USING TECHNOLOGY-BASED MEDIA FOR TEACHING SPEAKING IN INTERCULTURAL EDUCATION

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ABSTRACT

The research aimed to study how did mobile-phone were used for teaching speaking in intercultural education? and was the use of mobile phone for teaching speaking in intercultural education effective? Intercultural competence could be seen in the teaching of speaking since the students had to reflect their ideas and opinions orally. Thus, the speaking ability would be much supported by intercultural education. To reach this, the use of technology-based media like mobile-phone in teaching speaking was needed to make it easier and more interesting. In the past decade, several studies have sought to determine the use of technology in education; however, in the university context, the issues of mobile phone used for teaching speaking in intercultural education had not been discussed extensively. The research employed explanatory sequential mix-method research. The instrument of the research was an observation, questionnaire, and test. The research population was 40 students of the fifth semester of the English Education Program of Purworejo Muhammadiyah University. The finding shows that mobile phone is used as the primary tool to access the material and learning platform. Using mobile phones, the student's speaking ability is improved by 18,3%. In addition, the finding shows that the use of mobile phones for teaching speaking in intercultural education is effective to help the teacher in delivering the material and boosting the students' motivation to speak.

Keywords: mobile phone, teaching speaking, intercultural education

INTRODUCTION

Globalization spreads massively, leading people to live in a multicultural society where diversity exists anywhere. To understand diversity, one needs intercultural competence; thus, intercultural education emerges as the solution in gaining intercultural competence. In other words, there is an interconnection between culture and education. Education occurs spontaneously as a result of the variation among individuals and social groups. Culture and education may set the direction for learning and understanding one another and for creating principles of coexistence based on tolerance and respect for one's fellow man (Wereszczyńska, 2018).

In the world of globalization, interacting with others is an important part. The world becomes so narrow as people know many things about other people from other places using technology. Understanding others' cultures is demanded to be the competence of people who want to interact with others. They can speak to other people using the first international language in which cultural diversity takes apart. Today, paying attention to cultural diversity is seen as a first-order obstacle to bolstering equity and equality (Velez & Olivencia, 2017). Understanding cultural diversity is believed to help the teacher and students minimize misunderstanding and broaden their views about diversity; thus, the lack of understanding about cultural diversity is considered as an obstacle (Velez &

Olivencia, 2017).

Intercultural education is an educational approach that allows educators to deal with problems regarding the treatment of cultural variety in education beyond the established barriers set through races, ethnic groups, or nationalities, through viewing variety as a precious pressure and a supply of mutual enrichment rather than a flaw to be triumph over. Intercultural education is an academic practice that aims to promote the most reliable improvement of all students and the whole educational network, further to intercultural relations; contribute to the removal of prejudice and stereotypes; offer significant, high-quality education for all; and, in the long run, inspire a more just and united society which would permit students to shape within the reputation, appreciate, and estimation of cultural range (Aquaded-Ramirez, 2017).

The importance of gaining intercultural competence brings consequences in language learning trends. Learning English skills in the present-day era tends to discuss issues associated with culture gap mediation in English intercultural communication. The culture mediation in English verbal exchange is referred to as cross-cultural communication or intercultural communication (Saraswati, Hartoyo, & Fadwati, 2018). Thus, teaching speaking is essential in intercultural education to accommodate the gap between language and culture. Through speaking skills, learners will be able to express and reflect their cultural understanding. According to Irwandi (2017), intercultural communicative competence in English Language Teaching and Learning (ELTL) requires a learner's ability in understanding culture in the target language community and explicate it to the member of their community. It means that learning a language is not only learning its linguistic and pedagogical aspects but also learning the cultural message behind the language.

