasized in the

evaluation process, namely learners' assessment and course evaluation. Moreover, the result of evaluation stage is expected to be considered for the better learning in the next meeting.

## H. Technique of Analysis Data

This study uses the model of QUAN-QUAL in which quantitative data were collected first and more heavily weighted than qualitative data.

1. Technique analysis of the quantitative data

In this part, the quantitative analysis was presented to employs statistical calculation to test the hypothesis. The following procedures were applied in this study to process the data:

a. Scoring students' answer

1) Multiple choice test

$$S = R - \frac{W}{n-1}$$

Where:

S : Raw score

R : Right answer

W : Wrong answer

n : Total option

1 : Fixed number

(Arikunto, 2015)

2) Completion test

$$S = R$$

Where:

S : Raw score

R : Right answer

(Arikunto, 2015)

3) Scoring the speaking skill

Table III-2. Rubric of speaking skill

| Scale | Descriptions |
|---|---|
| 6 | - Pronunciation good.<br>- Only 2 or 3 grammatical errors.<br>- Not much searching for words.<br>- Very few long pauses.<br>- Fairly easy to understand.<br>- Very few interruptions necessary.<br>- Has mastered all oral skills on course. |
| 5 | - Pronunciation slightly influenced by L1.<br>- A few grammatical errors but most sentence correct. |

| | |
|---|---|
| | - Sometimes searchers for words.<br>- Not too many long pauses.<br>- General meaning fairly clear but a few interruptions necessary.<br>- Has mastered almost oral skills in course. |
| 4 | - Pronunciation influenced a little by L1.<br>- A few grammatical errors but only 1 or 2 causing serious confusion.<br>- Searchers for words.<br>- A few unnatural pauses.<br>- Conveys general meaning fairly clearly.<br>- A few interruptions necessary but intention always clear.<br>- Has mastered most of oral skills on course. |
| 3 | - Pronunciation influenced by L1.<br>- Pronunciation and grammatical errors.<br>- Several errors cause serious confusion.<br>- Longer pauses to search for word meaning.<br>- Fairly limited expression.<br>- Much can be understood although some efforts needed for parts.<br>- Some interruptions necessary.<br>- Has mastered only some of oral skills on course. |
| 2 | - Several serious pronunciation errors. |

| | |
|---|---|
| | - Basic grammar errors.<br>- Unnaturally long pauses.<br>- Very limited expression.<br>- Need some effort to understand much of it.<br>- Interruptions often necessary and sometimes has difficulty in explaining or making meaning clearer.<br>- Only a few of oral skills on course mastered. |
| | - A lot of serious pronunciation errors.<br>- Many basic grammar errors.<br>- Full of unnaturally long pauses.<br>- Very halting delivery. |
| 1 | - Extremely limited expressions.<br>- Almost impossible to understand.<br>- Interruption constantly necessary but cannot explain or make meaning clearer.<br>- Very few of oral skills on course mastered |

(Heaton, 1990)

4) Scoring the writing skill

Table III-3. Rubric of Writing Skill

| Criteria | Scale | Description |
|---|---|---|
| Fluency | 5 | Excellent: flow style, very easy to understand, both complex and simple sentence, very effective. |
| | 4 | Good: quite flowing in style, mostly easy to understand, a few complex sentences, very effective |
| | 3 | Fair: style reasonably smooth, not too hard to understand mostly (but not all), simple sentences, fairly effective. |
| | 2 | Inadequate: bad style, an effort need to understand and enjoy, complex sentences, confusing, mostly simple sentences or compound sentences. |
| | 1 | Unacceptable: very bad, hard to understand, cannot enjoy reading, almost all simple sentences, complex sentences confusing, excessive use of "and". |
| Grammar | 5 | Excellent: mastery of grammar taught one course, only 15% mistakes. |
| | 4 | Good: 25% mistakes only (prepositions, articles, etc.) |
| | 3 | Fair: only 30% mistakes, but there are 3-4 minor ones. |

| | | |
|---|---|---|
| | 2 | Inadequate: 50% mistakes in grammar. |
| | 1 | Unacceptable: there are more 50% mistakes. |
| Vocabulary | 5 | Excellent: use of wide range of vocabulary taught previously. Only one mistake vocabulary. |
| | 4 | Good: good use of new words acquired, fairly appropriate synonyms, circumlocutions, there are 2-3 mistakes vocabulary. |
| | 3 | Fair: attempts to use words acquired fairly appropriate vocabulary on the whole but there are 4 mistakes vocabulary. |
| | 2 | Inadequate: restricted in vocabulary, use of synonyms (but not always appropriate), imprecise and vague, affects meaning, there are 5 mistakes vocabulary. |
| | 1 | Unacceptable: very restricted vocabulary, not inappropriate use of synonyms seriously hinders communication, there are more than 5 mistakes vocabularies. |
| Content | 5 | Excellent: all sentences support the topic, highly organized, clear progression of ideas, well linked, like educated native speaker. |

| | | |
|---|---|---|
| | 4 | Good: ideas well organized, linked could occasionally be clearer but communication not impaired. |
| | 3 | Fair: some lack of organization, reading required for classification of ideas. |
| | 2 | Inadequate: little or no attempt at connectivity, thought reader can deduce some organization, individual ideas may be clear but very difficult to deduce connection between them. |
| | 1 | Unacceptable: lacks of organization to serve that communication is seriously impaired. |
| Spelling | 5 | Excellent: 15% errors in spelling. |
| | 4 | Good: 25% errors in spelling. |
| | 3 | Fair: 40% errors in spelling. |
| | 2 | Inadequate: 60% errors in spelling. |
| | 1 | Unacceptable: 80% errors in spelling. |

