



FUN LEARNING WAYS IN ENGLISH CLASS FOR ESP STUDENTS

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Abstract:

This article explored innovative and interactive teaching methods designed to make the students enjoy when they learn English in a specific Purpose (ESP) class. The writer used qualitative research to analyze the data. The data was taken from open-ended questionnaires and interviews. The writer took random students to be interviewed. The data was taken from fifty mining engineering students who took English classes. According to Conteh (2002, p. 193), "the general atmosphere of the learning, the classroom dynamics, opportunities for student-student and student-teacher interaction, and students' perception of the teacher's commitment to their learning" are the factors that influence learners' attitudes and the learning environment. The findings showed that several activities could make students fun, such as having chit-chat and a friendly teacher, because teaching young learners, the lecturers must be able to have a youthful soul. Then, the interactive teaching-learning process and student-teacher interaction could improve motivation; giving plus points to active students, playing games, watching videos, and outing tasks were fun activities, and the last was classroom discussion with the newest cases. Those activities helped the mining engineering students have more fun in English class.

Keywords: *ESP, Fun Activities, Fun Learning, Interactive Teaching, Mining Students*

1. INTRODUCTION

Innovative ideas, interesting teaching materials, and attractive teaching methods must be used in a fun and joyful manner (Rochmawati, 2019) for English Specific Purpose classes, especially for mining engineering students. Many mining engineering students still struggle to use English, especially when speaking. They find difficulty when they want to explain their idea and have miscommunication or do not understand what the teacher says. Communication skills between educators and students are critical (Yusuf et al., 2023). The students are afraid to make mistakes; the teacher will get angry, and their friends will laugh at them. To help the students, the teacher must make the class fun and joyful, create innovative ideas, and provide interesting materials and attractive teaching-learning methods.

Traditional methods often apply in ESP classes. The teacher often gives a lecture and asks the students to memorize the structures in which the examples do not match with the materials. If the teaching resources do not match their major, it will be difficult for students to achieve their goals because the lecturers cannot develop the materials based on their talent, which will be used in their future careers (Rachmawati et al., 2021). Besides, lecturing and asking the students to memorize the pattern will only affect a tiny understanding of the material presented. Many students will become bored in class and lack motivation. It is one of the passive learning methods that is better avoided. The students must increase their knowledge, understand their materials, and use more skills to improve their skills (Roberts, 2019). If the learners only get the traditional learning method, they cannot improve it.

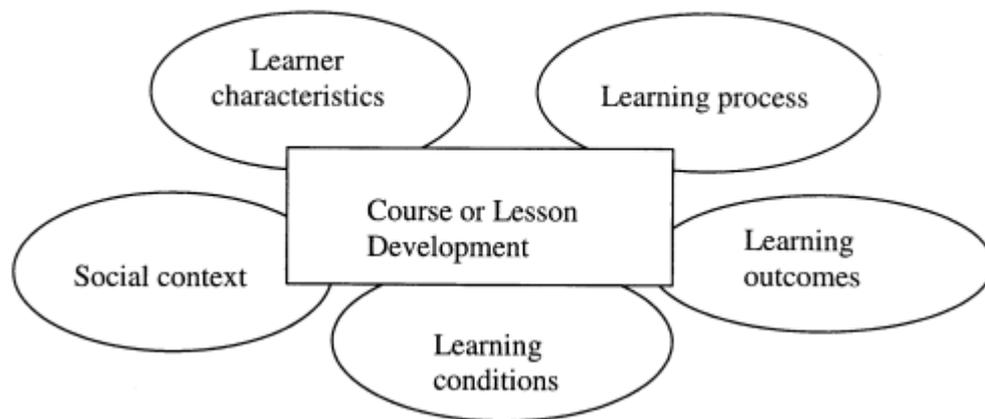
The students need fresher and more fun teaching-learning methods to make them more enthusiastic when they learn English, especially in English Specific Purpose

(ESP) for mining engineering students. This research wanted to show the reader how the teacher made the class fun, which is related to the theory from Conteh.

In this modern era, using something more modern is needed to create an interesting teaching-learning process. The class must be built into a good atmosphere, the classroom must be dynamic, giving opportunities for the students to students and students-to-teacher interaction, and the teacher should not ignore the students' perception. Those are the factors that can influence students' attitudes in the class besides their learning environment. Conteh's theory (Getie, 2020) was in favor of the idea that several variables, including social context, learner personality, learning environments, learning objectives, and learning processes, have an impact on how students learn English.