Intercultural pedagogy, along with Ki Hajar Dewantoro's teaching idea, becomes one foundation for teaching speaking in intercultural education (Marisyah, Firman, & Rusdinal, 2019). The intercultural pedagogy in the teaching of speaking consists of five cycles: noticing, imitating, comparing, reflecting, and interacting (Rokhayati, 2018). To reach all those cycle stages effectively and interestingly, teachers need media. Media encompasses all forms of communication, regardless of their format. Print, graphics, animation, music, and motion pictures are all examples of media in this sense. Meanwhile, technology is defined as a 'human-made process for transmitting media'. Books, films, television, and the internet are all examples of technology in this sense. Media comes in exceptional forms, and each form affects how students learn and interpret information. Media has introduced the world nearer that now the students from different universities in different parts of the world are connected through a trifling internet connection. The use of media is also in line with the aims of teaching speaking to enable the students to communicate in the target language, which makes the teaching more interesting (Rokhayati, 2017).

Reflecting encourages students to have self-reflection about cultural differences by using media to explore the strengths and weaknesses of cultures is also beneficial. The last stage focuses on interaction by comprehending the expressions and values they see in the media. They can achieve communication or speaking goals, which is interacting.

Nowadays, the use of technology-based media in education is in demand. Using only books or pictures in the teaching-learning process is no longer effective or is dated; thus, a modern yet fun teaching method is needed to fulfil the students' expectations. One of the popular technology-based media used in the teaching-learning process is mobile phones and internet computers. Ababneh (2017) has stated that mobile phones, it has been said, have a variety of educational benefits, such as allowing students to work with one another or connect with peers in different countries. It can also be used to provide high-tech alternatives to monotonous classroom lectures, allowing students to participate in interactive activities such as polls in the classroom. Besides, it can be used as notepads or as alarm clocks to remind students to study, recording devices that allow students to take notes on field excursions and make audio podcasts or blog postings.

According to Arianti, Nurnaningsih, and Pratiwi (2018), speaking mastery may be incorporated through investing in technology. There is numerous technology implicated in teaching speaking. Video usage is suggested because the utility of video in teaching speaking provides exciting and comprehensible substance for constructing students' speaking skills. According to research by Gorder (in Rachmawati & Madya, 2019), teachers who utilize technology regularly prefer to use technology in their classrooms since it improves quality and experience. It assists the teachers much in the process of teaching-learning. The integration of the new technology requires the teacher to be able to master the technology and integrate the technology into the teaching program. Kapur (2018) has stated that the function of media in the outgrowth of education is pivotal. It has played a significant part in influencing the underprivileged and the socio-economic backward section of the society in apprehending the sense of education.

Unfortunately, the high-end growth of technology is not yet responded positively by all English language teachers. Some of them are still reluctant to utilize technology like a mobile phone in the classroom because it is considered to bring negative effects on students. They view mobile phones as only a tool for students to play unnecessary games or browse unnecessary content. For that reason, the research is conducted to show the opportunity of using mobile phones for teaching speaking. The research questions the use of mobile phones and their effectiveness for teaching speaking in intercultural education.

With this in mind, the researchers intend to research the topic to determine whether the new changes imposed by technological advancements

have an impact on the design of EFL syllabi and the methods used to carry out study plans. More precisely, it is envisaged that the research would shed light on topics of interest such as students' gender, study major, and views on the usage of mobile phones in English learning and the extent to which they do so.

METHODS

The research aims to explore the use of media-based technology for teaching speaking in intercultural education. It applies a mixed-method research design which is at the most basic level. The purpose of this strategy in using quantitative data and results is to assist in interpreting qualitative data (Cresswell, 2012). Quantitative research helps collect data from a wide number of people and generalize the results, but qualitative research allows researchers to dig deeper into a few individuals. Whatever the justification, express it early in the study, such as in the introduction (Cresswell, 2012). The strategy used in the research is the sequential explanatory strategy. Explanatory sequential mixed methods are one in which the researcher first conducts quantitative research, analyzes the results, then builds on the results to explain them in more detail with qualitative research (Asenahabi, 2019). The research population is the fifth-semester students of the English Education Program of Purworejo Muhammadiyah University. The samples consist of 40 students (28 females and 12 males). Their age is between 18 and 23 years old, and the average age is 19. They are selected since they have been experiencing the situation of subconscious intercultural learning.