(Heaton, 1975, *cit.* Wibowo, 2013)

In order to find out the total numbers of student's score on test, the researcher use the following formula:

$$\text{Students' score} = \frac{\text{Students' achievement score}}{\text{Maximum score}} \times 100$$

b. Classifying the students' score

Table III-3. Level of Mastery

| Range Persentation | Classification | Category | Score |
|---|---|---|---|
| 85 - 100 | Very good | A | 4 |
| 70 – 84 | Good | B | 3 |
| 55 – 69 | Fair | C | 2 |
| 50 – 54 | Poor | D | 1 |
| 0 – 49 | Very poor | E | 0 |

(Peraturan Akademik UM Parepare, 2018: 1)

c. Calculating the percentage of scores using the following formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P : Percentage

F : Frequency

N : The total number of students

d. Calculating the mean score by using the formula below:

$$\bar{x} = \frac{\Sigma x}{N}$$

Where:

$\bar{x}$ : Mean score

$\Sigma x$ : Total raw score

$N$ : The number of students

(Gay, 2010)

e. Calculating the standard deviation using the formula presented below:

SD = $\sqrt{\frac{ss}{n}}$ in which ss = ss² - $\frac{(\sum x)^2}{n}$

Where:

SD : Standard deviation

Ss : Standard of square

n : The number of student

$\sum x$ : The sum of all square

$(\sum x)^2$ : The sum square of the sum score

(Gay,2010)

f. Calculating of the value of t-test to find out the significant difference between pre-test and post-test. The formula is presented below:

$$t = \frac{\overline{D}}{\sqrt{\sum D^2 - \frac{(\sum \text{D-})^2}{n}}{n(n-1)}}$$

(Gay, 2010)

2. Technique analysis for the qualitative data

In this process, the researcher adopts the following procedure for analyzing data by Gay et al (2010). The steps are as follows:

a. Organizing

Before analyzing and interpreting the data, it is important to begin by tiding up the data first or can also be referred as organizing the data. According to Gay et al (2010) organizing is needed after collecting data in order to make it easier to study and understand. Regarding this stage, there are several ways that useful for organizing the data as follow:

1) Write dates (month, day, year) on all notes.
2) Sequence all notes with labels.
3) Label notes according to type.
4) Make two photocopies of all notes.
5) Organize computer files into folders according to data type and stage of analysis.
6) Make backup copies of all files.
7) Read through data and make sure all information is complete and legible before proceeding to analysis and interpretation.
8) Begin to note and patterns that emerge.

b. Reading

In this process, the researcher read and write memos about all field notes, participant comments to get an initial set of the data. It is important that the

researcher write notes while reading or underline issues that seem important so that the researcher have a record of initial thoughts and sense of the data. Accordingly, if the researcher comes to the deeper analysis, the data can be separated into which data is useful and which is not.

c. Describing

The next step after reading was describing. In this stage, the researcher made description about the data collected through questionnaire. It involves participants' perception.

d. Classifying

Qualitative data is basically the process of breaking down data into smaller units, determining what is important, and placing related units generally in the form of analytic (Gay, et al, 2010). Hence, classifying process or coding is needed to categorize the data and grouping them into themes. This is important because if the researcher cannot classify the data, she has no reasonable way to analyze qualitative study. In addition to this process, the researcher read all the notes and categorized the meaning or understandings that emerge from the data.

e. Interpreting

Interpreting the data is a process of connecting among the data pieces, categories, and patterns (Gay, et al 2010). In this respect, the researcher realize that all the process related to data analysis will lead to an interpretation. In order to make the interpretation process to be easier, the researcher used the strategy of interpreting

data namely contextualize finding in the literature. In this strategy, the researcher connected her findings to the review of related literature on previous chapter. Accordingly, this process provided support for the studys' finding. Additionally, this strategy also provided a way to share with colleagues for the existing knowledge base on a research problem and to recognize the unique contributions that qualitative research has made to the researcher understanding of the topic studied.

In order to interpret the data, the researcher used Likert scale as Sugiyono (2010) stated that Likert scale is used for measuring the students' perception regarding the phenomena. The representation of Likert scale is as follow:

**Table 4. 1. Likert Scale**

| **Positive Questions** | | **Negative Questions** | |
|---|---|---|---|
| Strongly Agree | 5 | Strongly Disagree | 1 |
| Agree | 4 | Disagree | 2 |
| Neutral | 3 | Neutral | 3 |
| Disagree | 2 | Agree | 4 |
| Strongly Disagree | 1 | Strongly Disagree | 5 |

Gay (2010)

By looking at the score presented in the following table, the highest score is 100 and the lowest is 20. The interval of the student' responses on the questionnaire can be seen in the following table.

