

The Learning English Website As The Alternative Media To Enhance The Economics Students' Competence In Learning English

Aisyah

Universitas Muhammadiyah Pekajangan Pekalongan, Pekalongan, Indonesia

Aisyah.khafifi@gmail.com

Abstract

Teaching English in Economics students has own uniqueness than others. Since it is not their main competence, most of the students are still seeing English as the “frightening” and boring subject. In other side, they need mastering English in their future job considering that today most jobs in the world need english mastery as their qualification and to support the business running well. So, it challenges the english teacher to empower many media and techniques to attract their interest in learning english. Therefore, the writer decided to discuss how empowering of the English learning website (bbc.co.uk/learningenglish) could enhance the students' competence in learning English. The design used was classroom action research and the respondents were the first term students of Faculty of Economics and Business UMPP who took the Basic English before taking English for Specific Purposes (English for Accounting, or English for Management, or English for Economics). In collecting data, the reseacher applied some intruments; test, observation, and field notes. Meanwhile to analyze the data, T-Test was used to examine the significant of using the website in improving the students' competence. From 180 respondents, after examining proccess by using T-Test, it was taken the mean avarage before the treatment; 57.9750 and after the treatment, the mean avarage is 68.9611. it means the mean avarage after treatment is higher than before one. Based on the result of T-Test, it showed that the value of T-Statistics 13.840 is bigger than T-table; 1,96 with the significant value 0.000 (less than 0.05). It means that there is significantly different between before treatment and after one.

Keywords: English for Specific Purposes (ESP), Technology-Enhanced Language Learning (TELL), Teaching English in Economics Students

Abstrak

Mengajar Bahasa Inggris pada mahasiswa Ekonomi memiliki keunikan tersendiri. Karena dipandang bukan sebagai kompetensi utama, mereka cenderung masih memandang bahasa Inggris sebagai mata kuliah yang “menakutkan” dan membosankan. Di sisi lain, mereka perlu menguasai bahasa Inggris untuk membangun karirnya di masa depan, mengingat saat ini sebagian besar pekerjaan di dunia membutuhkan penguasaan bahasa Inggris sebagai kualifikasinya dan untuk menunjang bisnis berjalan dengan baik. Hal ini menjadikan pengajar Bahasa Inggris berfikir untuk memberdayakan banyak media dan teknik untuk menarik minat mereka dalam mempelajari bahasa ini. Oleh karenanya, penulis memutuskan untuk membahas bagaimana pemberdayaan website pembelajaran bahasa Inggris (bbc.co.uk/learningenglish) dapat meningkatkan kompetensi mahasiswa dalam mempelajari Bahasa Inggris. Desain yang digunakan adalah penelitian tindakan kelas dengan respondennya adalah mahasiswa semester pertama Fakultas Ekonomi dan Bisnis UMPP yang mengambil mata kuliah Bahasa Inggris Dasar sebelum mengambil Bahasa Inggris untuk Akuntansi, Ekonomi, atau Manajemen (English for Specific Purposes). Dalam pengumpulan data, penulis menerapkan beberapa instrumen; tes, observasi, dan catatan lapangan. Sedangkan untuk menganalisanya, T-Test digunakan untuk menguji signifikansi penggunaan website dalam meningkatkan kompetensi mahasiswa. Dari 180 responden, setelah dilakukan pengujian menggunakan T-Test, rata-rata sebelum dilakukan perlakuan (treatment) sebesar 57.9750 dan setelahnya, rata-rata mencapai 68.9611. Hal ini menandakan angka rata-rata setelah perlakuan lebih tinggi dari sebelumnya. Hasil T-Test menunjukkan bahwa nilai T-Statistics 13,840 lebih besar dari T-tabel; 1,96 dengan nilai signifikan 0,000 (kurang dari 0,05), hal ini berarti terdapat perbedaan yang signifikan antara sebelum dan sesudah perawatan (treatment).

Kata kunci: ditulis dalam bahasa Indonesia. Jumlah maksimal kata kunci adalah 5.

INTRODUCTION

Since the using of technology increases in the early part of 21st century to aid, many courses in the classrooms including in the english learning ones, it has become one of the main tools and media to learn the language. Furthermore, the use of educational technology plays an important role in education because it provides several technological tools that can make the learning and the teaching process more effective.

Gary Motteram stated that the digital technologies are ideally placed to help teachers working with learners, and learners working independently, to do the necessary 'languageing' that makes their language development possible.

