THE USE OF CELL PHONE IN THE TEACHING OF INTEGRATED ENGLISH COURSE: A TECHNIQUE TO CULTIVATE AUTONOMY LEARNING

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Abstract: The development of the technology and its implication in the teaching and learning process are widespread all around the world. At the present time, both of the teacher and student cannot isolate themself from technology. Most of the students are familiar with the technology; at least they have their own cell phone in the form of the smart phone and the feature (basic) phone. They bring their cell phone everywhere and they use it anytime even in the classroom sometimes. In order to maximize the use of cell phone for the students, the presenter is going to explain the use of cell phone as the media in the teaching of Integrated English Course. By using cell phone the teachers can transfer the material for the teaching learning process for the students through Bluetooth or USB during the teaching learning process. Then the students will discuss and share the material with their friends. Furthermore, the use of cell phone can be used as the media in teaching speaking (describing, introducing, explaining, etc.), teaching reading, teaching listening, and teaching writing. The language component such as grammar, vocabulary, and pronunciation can be improved through recording activity from the student’s and teacher’s cell phone. The assessment of the teaching learning process can be done by transferring the result of their learning to the teacher. It is hoped that by applying this strategies, students may develop technique for collecting, synthesizing, and interpreting new information as this promotes students’ language learning autonomy.

Keywords: cell phone, autonomy learning

Introduction
Nowadays, the development of technology has been spread all around the world. Almost all of the students especially junior, senior and university students grow with technology. We cannot deny that the students are the technology user. Most of them are familiar with technology. They bring cellular phone wherever they go; they use their cellular phone only for communication and pleasure such as, playing games, Facebook, and other social media any time, in this case they use basic phone and also smart phone. In the language learning, the teacher can use cellular phone not only to check the difficult words in dictionary but also they can use it as the media in language teaching learning process. In this digital era, the teaching learning process, the teachers and students should be familiar with technology and wisely use it.

In relation to the teaching of English integrated course to the students in the university level, the use of cellular phone was implemented as the media to help the students in reaching a good quality of English. Integrated course were given to the first semester of the students in the university. This course aims to give the students background knowledge of English itself.

Commonly the students find the difficulty in acquiring the four of language skills. They get confused to express their idea into spoken and written form, and they don’t have any desire to read the source from the reading text. That is why the students always find the difficulties in this subject. Moreover, the environment does not support the students to study well. They only focus with their own activity, playing their phone, etc. They always laugh at someone mistakes, this condition really burdening the other one to study well. Their self-confidences were not increase because their environment do not supported the teaching learning process. So, the teaching learning of English was not successful.

To change that paradigm, the innovation of teaching is very important to be implemented, as one of the solution to help the students in learning English well. I considered employing the use of cellular phone as one of the interesting methods in teaching integrated English. The use of cellular phone in learning English is in line with Suppawan & Chuchart idea who emphasized the academic writing on the development of strategies for information compilation, synthesis, interpretation, and evaluation, as well as the correlation of how information and existing experiences (Suppawan & Chuchart, 2010:88-89). Moreover, cellular phone which is popular among the students can be used as the media aims to improve communication skills, critical thinking skill, academic reading and writing capability of the students more effective.
The Implementation of Cellular Phone in Language Teaching

In the language teaching, the use of cellular phone or smart phone can be very beneficial for the teaching language skills, such as reading, listening, speaking, and writing. In this occasion, I would like to explain the way to teach language skills through cellular phone; basic phone and smart phone. Here are the ways to teach language skills by using cell phone. Firstly, in the teaching listening comprehension the teacher can recorded some passage or songs, then, the teacher can send the result of recording through Bluetooth. The students can work cooperatively or even individually, they listens the result of recording through their phone. By using cellular phone as the media for the teaching listening, we can minimize the use of language laboratory and we can create our own language laboratory. After listening to the teachers’ example of recording, the students can try their own recording by produce their recording focusing on tone, intonation, and natural breaks. The material for teaching listening can be taken from the audio books which can be downloaded in the internet and we can share it with the students. In the teaching listening skill for the students using cellular phone as the media, the teacher can create various and enjoyable activity in the listening class.