The instrument used is observation, questionnaire, and test. The data are collected through three stages; the first stage is observation. Flick (2006) has contended that observation is an attempt to observe events as they naturally occur. The observation is conducted on the speaking class to take notice of the situation and condition of teaching-learning activities. In this stage, the researchers are both non-participant and participant-observer. The second stage is distributing questionnaires or surveys to the students to explore their ideas and experiences in using mobile phones to learn speaking skills. The questionnaires comprise ten questions related to the strategy used in teaching speaking. The last stage of data collection is conducting pre-test and post-test. The pre-test is given to the students by the researchers in the first meeting before the teacher utilizes a mobile phone for teaching speaking. In the pre-test session, the students are given some questions related to multicultural topics and let them answer the questions directly. In the last meeting of the speaking class, after the teacher utilizes a mobile phone for teaching speaking, the researchers conduct the post-test. The pre-test and post-test are conducted to see the comparative result before and after the use of a mobile phone in the classroom. According to Malik (2019), using pre-test/post-test or post-test-only

design in research are important assessment tools to evaluate a course or to improve students learning.

To understand the students' experience and practice in using mobile phones in learning a speaking skill, statistical analysis in the form of the mean (M) and standard deviation (SD) is conducted using SPSS. The ideas that underpin naturalistic and/or qualitative research are based on the fact that validity and reliability function of the evaluator's trustworthiness, utility, and dependability (Zohrabi, 2013). As a result, both researchers collaborate while playing separate roles. One of the researchers creates the questionnaire, while the other double-checks the instrument and data for content-related proof.

RESULTS AND DISCUSSIONS

The data analysis consists of two sections to answer the two problems formulation mentioned in the introduction. The first section discusses how mobile phones are used for teaching speaking in intercultural education, while the second section discusses the effectiveness of the usage of mobile phones for teaching speaking in intercultural education.

To answer the first problem statement, an observation during the teaching speaking process of the English program is done several times to get accurate data. The observation shows that the teacher uses mobile phones as the main media technology. The mobile phone is chosen as the main media technology because it is possessed by all the students of the English Education program. It is something that the students have already familiar with, and it has many features that enable both teacher and the students to explore many beneficial educational platforms. Moreover, using a mobile phone will make it easier for the teacher and the students to access internet-based materials.

The choice of material in intercultural education is crucial because it should be able to encourage the students in understanding cross-culture. Therefore, the materials given to the students in each meeting are various. Since the teaching speaking is focused on reaching the goal of intercultural education, the teacher modifies the teaching topics to fulfil the students' need in understanding a different culture; thus, the majority, the materials suggested are the video contained some western cultural values, such as western custom, habit, myth, etcetera. Using videos containing western cultural values is believed that will benefit the students to improve their knowledge about multiculturalism. In addition, improving the students' knowledge of westerners' values is one of the applications of intercultural education.

Based on the observation result, during the teaching and learning process, the teachers divide the activity into three; the opening, the main, and the closing activities. In the opening, the teacher gives some information and explanation about the use of technology-based media in general and the

information about how to use mobile phones to access some educational platforms. The information is given to guide the students to understand the importance of technology-based media in education. Understanding the use of technology-based media will help the students to overcome their confusion, especially for those who are not aware or get used to technology. Furthermore, the teacher gives four to five minutes of apperception to build an active zone for students learning. In this phase, the teacher lets the students listen to motivational music or funny video as warming-up activity. Apperception is important to help the students relax and focus more on learning.

The main activity is the time for the students to watch the video or read a text based on the given topic using their mobile phones. The videos used as the material in the English Speaking class are mostly retrieved from YouTube channels. It is chosen with some considerations: (1) YouTube channel is one of the most famous search engines in the world. (2) YouTube channel consists not only of numerous entertainment videos, but also educational ones. (3) YouTube channel is easy to be accessed by any range of age viewer or user. (4) YouTube channel can be used as an educational platform.

To maximize the use of mobile phones for teaching speaking in intercultural education, another platform and materials that can be easily accessed using it are also used. Other platforms used are the British Council website, RELO Website, Telegram Voice Chat, and Kahoot. Those platforms are used as secondary media to improve students' independence in learning speaking. During the main section, the teacher gives the students sufficient time to absorb the material from the video or text. Then, the teacher gives a brief explanation about the topic and some vocabulary used

in the video.

