

# Book Chapter



Kampus  
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INDONESIA JAYA

## 21<sup>st</sup> Century Language Development: An Evaluation of Technology-Based Applications in English Language Classroom in Indonesia



### **Editors:**

Prof. Dr. Dwi Rukmini, M.Pd.

Prof. Dr. Rudi Hartono, M. Pd.

BOOK CHAPTER

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Editor:  
**Prof. Dr. Dwi Rukmini, M.Pd.**  
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## Preface

The role of technology in the classroom is now inevitably needed as the rapid development of software and media of teaching to assist the students and teacher in the process of teaching and learning.

Language education in the 21st century cannot be separated from the role of technology. The educators and students need various innovations for supporting their teaching and learning process. Abundant applications have been developed by providers for supporting education, especially English education. For responding and reviewing the learning process using technology, the authors need to arrange a book chapter entitled “**21st Century Language Development: An Evaluation of Technology-Based Applications in English Language Classrooms in Indonesia**”.

This book covers thirteen articles reviewing the different applications for supporting English skills. **First chapter** discusses the use of WhatsApp for improving students’ self-efficacy in reading class. Teachers can collaborate with students from several kinds of materials such as short stories, determine false and true and give specific materials. Therefore, when conducting the English materials for reading class the features of WhatsApp can encourage students to be more confident to express their opinion, perspective, and ideas.

**Second chapter** highlights students’ perception about the implementation of extensive reading e-book as technology-based applications in online English classrooms. The change of education system from face-to-face to online makes it difficult to have printed material as the source of the teaching and learning process. eBooks support educational missions by saving time and saving costs. It also provides the students with the eye-catching display and gives some benefits from the practicality and usability.

**The third chapter** focuses on the Duolingo application as the most trending platform language learning, this educational app has the widest downloader, with users is over 300 million. Duolingo

Application is created similarly to feel like an informal situation material with enjoyable circumstances. Therefore, this study has proved that ESP students are very satisfied using the Duolingo Application in English Language Learning.

**The fourth chapter** provides the solution of problems in teaching listening using technology or digital audio files (*Podcasts*). Teaching using podcasts as an alternative way is believed to be an advantageous and effective technological tool in teaching and learning listening. Podcasts of the British Council are accessible on the e-podcast website and mobile phone. Students can use this application with a teacher in the classroom as well as at home individually to practice and improve their listening skills.

**The fifth chapter** is discussing the integration of ICT and language teaching. In this case only focus on blended learning as an area of ICT to be well-implemented. Edmodo is used as a supplement learning media in this case to encourage meaningful participation from language learners. This appears to support the notion of technology-enhanced language learning (TELL), which regards Edmodo (as one element of CALL) as "a technological innovation to show multimedia as a means of complementing a teaching method language teacher".

**The sixth chapter** is explaining about making learning active with Digitals Storytelling (DST) in ELL classroom. DST is offered to solve the problem during the difficult situation of Pandemic where it is not only innovative but also an interesting tool needed for making learning active and fun. DST is a powerful tool that helps students to create and then share their stories through combining videos, images, texts, sound, and voice (narration) in the digital form into a format of video and it can be played on digital players i.e. a tablet, smartphone, laptop, and Personal Computer (PC).

**The seventh chapter** describes the use of YouTube as a learning resource to motivate students to learn English. This medium provides a range of instructional resources in the form of visuals and appealing designs, and it is extremely simple to access and

download. YouTube can also be a big free videos library for students as it offers hundreds of thousands of films on a variety of topics that may be used in the classroom so that it can encourage students to become independent learners.

**The eighth chapter** is discussing the effectiveness of PowerPoint to solve the problems of public speaking class such as the problems in preparation stage, the problems in text organization, the problems in content clarity, the problems in students' confidence and the problems of non-existence of re-evaluating classroom teaching and learning. By using PowerPoint, it is a fact that the students could maximally deliver their public speaking practice optimally in the classroom.

The **ninth chapter** is discussing the use of Microsoft 365 for educational purposes to teach English. 365 Applications issued by Microsoft is one of the most popular applications released by one of the biggest leading digital companies in the world, Microsoft Ltd. This app provides many features for students and teachers to facilitate learning. The most popular features used during pandemic are Microsoft teams, Microsoft word online, and Microsoft Form.

**The tenth chapter** is about the implementation of using text-to-speech applications to improve Autism students' reading skills. Rumah Belajar Anak (RBA) as a guidance institution for students with special needs did 4 steps in using this application. Among them are planning the materials, practicing English reading text, observing the students' pronunciation, and doing reflection.

The **eleventh chapter** discusses students' perception on *Words of Wonders* (WoW) application for enhancing English vocabulary. It reveals the implementation, benefits, and challenges of WoW in the benefits. By using this application, students feel fun in learning English, especially for enhancing vocabulary.

The **twelfth chapter** is part of the TEYL class application which examines the efficacy of integrating 'Flipgrid and Telegram' in remote learning. Both apps help students improve their English literacy by covering all language skills in the receptive and

productive language development phases. It also aims to overcome problems in the complex personalities of students and educators.

**The thirteenth chapter** is about evaluating virtual classroom interaction through CLIL in higher education. CLIL is a potential approach to creating an English teaching environment to facilitate the "Internationalization at Home" process on campus. The virtual classroom is irreversible during the pandemic era. The effectiveness of the CLIL approach and online learning model is concrete when the school is closed during a pandemic. The CLIL online learning model requires significant improvements in education that are different from the traditional teaching practices that teachers and learners are accustomed to.

This book chapter has been edited by **Prof. Dr. Dwi Rukmini, M.Pd.**, and **Prof. Dr. Rudi Hartono, M.Pd.**

The authors are expecting comments and suggestions from the readers for the sake of the improvement of this book chapter. The authors also hope that this book could give more benefit and help to the readers who are interested in doing some research on this field.

Semarang, January 2022

Authors

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# The Use of WhatsApp to Improve Self Efficacy in Reading Class for Senior High School Students

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## 1. Background of the Problem

Currently, teaching and learning activities in the classroom combine with technology to improve students' reading skills very rapidly. Most teachers use technology to ensure the advancement in teaching and learning. By developing advancement of technology have potential platforms to spread all over the world. Likewise, one of the innovations is the change in communication channels. Before developing a communication device to provide news, some people used email, messenger, but today, using mobile instant messaging which requires internet for the past decade, and people have often been called the internet generation, Use your smartphone in your daily life. One of them used to give everything with messaging, socializing, games, shopping, and smartphones (Bansal & Joshi, 2014). Presently, the mobile instant message is one of the social media platforms to be considered as one of the most needed communication interactions (Abdelraheem & Ahmed, 2018).

The use of smartphones is also seen in the world of education and social media technology offers modern and creative possibilities for building a social learning environment (Abdelraheem) & Ahmed,

2018). The platforms of those applications by conducting discussion groups can initiate and enhance interactions between teachers and students (Alabdulkareem, 2015; Barhoumi, 2015; Naidoo & Kopung, 2016; Prescott et al., 2013; Rambe & Bere, 2013; Sobai, 2016). Along the way, Amry (2014) discovered that: That learning using chat access or is commonly referred to as mobile instant messaging (MIM) can support the active learning process. The benefit of application mobile learning is designed to provide a place for students to discuss and expand the learning environment anytime, anywhere (Crescente & Lee, 2011).