Technology can play a major role in the way an English course is taught and in the way a student learns. It can foster interaction and motivation in students in ways that a class taught without technology simply could not (Boles, 2011).

There are various tools and methods that come along with using technology inside and outside of the classroom. As technology has become more readily available, it has also become easier for every student to have access to a computer and other technological resources.

As English is increasingly becoming a universal language, it is the dominant language of international business and communication, the official language of over 50 countries, and is the third most common native language in the world (Crystal, 2003). To help students to learn this valuable skill, English as a Second Language (ESL) courses have been adopted in many countries all over the world.

One modern approach used in

ESL classes is leveraging technology to help the students learn. Technology has been evolving rapidly over the past decade and, as such, some forms of it are beginning to play a role in the classroom. With proper integration, technology could help improve student performance inside and outside of ESL classrooms.

Teaching English in Economics students has own uniqueness than in English Students. Since english is not their main competence, most of the students are still seeing English as the "frightening" and boring subject. In other side, they need mastering English in their future job considering that today almost jobs in the world need english mastery as their qualification and to support the business running well. So, it challenges the english teacher to empower many media and techniques to attract their interest in learning english.

Faculty of Economics and Business UMPP has its own language laboratory and used the technology in supporting to learn English since 1998, starting from using Overview Hand Projector (OHP), then changing to multi media technology. Cassette recorder, VCD player, DVD player, laptop, internet, and LCD are used as media to attract the students' interest in learning english. Also, they are used in order to improve their english competence considering the english language will be very important to support their main competence; economics in their work. Nowadays, many english website have been created and could be used to support the students improving their English listening, reading, writing, and speaking skills.

Finally, based on the background explained above the writer decided to discuss how empowering of the English learning website (bbc.co.uk/learningenglish) could enhance

the students' competence in learning English.

The Problem Statement

Based on the problems faced as stated on the background of the study above, it has created a question; how could the english learning website (bbc.co.uk/learningenglish) be empowered and applied as the one of alternative media to teach English for economics students and enhance their competence in learning English?

The Objective of the Study

This study will find out and discuss how the english learning website (bbc.co.uk/learningenglish) could be empowered and applied as the one of alternative media to teach English for economics students and enhance their competence in learning English.

The Significance of the Study

Of course, by finding out and discussing about empowering and applying the english learning website (bbc.co.uk/learningenglish) as one the alternative media to teach English for economics students and enhance their competence in learning English, there are some significances hoped to some sides, as stated as follow:

1) For the teachers

The findings and the results of this discussion will be an important input and hopefully can enrich their knowledge and skill teachings so that they will use many interesting and attractive media to improve their learners' competence in learning English. Also, the teachers can be creative by empowering the english learning website (bbc.co.uk/learningenglish) to be the media in teaching English, in order to improve the students' skill in listening, speaking, reading, and writing.

2) For the Management

From the findings and results, it really hoped that it can create the awareness on the importance of giving the English teachers time, ways, and oportunity to perform their effective ways in teaching English and to find out many media in accordance with the students' needs in using english. In addition, they can support the English teachers by giving the tools, area, media, and others related to the given English materials.

Besides, this results of this discussion could be an input and a mindset change according to the needs and interests of the students including using the internet technology as media to learn this language. The learning system also has to be made in order to create the flexible, comfort, and technology-update classroom so that the objective of english learning could be achieved.

Limitation of the Study

The discussion of this study focused only in the learning english website (bbc.co.uk/learningenglish) as the one of the alternative media to teach English for economics students and enhance their competence in learning English.

Literature Review

1. Technology-Enhanced Language Learning (TELL)

“(TELL) or Technology enhanced language learning deals with the impact of technology on teaching and learning a second language” (Patel, 2014, Technology-enhanced language learning (TELL)). Technology should be part of classroom utility as like other teaching tools or aids. It can be essential combination with other teaching resources. The purpose of using technology should be “assist and enhance language learning”. Recently, teachers are integrating different varieties of technology to assist their teaching, involve students in “learning

process, provide authentic examples of the target culture, and connect their classrooms". Some technology tools permit teachers to make a distinction in teaching and classroom activities and also homework or assignments.