Secondly, we can use cellular phone for teaching reading. The teacher can download the audio books through the online version and can be saving in the basic phone and it can be used through offline version. The teacher and the students can create their graphic organizer and read it later at home. The soft file of reading material can be also saving in the cellular phone and can be used as the material in teaching reading. Through that way the students can read the book they have downloaded many times whenever they want.

Thirdly is the use of cellular phone in teaching speaking, the teacher can provide photo or picture from a phone then, the teacher asked the students to describe a picture to their partner. Moreover, the students can also take photo of English environment, families, and others source of pictures. After they see the picture then, the students will describe the picture in oral presentation. It can be conducted in group discussion or individual presentation. Finally, this way also can be used to teaching writing, the students can describe the picture in the written form. The teacher also can deliver the material of writing through text message and whatsapp, after that the students will write their opinion in the written form. Commonly the students get difficulty to write their ideas into a paragraph or written form. Through this method, the teacher can avoid the students’ difficulties in writing course by train them to write freely in their cellular phone. The students’ difficulties are caused by many factors and one of them is the way from the teacher in teaching writing skills to the students. The teacher tends to focus on finishing the materials and ignore the results and she/he may also focus on one aspect only, for example the grammatical structure, so the students get less attention in the writing class (Wahyuni, 2003:17).

Through the use of phone the students can use it not only for the pleasure but also for learning activities. In this case, we can minimize the negative effect of the cellular phone in their daily live. The teacher and the students can use their cellular phone in the teaching learning process. To avoid some problems related to the use of cellular phone, the teacher and the students can use the phone collaboratively. This way provides the students chance to works in a group effectively.

Some challenges that commonly faced by the teacher and the students are not all of the students may have losing control of the class; they are busy to play with their phone and their friends, they do not give attention to the material being taught in the classroom. In order to solve this challenges the teacher can be solved through group discussion and make them focus on the classroom activities. Then, to control classroom activity the students, parents, and school administration need to consent in using their cellular phone in term of learning activities. It is very important to establish rule and guideline for proper and improper use of phones during learning activities.

The use of short message service and internet service need cost. So, we have to limit the data or internet use by using hot spot in the wireless area. In order to minimize it we can use of recording features and send it via Bluetooth. For text messaging, the teacher and the students can use whatsapp message or text me free through the connection of internet. This application can be used freely as long as the phone connected to the internet services. The things that should remember about technology are firstly, technology is a tool, use it to create and make something. Secondly, be agile so we have to keep improving. Thirdly, let the learners help you because the students grow up with technology.

Conclusion

In conclusion, the implementation of cellular phone in the teaching of language really helps the students in improving their language ability. The students find it easy to compose their paragraph, because they got sufficient knowledge related to their topic. They also get the chances to practice their oral language without tension. Furthermore, the students also get a lot of knowledge related to their topic being discussed through cellular phone as the media to share the materials of language learning. In related to the writing skill, the students also get the advantages that their writing organization, mechanism, and grammatical rule were improved, because they had the model through the text they read in their cellular phone. In addition, these parts of writing were not distracting their time to write. On the other hand, by using cellular phone, the students got not only the
adequate knowledge related to the language learning, but also they can practice their ability independently. They also practice listening through their cellular phone not only in the classroom. They can practice listening in English whenever they want. If commonly the students use their phone only for communication, now we can use the phone (basic and smart phone) as the media to teaching and learning process. So, the cellular phone has the benefit to the language teaching in the classroom. It is expected that by the growth of technology and the development of cellular phone have the beneficial to the students in the teaching and learning process especially in English language learning. Furthermore, through this way, the teachers can train the students to be the autonomous learners in order to reach the international standard of education.

Bibliography


Biodata

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