## **2. How to solve the problem**

EFL teachers can apply the Media of messaging App from the smartphone. The most popular messenger is WhatsApp, Ben Salem (2018) found that many EFL teachers were interested in teaching some aspects of a foreign language by using WhatsApp. The App comes with various flexible content and applies some features for video, audio, links, locations, documents, photos, text messages, calls, and sending. WhatsApp is known can teach for learning English media which can be accessed through an internet network via mobile phones. In addition, English teaching and learning with WhatsApp is considering the latest innovation in English teaching strategies. The Whatsapp application offers a variety of content, one of which is video, or visual, audio, and documents which can help to learn reading classes via Whatsapp features.

Another study to evaluate WhatsApp moreover found a few critical information. It is said that the application can increment students' inspiration to be effectively included in learning exercises (Chipunza, 2013; Plana, 2013). This ponders highlights the truth that a learning asset, WhatsApp gives opening for instructors to lock in significant interactions meaning. In expansion, the nation of this learning instrument expels separate barriers to students, empowers understudies to be dynamic and collaborative in learning English perusing course, builds socialize constructivist learning environment, and brings students attitude understudy self-confidence (Naidoo & Kopung, 2016). Self-confidence or self-efficacy is one of the components in supporting learning especially English because the issue that frequently happens in schools through the involvement of instructors who instruct in high schools is that understudies are not dynamic amid the learning process, this is occurring since there's no self-efficacy involve in the learning process.

Self-efficacy is the basic to become ideal in the learning process because the problem that often occurs in schools through the experience of teachers who teach in high schools is that students are not very active during the learning process, this is occurring because there is no self-efficacy in students. Self-efficacy is stability influencing students' belief to manage tasks that affect students' attitudes (Bandura, 1994). Zimmerman (2000), states that self-efficacy supports students to maximize their abilities students' self-efficacy is highly expected because it is the value of life skills but,

in the learning process in schools so far has not been trained so that students lack self-esteem good efficacy. The low self-efficacy of students is caused by deviations in the process of learning, one form of deviation in the implementation of learning is the core has not been implemented optimally or fulfills the exploration, elaboration, and confirmation processes. Students learn only to memorize concepts, take notes on what the teacher taught (Wirtha dan Rapi, 2008).

This problem can be overcome by designing creative and effective learning interactive so that it can motivate students' interest in learning English especially in reading class, self-confidence, and activeness. According to the findings of Bansal and Joshis (2014) where mobile learning using WhatsApp is very interesting and educational for the students. In addition, learning using groups this messaging removes barriers to student distance, encourages students to be active and collaboratively in learning English in reading classes, fosters students' social behaviors in the learning environment, and improves students' self-efficacy (Naidoo & Kopung, 2016)

### **3. *WhatsApp***

The Functions of WhatsApp are not only as a communication tool but have evolved into an environment for education, business, and entertainment.

## 1. Personal and group communication media

As an instant messaging application, the concept of WhatsApp can use in personal and group communication. WhatsApp allows users to send the information through message, pictures, video, voice video calls, and even files. WhatsApp also allows users to share their location every few hours or in real-time. The latter feature also allows users to make video calls in groups with a limited number of members.

## 2. Education and Learning Media

Ease of communication is the reason for using WhatsApp as a medium of education and learning. Many examples, such as schools, universities, and course institutions, use WhatsApp as a place to learn and share information, both personally and in groups. Alshammari, Parkes, and Adlington (2017) state, teachers can conduct the media of WhatsApp to support students' learning. The teacher forms a Whatsapp group in the learning English Process to make it easier in delivering assignments and materials.

## 3. Business Media

WhatsApp has also been used by many business people to conduct promotion, provide information, and order products/services. Stories are commonly used by business

people to advertise products based on customer reviews. WhatsApp also introduced a business version to help business people better respond to incoming messages. In WhatsApp Business, users can add business hours to autoresponders to make them business-friendly.

#### 4. Sharing Information and Entrainment

WhatsApp can also be used as a medium for information exchange and entertainment. Support for forwarding functions speeds the transfer of information from one user to another. Users can also use Stories to share interesting things like entertainment/refreshments.

The use of WhatsApp in the context of teaching and learning English has proven to be a potential tool to support language learning. In the term of previous research to compare students' understanding carried out the small group of WhatsApp to evaluate students Writing ( Arifani, Y., Asari, S., Anwar, K., Budianto, L.,2018). Similarly, that the use of WhatsApp to figure out The learning outcome in Teaching English With Technology, blended classrooms have positively enhanced students' communication in build and improving students' self- efficacy. a case study conducted by Annamalai (2019). Next, a study using WhatsApp was conducted to promote students' motivation and enthusiasm for reading classes conducted for English as a foreign language by Plana et al. (2013). And this mini-research relatively discussed the use of WhatsApp to

improve self-efficacy during teaching and learning for reading activities.

#### **4. How WhatsApp is carried out in the classroom**

Grover et al. (2020) state that WhatsApp group create a condition where students can interact with each other more actively, can discuss with others better and can help each other among themselves, both during the process of preparation, learning, evaluation, and feedback. This can happen because students tend to feel more confident, more courageous, and less intimidated when have to express their opinion in a WhatsApp group.

In this context, to teach and students learn through WhatsApp to improve student self-efficacy, build students confidence so that teachers can collaborate with students directly. There are some learning activities in conducting English Foreign Language especially in reading class.

##### **a. Simple Short Text**

Through WhatsApp Group teachers can adopt simple short texts from the website to be shared in the form of group messages according to the topic to be discussed.

##### **b. Sending PDF Reading Worksheet**

Another strategy that can be done for learning reading skills is through WhatsApp Group is by sharing worksheets for reading comprehension practice in pdf format. These worksheets are usually widely available and can be



downloaded for free via the internet at the addresses of learning websites. The teacher can choose the available topics and according to the syllabus you have, then later at the end of the session, an assessment can be given directly as a form of feedback from the teacher.

c. **Authentic Material**

In this strategy, the teacher can provide reading material or text that is descriptive authentic. The text can be in the form of advertising photos, brochures, restaurant menu in English, or other small text forms that exist in the surrounding environment which can then be designed to be a trigger for discussion activities to discuss the authentic text or it could be in the form of a question-answer sheet so that it can improve students' reading ability.

## **5. Benefits or challenges of *WhatsApp***

The benefits of WhatsApp Groups when conducting the English materials for reading class the features of WhatsApp application can encourage students to be more confident to express their opinion, perspective, ideas, feelings because the available time to think more flexible and longer, features WhatsApp Groups are very practical and can be used on smartphones so that the contents can be used accessed anytime and anywhere, the dissemination of information is very easy, cost affordable internet

However, the challenge in conducting this App to improve the self-efficacy of students in English Language Teaching in reading class using WhatsApp didn't help deep learning as it was only used to send the information, complete tasks, and exam procedures. Therefore, deep feedback is still needed to gain a comprehensive outcome in learning English activities.

## 6. Conclusion

The use of WhatsApp to teach a reading class is one of the effective methods to improve students self-efficacy, teachers can collaborate with students from several kinds of materials such as short stories, determine false and true and give specific materials such as narrative, descriptive to express students ideas and critical thinking in reading, even though there are some challenges where students are not fully aware of students interest in reading so that individual feedback is still needed to gain students understanding.