Figure 1. Factors that Influence Learning

Factors That Influence Learning



Since people learn languages in social environments, languages are essentially social mechanisms. People can learn specific languages individually, and this takes place in civilization. The language can also directly influence their surroundings (Sperry et al., 2019). The language used strongly affects and motivates someone or the learners. Language is a part of the world of learners' lives, which is why the activity in the class must be related to their lives, and the context must be understood. The social context includes family or home, learner's peer groups, and the community.

Learners are the most prominent in learning situations. This is influenced by various aspects of learners' attitudes and personalities. Attitude factors related to how students acquire language are factors that contribute to low affective filters because the classroom atmosphere is created and maintained by the teacher, not by the learner's attitude (Wardhani & Zuana, 2020). Poor language learning does not have mastery or learning that will occur in students. This is the result of attitude factors including student motivation, lack of interest in the target language and its speakers, lack of self-confidence, risk-taking (when using certain language or making mistakes are laughed



at and getting applause when others appreciate the language used), high levels of anxiety, and low aptitude or interest in grammar.

The learners have an opportunity to learn and speak the target language in their community, and institutions or universities offer formal education to help them reach the target language. Conteh-Morgan (2002) stated that the general atmosphere of learning, classroom dynamics, opportunities for student-student and student-teacher interaction, and student's perception of the teacher's commitment to their learning are the aspects that affect learners' attitudes and the learning environment. The parts of the educational context are the learning situation, where language is acquired; the English language teacher's consideration of factors, including individual physical, social, and cultural variances that impact the teaching-learning process; and the teaching-learning resources.

Two factors influence language learning in students. Learning a foreign language also relates to sex. Studies indicated that women are more likely than men to be enthusiastic about learning a second or foreign language (Archer, 2019; Sorokowski et al., 2019; Soureshjani et al., 2012). Another factor is the age of the learners. One aspect of a person's personality that influences how they approach learning a second language is their age (Tursunoy & Nazira, 2020; Onishichuk et al., 2020; Tursunoy & Nazira, 2020). However, other crucial determinants of learning success in the target language include learning opportunities (both within and outside the classroom), willingness to study, and individual differences in aptitude for language acquisition.

2. METHOD

This research used qualitative research. The writer collected data by distributing questionnaires to mining engineering students who use ESP. Besides, she interviewed some students randomly to collect more data. It has been stated in Creswell (2018) book that to get qualitative data, a writer must first decide whether to observe or interview subjects. The writer used open-ended questions. The questionnaire was filled out by 42 students who joined the English Specific Purpose class for mining engineering students. The students were from the second and sixth semesters. The writer will explain the results of the questionnaire to answer the questions.

3. FINDING AND DISCUSSION

In this part, the writer discussed the results of the questionnaire. The questions were based on the process teaching-learning process in the class. The students learned about ESP, specifically about the environment in the mining field. The students used a textbook entitled *Harmony in Mining: Eco Grammar Essential*. The contents of this textbook start from the land before mining and continue until land reclamation. This textbook also presents some videos, audio, games, pictures, cases students should solve, and many other things.

The teacher must create a good atmosphere in the class. Making fun and good situations can improve students' motivation to join English class and try to like situations in the class. Many students are too lazy to come to English class because they



are afraid to speak English. In addition, they were afraid that the lecturer would be fierce, so they found it difficult to accept the learning. Many students had unpleasant experiences when they took English subjects during their school days, including teachers only giving assignments without explaining, explanations were difficult to understand, always equating if all students could understand the explanation if they could not answer. The student would be scolded or bullied, and so on. Things like this ultimately made students lack motivation to attend class and feel anxious if the lecturer could not understand the students. In addition, this incident caused students to lack self-confidence.

The students needed healing for their anxiety to improve their confidence and motivation. The teacher must have an approach to it. One of the ways the teacher can do this is by having simple chit-chat with the students. The chit-chat is not always about the materials; it can be about daily life, teachers' experiences, how to face the future, and how important students in the work field use English. The point is that when the students look bored, the teacher can give them random stories, which makes the situation fun and motivates them.