In addition, technology has importance as a tool to support teachers of foreign languages in facilitating language learning for their students. Technology can play an important role in assisting and improving language learning, the efficiency of any technological tool depends on the knowledge and expertise of the qualified language teacher who runs the classes. Technology-enhanced language learning (TELL) suggests "to the use of the computer as a technological innovation to display multimedia as a means of complementing a teaching method language teacher. TELL is not a teaching method but rather an approach that can be used alongside a teaching method to help teach". (Patel, 2014, Technology-enhanced language learning).

According to Jonassen et al. (1999), the creative teachers need to find out ways of using technology as a learning tool for their students even if they do not master the technology and cannot act as an expert. Although technology is usually viewed as a delivery and instructional tool, many instructors struggle to support their students to learn form, and about technology, but ignore the most important aspect -- learning with technology. Students learn meaningfully when they learn with computers, and not just about or from computers (Jonassen, 2000). When students learn with computers, technology is viewed as a resource to help them develop, among other things, higher order thinking, creativity, and research skills (as cited in Raihan & Lock, 2012, p. 25-26). Moreover the use of technology "in second- and foreign-language teaching is characterized by the use of multimedia and

the Internet." (Patel, 2014, Literature Review).

2. Types of technologies used in language classroom

There are different types of technology which can be used in language classroom. "The selection of appropriate technology in class is important for ensuring effective learning. When used as learning tools, technology provides tremendous opportunities to enhance classroom instruction"(Raihan & Lock, 2012, p.25).

a) Multimedia presentation:

Multimedia projector and presentation software are two technologies which are frequently used in technologically advanced classroom. "Powerpoint presentations can be used by teachers to present organized lectures, aid, 'visual' and inattentive learners and prepare students for their professional life" (Ivy, 2011, p. 208).

b) Office applications:

Creating worksheet, handouts, posters, newsletters, reports, spelling and grammar checking, presenting research data etc. can all be done effectively with these applications (Ivy, 2011, p. 208).

c) Images and soundtracks:

Sometimes teachers may want to add visuals, soundtracks, videos and animations to materials/worksheets (Ivy, 2011, p. 208). Some teachers use projected slides, images from an overhead projector (OHP) or projected computer images (Harmer, 2003, p.134).

d) E-mail:

E-mail has become an important means of communication nowadays. Of particular interest to teachers and students is the fact that documents can be attached to e-mail and sent along with them, so that students can send word-processed work to their teachers who can then send back feedback in the same way (Harmer, 2003, p.134). Furthermore, e-mail can be media to improve the students' writing ability, it can

be used to create useful and flexible atmosphere of communication between the student and the teacher intimately. So, they both can build warm communication while improving the students' writing; it will be very effective.

e) Multimedia Simulation software:

Through multimedia simulation software learners can enter computerized micro worlds with exposure to language and culture in a meaningful audio visual context (Ivy, 2011, p.212).

f) Interactive whiteboards:

An interactive whiteboard (IWB) is a large interactive display that connects to a computer and projector. Some IWB allow teachers to record their instruction as digital video files and post the material for review by students at a later time (Ivy, 2011, p.212).

g) Electronic whiteboard:

Electronic whiteboard or the smart board is the latest addition to the technologies used in classroom. However, Ivy (2011) states, "Although it is a very interesting add on to the classroom, implementation is costly and as such is not feasible in the context of Bangladesh" (p.213).

h) Podcasting:

Podcasting is a broadcast available on the internet anytime for downloading. It can be used by language teachers to listen to varied sources of authentic input, to make students create their own podcast in the foreign language, to listen to „semi-authentic“ language created specifically for language learners etc. (Ivy, 2011, p.215).

i) Internet:

Internet is a source of huge information and knowledge. The list of information available through internet is endless. "Teachers should be equipped with the necessary skills to track and sort out these resources" (Ivy, 2011, p. 207).

3. Teaching English in Economics Students

Teaching english in economics students, generally, the students study English "not because they are interested in the English Language or English culture as such, but because they need English for study or work purposes" (Robinson, 1991: 2). In other side, it is taught as one of the supporting skills to prepare them facing and competing their future job. So it needs specific materials and strategies based on their specific purposes in learning English. In English for Specific Purposes (ESP), "language is learnt not for its own sake or for the sake of gaining a general education, but to smooth the path to entry or greater linguistic efficiency in academic, professional or workplace environments" Basturkmen (2006: 18). This denotes that, the role of ESP is to help language learners to build up the needed abilities in order to use them in a specific field of inquiry, occupation, or workplace.