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# Students' Perception of Extensive Reading eBook as Technology-Based Application in Online English Language Classroom

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## 1. Background of the Problem

The rapid development of technology can give significant impacts on every aspect of life, especially in the world of education. In recent years, technology is the only tool that can guarantee the continuity of education around the world. This started with the Covid 19 outbreaks which forced educators to maneuver and change the education system from offline to online learning. The sustainability of the world of education does not only depend on internet access, computers, and gadgets used but also requires easy access to the material taught in the classroom.

With this change in the education system, there is a need for an e-book in the learning system. Although ebooks have already been presented in the late 1990s, in these several years, ebooks have become crucial in the world of education. This is following Langston's (2003) ebooks have become the most popular topic in recent years. Ebooks are all types of publications that are displayed in electronic form and can be read by using electronic devices, while

printed books are all kinds of text that can be read on papers or in print format Davidson & Carliner (2014).

Ebooks can support educational missions by saving time, adding value to online resources, and being able to save costs (Cox, 2004). Besides, Lim, et al. (2020) emphasized that students prefer the additional features offered by ebooks over printed books because ebooks have search abilities, text highlights, and features for taking notes and bookmarking pages. It is reasonable that eBook can be the students' preference because it provides the students not only the eye-catching display but also the save costs, but it also gives some benefits for their practicality and usability. Furthermore, Makwanya & Oni (2019) explained that the attractive visual appearance of an eBook equipped with pictures, video clips, and features that support materials such as audio, user manuals, and websites make it much more appealing than printed books.

Currently, almost all the material needed by students can be accessed in the form of an ebook. One of them is extensive reading material. Extensive reading is one of the subjects that can facilitate students to read according to what they want and need. Extensive reading allows students to read large amounts of text which can also be considered as an effective way to improve students' abilities not only in reading itself but can also be used to improve other skills in learning English including writing, speaking, and other aspects of English. Extensive reading develops reading comprehension, speed

of reading, vocabulary, speaking, writing, listening, and almost all language aspects Chang & Renandya (2017).

Meanwhile, Bamford (1984) suggested that “the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it.” However, in the classroom context, reading is still a difficult subject for students, especially in online learning. This is because reading is a complex process that requires students to be able to understand what is written and implied in the text. Therefore, the material given to students must be following their level of understanding. Materials that are appropriate to the level of students are expected to be able to facilitate and motivate students in learning. On the other hand, materials that have a high level of difficulty will cause students to feel frustrated and reduce their interest in learning.

Nation (2020) explained that extensive reading material should be under the level of students so that there are only a few unfamiliar words or at least (two words out of a hundred words or less) so that they are easy to understand the grammatical construction. In addition, the material used must be accessible so that students are easier to access and learn. Collet (2018) “practically, instructors and administrators need to ensure a range of suitable reading material is available and easily accessible, either in the learning space or library.” Based on those requirements of extensive reading material, the writer is interested in conducting mini-research related to the



students' perception of the extensive reading ebook as Technology-Based Applications in Online English Language Classroom.

## **2. How to solve the problem**

One of the problems in online learning is the distribution of materials. Students will certainly experience difficulties in teaching and learning activities if the material used is in the form of a printed book. In the online learning system, students must participate in all learning activities through electronic devices such as computers, mobile phones, and other platforms. Therefore, learning materials should be easily accessed by the students through the learning media they use. Based on these considerations, the author choose ebook as a medium of learning so that students would be easier to access it. In addition, the features in the ebook are expected to be able to increase student motivation in the teaching and learning process. Foasberg (2011) proves that students prefer the use of eBooks in university settings because of the features offered compared to printed books.

## **3. Extensive Reading eBook**

Extensive reading ebooks are all forms of publications on extensive reading that are displayed and can be read on electronic platforms such as computers, mobile phones, etc. Extensive reading material in this case is a large number of reading texts that are adapted to the needs and preferences of students, which can support

teaching and learning activities and can support students' reading for pleasure.

#### **4. How *Extensive Reading eBook* is carried out in the classroom**

In implementing the teaching of extensive reading, the writer emphasizes ten principles of extensive reading instruction as suggested by Day & Bamford (2002). One of those ten principles was providing students with suitable and easy ebooks with different topics so that it could permit the students to choose the best material which is appropriate to their needs. The key principle in this teaching is that the students can enjoy the reading process so that they can have higher motivation in learning. It can also let the students have individual/personal reading by their own devices.

#### **5. Benefits and challenges of *Extensive Reading eBook***

This mini-research was conducted in seventh-semester students of Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah which consists of 27 students. They are given an extensive reading eBook as their learning material in the classroom instruction. The extensive reading ebook was equipped with some pictures, colorful pages, and also audio music. Based on the investigation, it has been found that students are eager to learn because they can access the material easily from their computer or gadget during the process of teaching and learning. They can also turn the page of the ebook easily to find the content and the information they need in the ebook. To get the

students' perception, I distributed some questionnaires for the students to find out about their perception toward the extensive reading ebook for their learning material. The result of the investigation can be seen in the table below:

**Table. 1 The Result of Students' Perception about Extensive Reading eBook.**

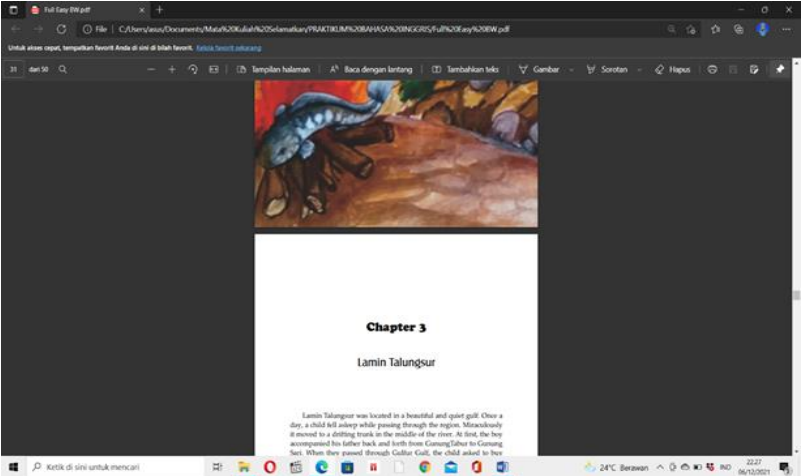
Items	1	2	3	4	5
	%	%	%	%	%
<b>Satisfaction</b>					
I am satisfied with the functions of the extensive reading ebook	50.0	50.0	0	0	0
I am satisfied with using an ebook of extensive reading as a learning assisted tool	42.9	50.0	7.1	0	0
I am satisfied with using an extensive reading ebook as the learning tool	78.6	21.4	0	0	0
I am satisfied with the colors used in the extensive reading ebook	50.0	42.9	7.1	0	0
Sum	221.5/ 55.3%	164.3/ 41.0%	14.2/ 3.6%	0	0
<b>Usefulness</b>					
The font size and typeface in the extensive reading ebook were easy to read	42.9	50.0	7.1	0	0
The sequence of the ebook on the screen was clear	50.0	50.0	0	0	0
It was convenient to scroll up/down within the ebook	57.4	35.7	6.9	0	0
It was easy to turn the pages in the ebook	35.7	42.9	2.4	0	0