Most teachers position themselves as teachers for their students. They always assumed that what the teacher said was the truth and must be obeyed. It made the class very stiff, and students felt uncomfortable learning. When teaching students who were mainly Gen Z, there were times or moments when teachers must be able to position themselves as friends or companions for their students. It would make students more comfortable and more unrestricted to tell stories, and they would listen and pay more attention to what their lecturers said. In addition, lecturers must also understand the situation and conditions currently rampant among Gen Z so that lecturers can follow the flow of students. Not only just telling stories, lecturers also needed to provide simple jokes related to Gen Z so that the classroom atmosphere would be more relaxed and students would be enthusiastic about taking English classes.

Students want to get good scores when they join a class. They wanted the best score, which helped them achieve a high GPA. Plus points must be implemented to make students more enthusiastic to be active in class. With the existence of plus points, their grades would increase. What is the plus point? Plus points are additional values given to students if the students are active in class, such as answering questions, being willing and able to explain a case given, and so on. The plus points are collected during the semester lecture process. This plus point is mandatory for all students to be more active. Each student is given a minimum number of points that must be collected. If the conditions in the class are still very passive, then students who dare to answer still get a minimum point even though the answer is wrong, and more points are given if the answer is correct. However, if the class has started to be active, plus points are only given to students who can answer correctly. The acquisition of plus points can be used to boost the value of assignments or quizzes that are less than satisfactory. The more points you get, the more assignment and quiz scores you will get.

The student textbook had games and several videos that could be used for the teaching and learning process. The games and videos in the book related to the material



being taught. So, the material given was not only in the form of text that could make students bored. The lecturers must understand that not all students like to read, and some students can better grasp lessons by watching videos (audio-visual) or playing games. Teachers must facilitate this (Tse et al., 2019).

The teacher made games in groups, which motivated students to learn. The game played was a puzzle game. Students scanned the barcode in the book and then played this game with their group mates using gadgets. After playing the game and having good interactions, the lecturer asked them to explain what they got from the game. Working in groups or learner's peer groups is one of the learner personality factors mentioned by Conteh-Morgan (2002) in his theory and could help students improve their learning.

Students also watched videos provided in the book. The lecturer asked them to scan the barcode in the book, and they played and understood the contents of the video via their cell phones. Using gadgets for teaching and learning processes was very much needed to help them learn. It made them fun because it was very different from most lecturers who asked students not to use gadgets in class.

Traveling and playing social media is very interesting for learners, especially university students who like traveling. Asking the students to explore a place related to their major is a good idea. They can explore that place, and they make a video. In this part, the lecturer asked the students to visit a place that is related to mining. Most of the students went to reclamation mining places. Then, the teacher asked them to record a video or vlog about that place. The video must relate to the mining environment. The students must speak in English. The video has to be uploaded to their social media. This task could be done in pairs.

The teacher always browsed the newest cases based on the materials. It was used to support the materials in the textbook. The materials that the lecturer browsed were bilingual. Therefore, the students could read and understand the text. After they had read the text, the lecturer always asked the students to make a correlation between their experiences. Then, the students had to explain and share their ideas after the lecturer gave them a stimulus before they spoke up. Most of the students spoke, but the lecturer must constantly stimulate it. However, the students had a gap in this part because the students were from the second and sixth semesters. Most of them have different ages. This means that the second semester is younger than the sixth semester. The sixth-semester students were enthusiastic when they discussed the newest cases because they had more experience.

4. CONCLUSION

Conteh explained that four factors could influence students' learning. This paper has proved that most of Conteh's theories were correct, such as in the social context, where learner's peer groups are needed. Learner personality influences teaching-learning processes. Applying educational context was also needed to improve the student's skills. The age of learners also influences the receiver of the teaching-learning



process. One thing that must be added to this theory is that the use of foreign language also influences students' experiences.

There are some ways to make the teaching-learning process in the ESP class fun, such as having class discussions with the newest cases, but it must be paid that age would influence someone brave enough to talk. When the students looked bored, having chit-chat with the students with random and motivating themes was good. However, the teacher must position herself/himself as a friend. It will reduce students' anxiety and improve their motivation to learn. Plus points are given to the active students in the class. Playing games and social media, watching videos, and outing tasks are activities the students like.

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