**Table 4. 2. The Range Categories**

| Range | Category |
|---|---|
| 84 – 100 | Strongly Positive |
| 68 – 83 | Positive |
| 52 – 67 | Neutral |
| 35 – 51 | Negative |
| 20 – 35 | Strongly Negative |

Gay (2010)

## I. Criteria of Testing Hypothesis

To test the hypothesis, the researcher used t-test with $\alpha = 0.05$ level of significance, with the formula for degree of freedom (df) = $N_1 - 1$. The formula of the statistical hypothesis in this research was one-tailed as follow:

$H_0$ : $\mu 1 \not> \mu 2$
$H_1$ : $\mu 1 > \mu 2$

Where:

$H_0$ : Null hypothesis

$H_1$ : Alternative hypothesis

$\mu_1$ : The mean score of students' pre-test

$\mu_2$ : The mean score of students' post-test

(Gay: 2010)

1. $H_o$ is accepted and $H_1$ is rejected if the t-table value is higher than t-test value. It indicates that there is no significant difference on student's achievement in integrating technology in teaching English for Islamic studies of Muhammadiyah University of Parepare by using telegram application.
2. $H_1$ is accepted and $H_o$ is rejected if the t-table value is not higher than t-test value. It indicated that there is a significant difference on student's achievement in integrating technology in teaching English for Islamic studies of Muhammadiyah University of Parepare by using telegram.

# CHAPTER IV
# FINDINGS

This chapter presents the result and discussion of this study. Because this study applied mixed method with quan-qual design so there are two form of data that will be presented in this chapter in which the quantitative data is analyzed first then the qualitative data is analyzed based on the result of quantitative data.The result of this study is the students scores gained through the test and the students' perception gained through questionnaire. While the discussion is about the finding of this study, compare between theory and practice during the study process.

## A. Result

1. Result of Quantitative Data

a. Data collected through test

It has been mentioned before 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.

**Table 4. 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 studies 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.

**Table 4. 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.

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

**Table 4.3.** 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.

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

**Table 4.4.** 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 table 5.4.

**Table 4.5.** 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.

2. Results 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.

## B. Discussion

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

a. Listening skill

One of the aspect of English which is difficult to master is that the listening skill. Listening is a process of hearing and interpreting sounds (Gilakjani and Sabouri, 2016). Furthermore, Zinjani (2016) stated that decent listening skills are very important since its role is becoming more and more prevalent in communication function throughout the world. However 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 facilitaties (Queendarline, 2018). 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 whereever 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.

b. Speaking skill

Other difficult skill in English teaching for Islamic study was the speaking skill. It is the productive skill which need to be practiced. Alharbi (2015) stated that improving the speaking English proficiency for Islamic study is a challenge. Moreover, Al-Sobhi and Preece (2018) stated that teaching English speaking for Islamic students has always been an exacting task for Islamic lecturers because it is considered as a foreign language. 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.

c. Reading skill

Reading comprehension is one requirement in English teaching and learning that should be mastered by Islamic students in Islamic education (Darmeyanti and Kustati, 2017). 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.

d. Writing skill

Writing is the ability to create ideas and express them logically (Al-Souqi, 2001). 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 as

Habibi (2017) mentioned on the previous chapter. 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. It hamperd students to produce their ideas and creativities. 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.

2. Effect of telegram aplication 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 whereever students are, as long as they have the internet connection.

Second, teaching English for Islamic studies by using telegram aplication is attracive as Ghaemi at al. (2017) stated that it can help students to recognize their existing abilities. 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. By telegram, students can still engange in the learning process as they are interacting with the teacher and among them (Hussin, 2016). 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.

# CHAPTER V
# CONCLUSION AND SUGGESTION

This chapter consist of two parts, the first is conclusion which based on the research finding and discussion. The second is suggestion for further study.

## A. Conclusion

Considering the result of data analysis and discussion, the researcher conclude that integrating technology in teaching English for Islamic studies 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 studies, 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.

## B. Suggestion

The use of telegram application has presented a great effect for integrating technology in ESP teaching. Hence, several suggestion are given for people who have a role in this field.

1. For the English lecturer

As the educator, teachers need to pay attention in applying appropriate method with this application. Moreover, selecting materials should be based on students' needs. Accordingly, the learning purpose can be achieved easier.

2. For Islamic students

Students' awareness is very needed in applying this way of teaching. Thus, students need to change their minset that English is difiicult for their study program.

3. For the next researcher

For the next researcher, the most thing that should be paid attention is that the time management. To conduct other similar studies, all of the English skills will be taught. Yet, it cannot be running well in a short time. This is also the lack of this study. Thus, the researcher expect to the next researcher to consider the time management greatly.