It was easy to find important information in the ebook	50.0	50.0	0	0	0
Sum	236/ 47.2%	228/ 45.6%	16.4/ 3,28%	0	0
<b>Behavioral intention</b>					
I intend to increase my use of extensive reading ebook	42.8	57.3	0	0	0
I intend to use extensive reading ebook to assist my learning	50.0	50.0	0	0	0
I will read extensive reading ebook to look for information I need in the text	57.1	42.9	0	0	0
In five years, I will do most of my reading from ebooks	42.9	35.7	2.4	0	0
If given a choice between an electronic or print version of a particular book, I will choose the electronic version	71.4	28.6	0	0	0
Sum	264.2/ 52.8%	214.5/ 42.9%	0.48%		
Note: From 1 means “strongly agree” to 5 which means strongly disagree”					

Adapted from Jeong (2012)

The table above showed that the result of students’ perception related to their satisfaction about the extensive reading ebook were in the strongly agree or 55.3% in agree category or about 41.0 %. Meanwhile, there were 3.6% of the students’ responses were in the neutral category. It can be stated that almost all the students are satisfied with the extensive reading ebook as their learning material in online learning. The next result about students’ perception of the

usefulness of ebooks showed that almost all the responses of the students strongly agree or 47.2%, about 45.6% of the students agree and the rest of the students or 3.28% neutral. The last perception was related to behavioral intention. Based on the findings of the students' perception, the table showed that 52.8% of the students strongly agree, 42.9% of the students' perceptions agree, and the rest 0.48% of students' neutral. Those findings proved that almost all of the students preferred to have extensive reading ebooks as their sources of material during the teaching and learning process. It is due to the attractiveness of the ebook as it is equipped with colorful graphics, clear fonts, and also audio. Meanwhile, the ebook also permits the students to have automatic reading so that they can hear the reading text automatically by pulling the read-aloud button. This kind of feature is believed to be an effective way to support auditory students. The picture below is the display of the extensive reading ebook used in an online classroom.



## 6. Conclusion

The implication of this mini research is to contribute to further researchers in the future, especially in online learning contexts. The results of this study can provide information to educational institutions that the changes in the digital era should be balanced with the understanding of educators and students about the technology itself. The use of ebooks is necessary for online learning systems so it is hoped that publishers and writers would focus more on digital learning products. This is because ebooks can be customized with more interesting features and make students more motivated in learning. Besides, the ebooks could also be equipped with several exercises and self-quizzes so that students can study independently.

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# Exploring ESP students' satisfaction toward the use of Duolingo Application in English Language Learning

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## 1. Background of the problems

Technology has contributed a spectacular impact on the learning system during the pandemic. The hard blow of the covid - 19 pandemic seemed to hit the curriculum at schools that are usually to be taught in class but forcibly switch into the online learning classroom. The lack of readiness and preparation makes teachers and lecturers experience great difficulties in teaching English in online classrooms. Interaction students and teachers need to be built in English Language. In fact, Saputra (2019) stated that "a classroom is a place promoting and facilitating the learning process". Unfortunately, nowadays in certain areas, the ability to choose the appropriate application for language learners was limited, especially for students and teachers whose domicile is in the district and little town.

The availability of information and communication technology devices provided many facilities for language learners. This device could be an assistant to learning a language in an online classroom atmosphere all over the world. It causal reason for English and teacher must be ready to apply that in their online learning



systems. Therefore, restrictions on human interaction must be carried out to suppress the transmission of the pandemic. This sudden situation forces teachers to become experts in using their digital devices in providing online learning materials. Learning English online certainly requires supporting devices therefore learning achievement are able to insist be met even during the pandemic. Nevertheless, not a few teachers have difficulty in online learning, they have to be busy with laptops and their devices every day. This problem is also experienced by students, limitations in achieving online learning targets. Students seem not ready to face various kinds of problems in online learning. Likewise, Saminthan (2000) says "After conventional classroom learning, students find it hard to adapt to an online learning world immediately". The obstacles to students in online learning cannot be avoided. Many researchers have made observations about students' problem and difficulties in online learning, a research was scrutinized by Chun, Kern, and Smith (2016) mentioned "distance learning is an education system in which learners are separated from the educator and the learning process uses various resources through Information and Communication Technology (ICT)". These problems faced by students in the online classroom, it is caused there is a limitation of application in their learning.

The students of English for Specific Purposes (ESP) undoubtedly have many obstacles in online learning. The causative boosts the level of difficulty and complicated the specification of vocabularies in certain fields. In this mini-research, the writer would

like to determine the level of ESP students' satisfaction toward the use of Duolingo Application. The third semester accounting students are as participants in this study. Meanwhile, the usage ubiquity of digital devices of technology, such as mobile phones, tablets, and laptops, plays an important role in language learning (Hulme et al, 2017). In this case, those technological devices are facilitated by many applications of language learning technology that assist study in the online classroom. For instance, Smith (2008) says “there no purchasing Duolingo application declared it has two 100,000 downloaders”. The purpose of using digital technology or mobile applications for language learning that the limitation of time for teachers in giving online classroom material, the teacher only has minimum time for teaching online classroom. In this case Duolingo has been solution for the students and teachers in guiding students learn English out of online classroom.

Hence, it is important to evaluate the satisfaction of users toward digital devices of technology for English Language learning. In addition, Heift & Chapelle (2012) stated, “The need exists to better understand the new conditions for second language acquisition brought about by the real language-related capabilities of technologies that many learners have access to on a daily basis”. This statement emphasizes the learner's need for supporting technology in students learning English daily. Moreover, Plonsky & Zeigler (2016) state that "research needs to be concerned with how the affordances of technology might best be exploited to provide learners with optimal language learning opportunities”. Considering

the responses to the causative problems above, it's mini study endeavor to investigate ESP students' satisfaction of Duolingo Application usage.

## **2. The solution of The Problem**

The Duolingo application is the most trending of platform language learning is a good solution, the educational app who is the widest downloader, with users is over 300 million. This mobile application as mobile assisted language learning. The CEO's mission is to apply education free, delightful, and easy to access by everyone. Duolingo Application is created similarly to feel like an informal situation material and has been scientifically proven to be effective. In addition to its main platform, the inventor provides the Duolingo Application test, an easy and affordable language certification option, and is accepted at more than 2,000 Universities.

Likewise, Vasselinov & Grego (2012) stated that "statistically significant improvements in language abilities as a result of using the app". Meanwhile, after using the Dualingo Application, the teachers would like to give the questionnaires consist of 15 questions to measure ESP students' satisfaction of Duolingo Application usage in Language Learning. This mini research participant cocnsist 23 accounting students as participant. These features of Duolingo are continuously upgraded and the newest features are added to fulfill the users' satisfaction. For example, new gadgets or mobile phone applications are being cultivated that juggle the difficult assignment

of learning ever more enjoyable and individualized. This is a great solution for overcoming the problem faced by ESP students.