Hence, English should be taught to achieve specific language skills using real situations, in a manner that allows them to use English in their future profession, or to comprehend English discourse related to their area of specialty.

In addition, Basturkmen (2006) maintains that General English Language teaching tends to set out from a definite point to an indeterminate one. Meanwhile, ESP program is designed for adults who have a common professional or job related reason for learning English, a common context in which English is used, context knowledge of their subject area, and well developed learning strategies (Scheppegrell:1991)

In short, according to Anwar (2000: 8) ESP is a language teaching given to the students who have professional study and job related reason in that English is used in common context of the students' subject area. The difference between ESP and EGP is that ESP courses focus on the actual tasks that students have to carry out

while EGP courses select more general contexts (Dudley-Evans & St John, 2000). According to Ajideh (2009), the difference between ESP and EGP lies in the way we define and implement the learning purpose. While ESP is objective-oriented learning where the specification of objective corresponds to the aim – the training operation – which deals with the development of restricted competence, EGP, on the other hand, is aim-oriented which does not equate the specification of objective to aim – an educational operation – dealing with the development of general capacity. While the primary role of an ESP teacher is to design a syllabus based on realistic goals and evaluating students' performance through the evaluation of relevant language skills, the EGP teacher does not necessarily set the goals and objectives of the program. Therefore, an ESP teacher is basically involved in a 'training operation' equipping the learners with a 'restricted competence' to cope with defined tasks, an EGP teacher, on the contrary, is involved in an 'educational operation' equipping learners with a general capacity 'to cope with undefined eventualities in future'.

4. Teaching English in Faculty of Economics and Business UMPP

In this faculty, English is given for five terms. In the first term, students are given the basic English focused on strengthen their basic four English skill, then they will be given English for Specific Purposes (ESP); English for Accounting for Accounting students, English for Management for Management students, and English for Economics and Developmental Studies for Sharia Economics students in the second term. In the third and fourth terms, they will be given English for Intermediate and English for Post Intermediate which focused in

listening and speaking skill. The last in the fifth one, they will be prepared to face the TOEFL test.

All are taken a place in the Language laboratory which facilitated with the multimedia to support them in mastering English considering this language has been an international language and has been taught to schools, and universities over the world, and to support the students realize the importance of this language for their future development. Using English website as the media to learn English to find some measures so as to force students realize the importance of this language.

Besides, using this media is to attract the students' interest, create their curiosity of learning this language, considering this website is completed by listening section, reading section, images, full exercises, and allow the students to develop their vocabularies by using the the grammar game show.

METHODOLOGY

The design of this research was classroom action research. Susanto (Norma: 2013) says that classroom action research is a research about implementation of teaching and learning in the classroom. It is an approach employed by a teacher and conducted with one or more researchers to improve the quality of education by first getting an evaluation from the unsuccessful previous study.

The respondents of this research were the first term students of Faculty of Economics and Business UMPP who took the Basic English before they took English for Specific Purposes (English for Accounting, or English for Management, or English for Economics).

In collecting data, the researcher applied some instruments, there were:

1. Test

There are two kinds of test in this term; Pre-test, and Post-test.

Pre- test was given in the first meeting before they got the material from the english website (bbc.co.uk/learningenglish) during one term which consists 14 meetings (before treatment). Meanwhile, after the 14th meeting, the students were given Post-test. Both tests consist of speaking test, grammar and vocabulary test, listening test, and writing test. The test were based on the scoring scale decided by the scoring standard of STIE Muhammadiyah-Pekalongan.

2. Observation

During the observation process, the researcher makes notes to underline some advantages and students' activity when given the materials, same lack or difficulties which probably happened during the class.

3. Field notes

This activity has been done by the researcher after the class. In this research, field notes were used to know the situation

and the activities during the teaching and learning process, such as how the teachers carry out the material and the students' response about the material given. The form of the fill note was an empty of paper which notes all the events during the activities at the classroom.

running.

In analyzing the data, T-Test was used to examine the significant of using the website in improving the students' competence.

FINDING AND DISCUSSION

The researcher presents and describes the results of the research. It answered the questions of the study, 'how could the english learning website (bbc.co.uk/learningenglish) be empowered and applied as the one of alternative media to teach English for economics students and enhance their competence in learning English?

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pai Sebelum	57.9750	180	17.18379	1.28080
Sesudah	68.9611	180	12.82123	.95564

From 180 respondents, after examining process by using T-Test, it was taken the mean average before the treatment; 57.9750 and after the treatment, the mean average is 68.9611. it means the mean average after treatment is higher than before one.