The last section is the closing activities; after the students have a discussion and the teacher gives a brief explanation related to the material, the students are given questions to measure their understanding of the material. The teacher uses many different methods to encourage students to answer the questions or express their ideas related to the given topic. The teacher sometimes uses Kahoot or Telegram chat to give quizzes for the students, while in a different meeting, the teacher sometimes lets the students do independent learning using British Council or RELO official website. During independent learning, the teacher becomes a supervisor who assesses the students' comprehension. The assessment is usually done in the closing activity using the exit ticket game.

The second section of discussion is the answer to the second problem formulation about the effectiveness of the usage of mobile phones for teaching speaking in intercultural education. To measure the effectiveness of the use of mobile phones, an observation is conducted by the researchers, and the questionnaire is spread to the students to gain their response on the usage of mobile phones in speaking class. The pre and post-test are also done to see the result of the students' comprehension. Table 1 describes observation results during the class, before, and after the teacher uses a mobile phone in the classroom.

Before using mobile phones in the classroom, the teacher uses hard copy text, PowerPoint presentations, or some videos in which the teacher is the one who prepared the material, so the students have no chance to choose the material that interested them. In other words, related to the material, the students are passive. In the beginning, mobile phones are not allowed to be used because students tend to use mobile phones to

Table 1 The Result of Observation

No	Statement on the observation sheet	Before using mobile phones		After using mobile phones	
		Yes	No	Yes	No
Students					
1	Students look enthusiastic to discuss the material		√	√	
2	The media makes students active in asking a question		√	√	
3	The media makes students active in expressing the idea		√	√	
4	The media makes students active in answering the question of the teacher		√	√	
5	The media makes students understand more		√	√	
Teacher					
1	The teaching-learning process is lively		√	√	
2	The media make the teacher easier in delivering the material	√		√	
3	The media makes the teacher easier in instructing the students		√	√	
Classroom' atmosphere					
1	The class is lively		√	√	
2	The class situation is more challenging		√	√	

copy and paste other people's arguments or ideas. It probably will decrease the student's original creativity. However, the consequence, without technology-based media like mobile phones, the classroom atmosphere is inactive and dull. For this reason, the teacher decides to change the policy and finally utilize mobile phones to teach speaking to account for possibilities of the positive impact for the student's learning motivation.

Based on the observation, there is a significant positive result of utilizing the mobile phone, as Table 1 showed. The classroom becomes more lively, the students are more active, and the teacher delivers the material and instruction easier. Moreover, based on the students' questionnaire results, 86,75% (35 students) have said they enjoy the class since they feel interested in the teaching media. They learn about English expressions in interacting with other people from different cultures, and it is taught interestingly. The students have also said that the teacher explains the material using video so that they understand more about intercultural education. Table 2 shows the results of questionnaire. Based on the test result using the SPPS application, it could be summarized in Table 3.

The mean score of the pre-test is 65,7. It is lower than the mean post-test score, 80,4, in the significant level of 0,026, which is lower than 0,05. It means that there is a significant difference between pre-test and post-test. The significant difference is influenced by the use of the mobile phone in the process of teaching and learning. The observation findings on student participation during the teaching and learning process are encouraging. When watching the videos, the students are animated and enthralled. This situation

is consistent with Jati, Saukah, and Suryati's (2019) assertion that video is appealing to students. They say that deploying short and feature-length videos in an ESL (English as a Second Language) class is certainly an attractive way to work on competencies like vocabulary and comprehension. This is potential because videos may offer learners to hear natural English pronunciation of the native speakers.

Learning English speaking skills for Indonesian students is not an easy thing. It happens because the English language has been considered a difficult subject to learn; moreover, to speak like a native, the students need to understand cross-cultural understanding. In an EFL (English as a Foreign Language) lesson, a native speaker and cultural authenticity are crucial, but they should now not be used as a criterion for success or failure (Budiarta, 2020). Using videos with native speakers as speakers are indeed helpful because the students not only learn about how to pronounce well but also learn some English expressions. Thirty-seven students have said that the video used in learning speaking enable them to connect to real-life because the videos suggested by the teacher are rich in information about culture.