### **3. Duolingo Application**

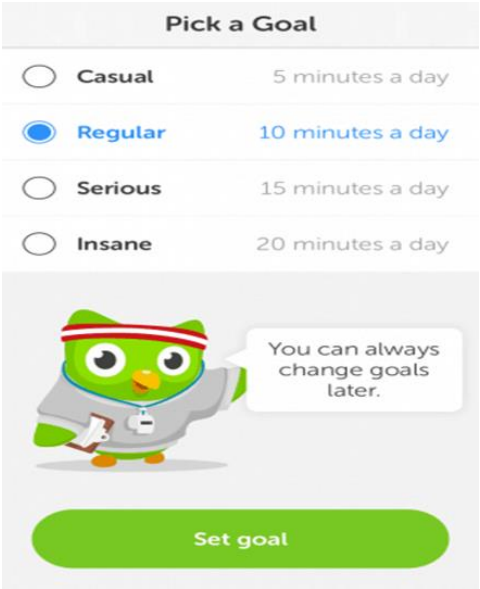
Duolingo is a free mobile app and based on research data shown that this application being popular. In fact, Vesselinov & Grego (2012) have found their result study stated that "The app also leads to increased levels of confidence in learning a new language". Duolingo was made in New York, United State with an American language-learning application as a mobile-assisted language learning. The headquarters office offers a "freemium model": the app and the website are free to access, even though Duolingo offers free and charge for premium service users.

This mobile and web application officially released its private beta on 30<sup>th</sup> November 2011. In these Beta courses, we are able to choose an English speaker from the 15 courses given, with 8 languages being pinned. However, contrasted to the same apps on Google Play, it's a huge information of languages that is still developing, basically because its attractive and the group of users are very solid and this also facilitate the users for supporting Duolingo.

### **4. How is Duolingo Application carry out into Online Classroom**

The first step to use this application that must download it from play store, then install this app on their mobile phone devices. Students English learners are able to select English from the list of

16 languages. The next step is the students must decide the optional of languages the students plan to have; Duolingo instructs then student decide “pick a daily goal” showing before they apply this application. The target level “from *Casual*, through *Regular* and *Serious* to *Insane*, showing the each five, ten, thirteen, and twenty minutes of learning stage in everyday exercise (see Picture I). In this term students are able to recognize their level and select directly the daily duration for learning.



Picture I. A picture of List level target of students practicing in Language Learning

The next step to do that some questions from the Duolingo application related to the comprehending of the learners about language previously, and if you selected yes, it gives the students

with a test. If the student is newcomer in learning language, they run with the primary.

The various of exercises that available on this application that is very recommended to the students and teacher in online classroom. Therefore, the materials of English will be able to deliver very well, and the target of the language achieved. Furthermore, this application has fruitful tasks such as:

1. Translation task, in this task the students interpret the first language to target language which is intended to study. This is suitable for translation learning material that could be as trigger for student interest in translation.
2. matching task, in which learners see a pictures and match them with the available explanations,
3. The pairing task, in this part, students are able to pair the even number with the option of the words
4. listening tasks, in this part the students were listening to a simple word in the target language and directly to type the answer correctly.
5. speaking task, in this part student must be able to state every single word they have heard. Every lesson consists of 10 to 15 drills, some point have explained previously, the students with their report of development about the rank of achievement to device of theirs. See Picture II.

The bar of progress will move accordance their achievement in answering the task. Duolingo also permit the students to take the part of lesson and task whichever they want, whatever they want, moreover if they have finished to answer the questions correctly.



Picture II. A picture of Duolingo App for speaking and listening Practice in English Language Learning

Duolingo convinces the students to be able to achieve their target learning and release their fear in finishing this English Language learning Task. Practically the students were assisted by Duolingo facilitates certain duration of everyday routine learning. Duolingo motivates the students to feel they have been brilliant students.

## 5. Benefits and challenges of Duolingo Application

One of the advantages of the Duolingo application is that when we type the wrong word or what is called a typo, this application would like to read the typo words correctly. Duolingo is an awesome application. Another strength of this application is the great button namely is "Dumbbell button", it can be used for the personalized exercises, it is very useful, especially focus on our limitation and to develop our capability.

Duolingo application facilitates the students to add more colleague and apply this app to do interaction even such a rival. They were completing an exercise effectively, the students win the ten of "X-ray photoelectron spectroscopy", and able to know the total of "X-ray photoelectron spectroscopy" their colleagues "making friends" was scoring, see Picture 3. Duolingo have been believed by users one of application that always give the notification, it brings the motivation for language learners.



Picture 3. The lesson audio, consist of making friends feature



The main purposes of this mini research that to explore ESP students' satisfaction toward the use of Duolingo Application in English Language Learning. The students have installed Duolingo and already have answered the questionnaire to measure this level of satisfaction of this application. The participants consist of 39 accounting students at the third semester of Universitas Muhammadiyah Berau. The students have installed and applied the Duolingo Application during online learning classroom. The amount of students voted "very satisfied" with the picture, design, color and template of Duolingo App was 50%. For more complete data see table I.

**Table I , The Findings of “ ESP students’ Satisfaction toward the use of Duolingo Application in English Language Learning”**

No	Questions	Very Satisfied (%)	Satisfied (%)	Not Satisfied (%)
1.	How satisfied have you been with Duolingo Application for English Language Learning ?	61.8	26.5	8.8
2.	How satisfied have you been with the features of Duolingo App?	55.9	35.3	0
3.	How satisfied have you been with the picture, design, color and template of Duolingo App?3 responses	57.1	42,9	0
4.	How satisfied have you been with translation	50	33.3	16.7

	task and exercises of Duolingo App?			
5.	How satisfied have you been with matching task and exercises of Duolingo App?	50	50	0
6.	How satisfied have you been with pairing task and exercises of Duolingo App?	60	40	0
7	How satisfied have you been with listening task and exercises of Duolingo App?	50	50	0
8.	How satisfied have you been with speaking task and exercises of Duolingo App?	50	50	0
9.	How satisfied have you been with the Bar of Progress in the Duolingo App?	40	60	0
10	How satisfied have you been with the sound in the Duolingo App?	80	20	
11	How satisfied have you been with the vocabulary exercise in the Duolingo App?	71.3	28.7	0
12	How satisfied have you been with the daily report progress of DuoLingo App ?	33.3	66.7	0
	<b>The Average of Percentage</b>	<b>54.9%</b>	<b>41.95</b>	<b>16,07</b>

The teacher gave the satisfaction questionnaires consist of 12 questions. The respond of students about their satisfied with

Duolingo Application for English Language Learning, amount 72,4 % of students voted "very satisfied" with this application. Then the next question to measure their satisfaction with the features of this application, amount 51,7 % students "satisfied". Then 80% of students have been very satisfied with the sound of Duolingo Application. The table above explained that the result of students' satisfaction related to their satisfaction about the matching exercises were in the very satisfied or 50% and balance satisfied category 50 %. Meanwhile, there were 57.1 % of the students' response were in the very satisfied. It can be concluded that almost all the students are satisfied with the Duolingo application for language learning. The percentage of data showed that 55,9% students was satisfied with features in this application. It can be concluded that almost all the students are satisfied with the Duolingo application for language learning.

## 6. Conclusion

The insightful research finding in this study that is expected to be a recommendation for further researcher in the future. The limitation of the amount research about a mobile application and its satisfaction measurement is one of the writer hopefulness to conduct this study could bring the significant contribution in doing online classroom. This research has proved the students are very satisfied with Duolingo application. Based on the result of the questionnaire be diffused this study, the most of the students (80%) are assumed that Duolingo Application has the great sound in its feature.

Moreover, English Language Online Learning could be very interesting when the facilities are able to be fulfilled.

Duolingo as one of mobile application for language leaning who has a unique design, is easy to use and is available to learners of all ages and cultures. This application has been regarded as satisfaction mobile application for English language learning with 54.9 % total of average respond amount (54.9 %). It can conclude that Duolingo could be a recommendation platform in English Language learning.