Paired Samples Test

	Paired Differences	t	df	Sig.
--	--------------------	---	----	------

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				(2-tailed)
				Lower	Upper			
Pa Sebel ir um – 1 Sesu dah	-10.98 611	10.64 997	.793 80	-12.55 252	-9.41 970	-13.8 40	1 7	.00 0

Based on the result of T-Test, it showed that the value of T-Statistics 13.840 is bigger than T-table; 1,96 with the significant value 0.000 (less than 0.05). It means that there is significantly different between before treatment and after one.

DISCUSSIONS

Based on the data analysis above, it showed how empowering and applying the english learning website (bbc.co.uk/learningenglish) as the one of alternative media to teach English for economics students has significantly taken effect on the students' competence in learning English. It could be seen from the mean average of before treatment and after one.

Besides, from the observation and field notes made by the researcher, there are underlines notes found during the english learning process in the classroom, as follow:

a) From the material

Since the materials were about activities in their real live, it was really helped the students to increase their skill in speaking and it can be seen from the improvement of their speaking willingness, such as to give the opinion, to share their idea, to answer the questions, to ask the questions, and etc. Also, they can improve their listening ability from the pronunciation, match diction and etc.

b) The classroom atmosphere

The students were more enthusiasm to follow the process. This website is equipped with interesting video, related article, and also related exercises. It increases the students' motivation, interest, and also activity. Thus, the class was really alive, comfort, and fun.

CONCLUSIONS

1. Conclusions

Based on the results and discussions of the research, it can be concluded that:

- There is a significantly different of the mean average between before treatment and after one.
- The mean average of after treatment (applying the english website) is higher than before one.
- Empowering the english learning website (bbc.co.uk/learningenglish) and applying it as the one of alternative media to teach English for economics students could increase the students' motivation, enthusiasm, and interest in learning english.
- Also, it can create the classroom atmosphere more alive, comfort, and fun.

2. Suggestions

Here, there are some underline notes must be noticed as follow:

- The teachers must be creative in using the website
As the english learning websites, bbc.co.uk has equipped it self with many features which supported in improving four skill (listening, speaking, reading, writing) with games, videos, and other features, the students will focus on the material with lack of teachers' activity, teachers should keep the creativity to ensure the material delivered and understood by the students.
- The adequate internet access
Adequate internet access is a must here. Otherwise, it will create problems when the internet access is off immediately and it will

annoy the learning process.

REFERENCES

Use APA (American Psychological Association) Citation style to write references. The source cited must be in the reference list, and the source contained within the reference list must be completely quoted. You may use more than 10 years if it is a book. If your references is a journal article, it should be not more than 10 years.

Typed in as single space, **Garamond** with font size 12. Use Mendeley.

Example:

Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Retrieved from <http://www.worldcat.org/title/ideas-and-options-in-english-for-specific-purposes/oclc/77484453>

Boella, L. (2013, Sept. 27). *Using smart phones and tablets in the classroom*. Croner-i Primary Education. [Blog post]. Retrieved on March 12, 2014, from [http://www.croner-i.croner.co.uk/croner-i/gateway.dll/edpa-resources/edpa-features/edpa-features-content/edpa-gold-features-wkid-201309250912360670-80595386?f=templates\\$fn=edpa-frameset.htm\\$3.0](http://www.croner-i.croner.co.uk/croner-i/gateway.dll/edpa-resources/edpa-features/edpa-features-content/edpa-gold-features-wkid-201309250912360670-80595386?f=templates$fn=edpa-frameset.htm$3.0)

Crystal, D. (2003). *English as a Global Language (2nd ed.)*. Cambridge, UK: Cambridge University Press.

Irine Ivy, T. (2011). Technology and the Language Teacher. *The Arts Faculty Journal*, (July 2010-June 2011), 206-223.

Motteran, Garry. (2013). Innovations in Learning Technologies for English Language Teaching. *British Council*, ISBN 978-0-86355-713-2

Patel, C. (2013). Use of Multimedia

Technology in Teaching and Learning communication

skill”: An Analysis. *International Journal of Advancements in Research & Technology*, Volume 2(Issue 7), 116-123.

Raihan, M. A. & Lock, H. S. (2010). Technology integration for meaningful learning-the constructivist view. *Bangladesh Educational Journal*, 11(1), 17-37.