In speaking skills, tension and apprehension are already built in. In like manner with the students who are getting to know in speaking English, it is, however, expected that students probably experience nerve-racking, fear, or doubt when acting oral performances and making conversation. For that reason, using technology in teaching and learning speaking will help them overcome the nerve (Sosas, 2021). An enjoyable and less formal learning environment is more beneficial

Table 2 The Results of Questionnaire

No	The questions	Agree		Disagree	
		Number	Percentage	Number	Percentage
1.	Using appropriate media	33	82,5	7	17,5
2.	The media is interesting	34	85	6	15
3.	The media is technology-based	38	95	2	5
4	The media is useful	33	82,5	7	17,5
5.	The media help me understand the material	37	92,5	3	7,5
6.	The media is easy to be accessed	35	87,5	5	12,5
7.	The media is taken from YouTube	35	87,5	5	12,5
8.	The media enable the students to learn	36	90	4	10
9.	The media enable the students to have a connection to the real-life	37	92,5	3	7,5
10.	The media is easy to be implemented	29	72,5	11	17,75

Table 3 The Result of the T-Test

Speaking test	N	mean	SD	T
post-test	40	80,4	7,32	-0,548
pre-test	40	65,7	10,8	-0,54

in reducing students' fear, which is one of the major barriers to speaking (Kayaoðlu & Saðlamel, 2013). Using YouTube, British Council, or Relo website as a platform to learn speaking allows students to interact directly with the native speakers; they could send any comment upon the video that encourages them to express their idea without feeling shy.

The problem experienced by the students of the English education program is unconfident to speak when they have to show their faces in front of other students or teachers; therefore, the use of video becomes the solution for those students. They would be able to slowly learn to speak without fear and finally able to speak confidently after being helped using some interesting platform.

The availability of video allows students to learn in a fun way. As a result, student engagement in the learning process is increasing. The students are entertained while watching the movie since the actors make particular motions that make them laugh (Kriswinardi, Nitiasih, & Dambayana, 2018). They are actively participated in all learning activities, including the low-level ones. The observation sheet, which states that all pupils actively participate in the teaching and learning process, attests to this.

The result of the questionnaire mentions that the students enjoy the class after using the technology-based media. They think they can see the reflection of real-life from the media, so they are curious to know more about the topics by reading other references. Since the material, according to 35 students, is easily accessed, the students would be eager to learn anywhere and at any time.

The test result shows that using technology-based media is beneficial, as evidenced by the t-test value being significant at the level of 0,05. The significance threshold is less than 0,05. As a result, it can be concluded that the use of technology-based media is effective in intercultural education, as evidenced by the teaching of speaking. It is also strengthened by the findings of research conducted by Wahyuningsih and Putra (2020), which find that using technology-based teaching media effectively enhances students' speaking skills in the Mataram Tourism College's hospitality diploma program in the academic year 2019/2020.

CONCLUSIONS

The research sets out to determine the use of mobile phones for teaching speaking in intercultural education and whether it brings a significant positive impact. Based on the analysis result, the use of technology-based media like mobile phones for teaching speaking in intercultural education is needed to ease the teacher in delivering the material and help the students understand the materials and instruction given.

The students' current speaking competence is standard, moreover their understanding of cultural diversity. Therefore, they expect the use of new technology-based media and various cultural materials in the classroom. The research finding proves that 94% of students say 'Yes' to the statement of using technology-based media. Based on the students' responses to the questionnaire, 87% of them respond positively to the use of new teaching media in speaking class. They also appreciate the class more because the new media used in the classroom makes the teaching-learning process more engaging. Additionally, the use of the mobile phone for teaching speaking in intercultural education is effective and beneficial to boost students' motivation to study and improve their understanding of intercultural materials.

The research limitation focuses on analyzing the technical use of technology-based media, in this case, the mobile phone in the classroom, and how effective is it to improve students' speaking skills in intercultural education. Future research on class management or curriculum design for language teaching in intercultural education is suggested.

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