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# Podcasts of *British Council* as Teaching Application Used in Listening Class

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## 1. Background of the Problem

Listening is an extremely important skill in mastering other skills such as speaking, reading, and writing. When we listen to words or sentences, the output of our understanding reflects on how it produces in a spoken way. Through the transcript of the audio text, while listening, we can also read it loudly. Moreover, to check our listening comprehension, it can be measured by answering the questions in writing.

Good listening skills can be seen from how many vocabularies are understood from the text that is heard and then communicated orally and written. The term listening then means the ability to understand what people are saying including the pronunciation, grammar, vocabulary, as well as to get the meaning.

Teaching listening is so challenging. Therefore, teachers must be careful in choosing the teaching strategies so that students enjoy and are interested in the materials. The prior knowledge of teaching is also effective to give more understanding in listening activity. As stated by Brown (2006), listening is a complex activity and through

activating prior knowledge, students can comprehend what they hear.

The problem of understanding listening may occur because students do not know what is the text talking about and the reason why do listening activities. Students have difficulties in understanding the text as they are lack vocabulary and unfamiliar with the pronunciation or accent. In addition, Yilmaz and Yavuz (2015) mentioned there are several difficulties in listening comprehension:

- a. difficulties in remembering what students listened to
- b. understanding the speaker's accent or rate of speed
- c. limited listener vocabularies

The other problem arises when students listen to a dialogue or monologue text, they get problems explaining and retelling the content of the text. In this case, teachers can arrange listening tasks that provide speaking practice. From this activity, at the same time, speaking tasks can provide them with practicing their listening. Therefore, teachers need to make an effective plan in teaching listening so that their listening and speaking skills are improved.

Aldama (2017) in her thesis described there are several issues when teaching listening, such as difficulties to teaching in a large class, students' lack ability to comprehend the text that they hear, students' lack interest to learn English especially listening comprehension, and the limited tool to teach listening. Regarding the tool or teaching media which are appropriate in teaching listening,

the teacher also needs to select which application provided on the internet to be applied in the classroom. The choice must be considered by the characteristics of students whether it is for kids, adolescence, or adults.

Related to the issues and the previous study mentioned above, this article aims to write the solution of those problems in listening classrooms using such technology. It also explains the writer's experience in teaching listening using Podcasts as a useful technological tool.

## **2. How to solve the problem**

Mally and Chamot (1990) in Brown (2006) explained there are some strategies to develop students' sense of why they have to listen by systematically presenting:

- a. listening for main ideas,
- b. listening for details, and
- c. listening and making inferences

Through these strategies, teachers can build their listening skills by asking them to focus on their reason for listening each time they listen.

To solve the students' problems in improving their listening, the teacher can also use teaching technique which has the following characteristics:



- a. The students are interested in the topic that they are listening to.
- b. They can easily understand what they are listening to.
- c. The choice of material is suitable with the level for the students.
- d. There are a few unfamiliar items that the students can understand through the help of context, or the teacher's explanation.
- e. There is the attention given to language features without too much interruption to the flow of the story.
- f. There are teacher and students interaction during the listening. This interaction can be done by asking questions, predicting what will happen, and asking the teacher to repeat, slow down, or explain the audio of the text.
- g. There is a large quantity of input by listening to dialogues, monologues, English songs, watching movies, etc.
- h. Students do not have to produce much output, but they are in the habit of listening to English text.

Another way in solving students listening problems is using technology as media such as podcasts. Podcasting is one of the powerful technological tools that have been used in education especially in developing listening and speaking skills for many years. According to Yildrin and Hoffman (2010), a podcast is an audio broadcast that has been converted to an audio file, such as an MP3, and provided available on the Internet in order users can download as well as listen to the files on their MP3 players or

computers. One previous study related to podcasts had been conducted by Naidinova and Ponomarenko (2018) explained teaching listening by using podcasts makes it possible to increase students' listening comprehension, since it provides students with authentic and contextual material. Using podcasts is also more beneficial and effective than using the traditional talk method. Moreover, the teacher can select the topic of audios in podcasts based on their suitable materials and characteristics of students.

### **3. *Podcast of British Council***

Teacher and students in listening class, I think we are very familiar with the website of *the British Council*. This website provides many English learning materials such as grammar, vocabulary, business English, general English, IELTS, skills (listening, speaking, reading, and writing) as well as online learning. This website also gives us the opportunities to explore the video zones, audio series, and applications of English learning. One of the audio series is given is podcasts.

Podcasts of *the British Council* are available on the internet as a tool to learn listening. It can be used directly on a website which is called an e-podcast or downloaded in a mobile phone application. Through this application, students are free to access and use from Google Play Store and iPhone App Store. In this app, they can read the transcript while listening to the text. From this activity, they can listen to a lot of topics and directly practice their speaking easily by

trying to imitate and produce words to sentences from what they hear. This app is also useful for people who want to study and improve their listening skills since it provides interesting listening material based on daily life and easier for people to understand accents from many countries.

*How to use this application via mobile phone?* To use this application is very easy. Firstly, learners can download the application from Google Play Store and App Store. Then, they can open a certain topic that is suitable to their need. After that, they can download the audio. The audio which has been downloaded then is saved to your mobile phone. It can be replayed to without downloading again. Finally, students can practice their listening skills by clicking again the audios whenever and wherever they want to listen.

#### **4. How *Technology-based apps* are carried out in the classroom**

After knowing the general steps of using Podcasts of *the British Council* application, now let's discuss the implementation of this application in the listening classroom. This application can be applied to teach listening through the following steps:

- a. The teacher has downloaded several audios which are appropriate to the teaching materials based on the level of her students.

- b. The teacher plays the audios several times for students to have a chance to listen more and get the messages of the audios.
- c. Students listen to the audio carefully.
- d. The teacher asks questions based on the audio. This activity is to check whether students can catch the materials of audios clearly and are pay attention in the class or not.
- e. Students answer the teacher's questions based on the audio they listen to.
- f. The teacher gives evaluation by giving a transcript to measure how to understand students' listening skills to the content of the text. By reading this transcript, they can also practice their speaking skills through listening to the audio.

In implementing this application, the teacher needs to set other sound systems and check the volume so that all students can listen to the audio. It is suggested that students use headphones when the teaching is held in a language laboratory or headset if students are allowed to use their mobile phones in class.

## **5. Benefits and challenges of *Podcast of British Council***

The Podcasts of *British Council* application of course has many benefits and challenges in Listening class. The benefits of this application are:

- a. It is freely accessed and easy to use. Between teacher and students can use everywhere and anywhere they can access.
- b. The teacher can use this application with choosing the appropriate materials based on their level.
- c. Students can use this application in classroom activities and outside of the classroom.
- d. There are many sources of speakers from many countries, so students can learn their accents.
- e. It provides interactive exercises and transcripts to help students learn the language.

This application is interesting and very helpful for students in getting listening audios freely and provides perfect pronunciation to be learned. When I teach listening using this application, there are some challenges. The challenges come when reading the transcript, it does not have further information about which accent is used. Another problem arises when the screen of the phone is turned off, the sound will stop automatically. Therefore, it must light the screen again to continue listening to the audio. It is suggested for the developer of this application to provide more written information in the transcript or given introductory sentences before clicking the audio so that students can learn more, and it is hoped there is the improvement or update performance of this application so that students and teachers will have more advantages used in listening class.

## 6. Conclusion

Podcasts of the British Council are a very useful and effective technological tool in teaching and learning listening. It provides interesting topics and a helpful transcript. Through listening to podcasts, we can learn pronunciation, grammar, vocabulary, and listening comprehension. The teacher can implement this tool to teach listening through two ways; i.e. e-podcast from the British Council website and mobile phone application. Students also can use this application at home individually to practice and improve their listening skills.

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# Maximizing Edmodo for Teaching Reading in a Blended Learning

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## 1. Background of The Problem

We all know that English, as a worldwide language, plays an important role in many people's lives. It indicates that English is a tool for communication with individuals around the world. Many educators today use print media in the teaching and learning process, especially while teaching reading to their students. During the process, learners should use their books and pencils or pens. We know that this practice annoys the learners to the point that they are unwilling to change. Now, social media has a significant impact on learning. We must not underestimate the significance of technology. The curriculum content with the modern era in perspective.

For English Language Teaching (ELT) According to some experts, teaching and learning English as a foreign language in Indonesia is a very complex process. Many individuals believed that numerous comparative studies had already been undertaken to determine the most effective method and approach to teaching English. Some methods and approaches may be effective in their respective eras. Teachers, on the other hand, should keep up with today's language learning trend because the process of teaching and



learning is dynamic. Current English learning requires the use of technologies to draw learners' interests and increase their motivation.

Nowadays, technologies are popular, especially for teaching and studying English as a foreign language. We know of various applications, software, and internet-based platforms that can be implemented as supplementary learning media in English classrooms now. Teachers also can be utilized one of them to create blended learning, combining face-to-face classrooms and online classrooms, for their classes.

## **2. How to Solve the Problem**

Information and computer technology or we called ICT explained as the use of computers and the internet by the Longman Dictionary of Contemporary English Online (2019). In furthermore, Asabere and English (2012, as cited in Çakici (2016)) define ICT as the equipment, facilities, methods, and system that offer the best surroundings with the physical infrastructure and offerings for the era, transmission, processing, storing, and disseminating of data in all bureaucracy, which includes voice, textual content, statistics, portraits, and video. ICT used to refer to radio, television, and newspapers, but it now refers to the use of the web, internet, and online applications. It is not only beneficial to students but it may also be used by teachers to improve the teaching-learning process in their classrooms. Teachers must also be more innovative and imaginative in using ICT in their teaching materials. Language

teachers in ELT have shown a significant interest in the use of ICT. It is also thought that a substantial amount of research has demonstrated how important ICT is in the field of teaching English as a foreign language (EFL) and how it has helped to reinforce and develop powerful learning environments (Çakici, 2016). Çakici (2016) and Ammanni & Aparanjani (2016) gave some examples of integrating ICT with language classrooms, ranging from the usage of To support education, a pc, interactive whiteboard, Projector, network, and social media networks have been used besides webinars, mobile applications, and E-books and audiobooks. A large number of research have been undertaken to investigate the efficacy of implementing ICT into foreign language acquisition. Bilyalova (2016) conducted one of the studies, evaluating the importance of ICT use in the teaching of foreign languages in universities. Bilyalova (2016) has explained that studying the best forms of ICT for the development of linguistic and communicative competence of students. The study proved that the use of ICT has a positive impact on the quality of teaching a foreign language. The integration of ICT into the foreign language learning process makes it more dynamic and facilitates the activation of independent work of students.

When discussing the integration of ICT and language teaching, it is inevitable to discuss blended learning as an area for ICT to be well-implemented. The learning blends at least two methods in the learning process. Garrison and Kanuka (2004, as cited in Okaz, (2015)) Blended learning is learning the combination of classroom instruction with internet activities. Blended learning, according to

Singh (2003, as referenced in Okaz, (2015), is the combination of diverse delivery mediums to create meaningful and inspiring learning. In other words, blended learning is learning that combines the use of technology – or ICT – with face-to-face or traditional classroom settings to make it more relevant and inspiring. The typical classroom structure, in which students are required to attend lectures and listen to guidance, is seen as monotonous and irrelevant by millennial students. They probably need one compelling reason to attend lessons while they have limitless access to learning information on the web and can learn on their own. Learning only from online resources, on the other hand, may not be as interactive as learning in the classroom with their classmates and teacher since learners could be "lost on the internet," disconnecting them from the real world (Nazarlou, 2013). This is where blended learning plays its role. A study by Dias and Diniz (2014, as cited in Okaz, (2015)) demonstrated how blended learning can help students with varying learning requirements and interests. According to Tran and Ngunyen (2014), blended learning has improved teachers' abilities to deliver examinations and assessments. Implementing Edmodo as a tool for language study is one method that includes ICT. Edmodo is a learning platform that may be used for foreign language and/or second language learning outside of the classroom. Edmodo, known as "Facebook for Education" Enriquez (2014) is not like most social networking services (SNS) such as Facebook, Instagram, Twitter, and so on. Edmodo is an "online community for education" that was founded in the United States in 2008. Okumura & Bronson (2016)

stated that Edmodo contains a variety of elements, including "wall, info, video, notes," that can be explored based on language instruction requirements. "Teachers can construct a microblogging network for their courses," write Santoso, Rochsantiningsih, and Sujoko (2014). They noted that Edmodo fosters an exciting environment as well as engaging activities that encourage learners to actively participate in the learning process. This comes in a 21st-century trend of language learning that is not contained in a regular classroom within a limitation of time but instead blended learning that combines a regular classroom (offline) with an online classroom. Edmodo is used as a supplement learning media in this case to encourage meaningful participation from language learners. This appears to support the notion of technology-enhanced language learning (TELL), which regards Edmodo (as one element of CALL) as "a technological innovation to show multimedia as a means of complementing a teaching method language teacher" (Patel, 2015). Reading is important in language learning. It is a skill that should be taught in a language class. It relates to the issue stated by Santoso, Rochsantiningsih, and Sujoko (2014) that "when students are supplied with comprehensible linguistic inputs, some of the languages will keep in their minds as part of the language acquisition process." "They also believe that "students should be able to read texts in English for their profession, academics, or simply for pleasure." As a result, the reading class should not only be fascinating but also engaging to encourage learners' autonomous learning. Teachers can manage the online classroom interaction or

monitor students' progress using Edmodo features (quizzes, assignments, notes, polls, crossword puzzles, badges, etc). (Alimuddin, 2017)

### **3. How Application of Edmodo is carried out in the classroom**

Edmodo is a social learning platform that enables teachers, students, and parents to share content or information and homework. Educators and learners are connected in a safe social environment through Edmodo. They can access assignments, grades, and group discussions from any computer or mobile device and share digital content. The following explanation describes Edmodo features that are beneficial to both educators and learners (<http://susd.edmodo.com>).

#### **a. Signing up**

Users can register with Edmodo either as a teacher or a student. The user can join as a teacher just on the homepage by choosing I'm a Teacher. Meanwhile, if they wish to sign up as a student, they may just choose I'm a Student and provide the code of the group to which they want to belong. If a student wants to join in more than one group, they do not need to create a new account. They can easily click Join and insert the group code.

#### **b. Groups**

Teachers can create groups as closed networks for classes, clubs, or collaborative projects. When creating a

group, A six-digit number will be created for students who want to join the group. The students also can join groups that have been invited by their teachers or by inputting the group's code. After joining groups, students can send messages to the entire group or the teacher, but not to other students.

### **c. Calendar**

Important dates can be published in the Class Calendar by a teacher. The due dates and relevant info of all assignments can be automatically added to the calendar. Edmodo Calendar also allows you to share events, announcements, assignments, and reminders with groups or individual members.

### **d. Posting**

#### **Notes/Alert**

Notes will be useful when the user wants to begin the conversation panel as messages, reminders, writing/discussion suggestions, and so on. Notes are similar to alert is considered urgent messages or immediate notifications to group members, and it is limited to only 140 characters.

#### **Assignment**

This feature is used to give a writing assignment online. The teacher can create assignments online, the students will answer them online, and the teacher will grade them online. The teacher can title the assignment, but the due date, insert a description of the assignment, as well as attachments from the

internet, PC, or Edmodo library. When students log in, they will see the assignment as well as the embedded file or media. After that, the students can turn in the completed assignment to the teacher. Next, the teacher can track which students have submitted their assignment then grade it so that the students can immediately receive the feedback.

## **Quizzes**

This feature enables the teacher to create, edit, and post quizzes for students. It is also possible to set the time limit for a quiz and preview it before sending it to the group. Furthermore, Edmodo provides some types of quizzes for students, namely multiple choices, true or false, fill-in-the-blank, matching, and short answers. Once the students submit the answers to a quiz, they will be automatically scored (except for the short answer).

### **e. Student badges**

Student badges are used when a teacher wants to give an award for Students' work, participation, achievement, perfect scores, and other factors. A teacher can design his or her badges. or use badges provided by Edmodo. To award a student a badge, a teacher needs to choose the class, select a member or a student to be awarded, and choose the badge.

## **f. Library**

The library allows teachers to store and manage files and links. They can access the files as well as share them with the group members. Every file uploaded in any assignment is stored here. Teachers can upload any kind of file, such as pictures, video files, documents, and website references. however, it has limited space for each piece of content no bigger than 100 MB.

## **g. Parent communication**

Through this feature, parents can track their children's/students' assignments, grades, due dates, and read any dialogue between students and teacher.

## **h. Grade Book**

Students can access the grades of their Edmodo assignments at any time. The grade can be printed out as a spreadsheet to be included in the grade book.

## **4. Benefit and challenges of EDMODO**

With its characteristics, Edmodo can help English teachers create more engaging classes. This article, on the other hand, focuses on how Edmodo can be used as a supplement in blended learning, especially reading classes. This section will go through how Edmodo could be used in a reading class. Its limitations and other possible consequences will also be reviewed.



Edmodo can be used as a complement to the classroom to provide additional learning experiences (quizzes, assignments, exercises, discussion, etc.). Due to time constraints, Edmodo's features highly encourage independence or autonomous learning. As part of the language acquisition process, they will also result in inadvertent learning. Edmodo, as stated previously, benefit either teachers or students (Warawudhi, 2017). In a conclusion, the following is a possible Edmodo implementation in reading classrooms.

Common reading classes, on the other hand, are recognized as passive classrooms since they merely ask learners to read. Learners, on the other hand, should not be regarded as "passive receivers of ideas and knowledge" (Looi & Yusop, 2011). Active learning strategies involving other "pedagogical methods such as in-class discussion, asking, debate, and explaining" are one strategy to increase student participation (Looi & Yusop, 2011). Due to time limitations, Edmodo assists teachers in providing online quizzes (fill-in-the-blank, short answer, multiple-choice, and true-false) to make the lesson more interesting. According to Warawudhi (2017), the program is easy to use and motivates learners to participate in activities outside of the classroom. In this approach, the usage of Edmodo makes the class more interesting and, as a result of the creation of motivation in language learning, results in a dynamic language learning process.

Lifelong literacy Any regular lessons must have a time limit or duration. It is not enough in reading lessons to learn simply from classroom teaching and learning activities. Blended learning, on the other hand, helps the teacher in going beyond that boundary. Edmodo plays a crucial role in this situation by providing academic online resources that are relevant to the themes discussed in class. Warawudhi (2017) observed in her research that the majority of students could use and interact well on the Edmodo interface by "doing quizzes, polls, posts, making comments, and sharing resources," then uploading files and suggesting websites to other friends. It shows that the materials, quizzes, exercises, or other learning resources can be used regularly by both teachers and students. The teacher can use it for future reading classes, and students can forward, share, and even recollect their learning track and progress in Edmodo even if they have already completed the class. According to Santoso, Rochsantiningasih, and Sujoko (2014), When learners are having appropriate linguistic inputs, some of the languages will stay in their memories as part of the language acquisition process.

There are some limitations to implementing Edmodo apart from its benefits in improving traditional reading programs. Limitations can be barriers that both teachers and students must overcome. The limits and/or drawbacks are discussed below. First and essential, Edmodo requires a reliable internet connection. Even though it is a free education platform, "Edmodo is an online virtual tool," and an internet connection is required (Santoso,

Rochsantiningih, & Sujoko, 2014, p.35). According to their research, some students still need to go to the internet rental to access Edmodo. Second, Edmodo will not provide accurate information to learners. For example, when students receive student badges and take tests, students do not receive notifications. According to Warawudhi (2017), "students also informed the problems when performing quizzes that they did not get the notifications." Third, the auto-grading method is not available for all quiz categories. A short-answer quiz still requires the teacher to grade it herself/himself. Fourth, using Edmodo as a virtual learning system regularly has a "negative impact on their health" for both teachers and students (2014, p.37). One of the most likely adverse effects is eye irritation produced by exposure to laptop and mobile phone screens.

## 5. Conclusion

Given the popularity of digital use in the twenty-first century, Edmodo, as a social learning platform and "Facebook for Education," offers meaningful experiences for both teachers and learners. Looi & Yusop (2011) explained that English is an international language and lingua franca, Edmodo can be a useful supplement to the teaching and learning process, particularly in a blended classroom. Furthermore, Edmodo is capable of developing an interactive environment as well as engaging exercises in teaching language skills, particularly reading, which is directly tied to passive skills. Finally, Edmodo makes numerous contributions to the language teaching and learning process. Edmodo may help teachers

build more appealing classrooms because it provides options for creating various types of activities or quizzes, and students may access it for motivating them to be more active and decrease passive classroom participation. Furthermore, Edmodo's capacity to store data (assignments, quizzes, etc) which can be accessed and reused by both teachers and students anywhere and at any time encourages lifelong learning. There are also several opportunities for the students to increase exposure, which is extremely beneficial to their language acquisition. This, of course, allows students to participate in incidental and independent learning that is not limited to the face-to-face or traditional classroom. Most importantly, Krashen believes that Edmodo allows students to learn a language through interaction and communication, which is an effective way to learn and/or acquire a language. Moreover, Edmodo provides an auto-grading system that allows teachers to evaluate students' work immediately and provide direct feedback.

However, Edmodo has difficulties in implementing the teaching and learning process in a reading class using only a blended learning model. The academic platform requires a good internet connection, which is not guaranteed, particularly in Indonesia; lacks notification for quizzes and student badges; lacks an auto-grading system for all types of quizzes, and causes health problems as a result of the continuous effect of monitor exposure. As a result, more studies into practical use of Edmodo in other content courses, not only language classes, are needed.

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# Making Learning Active with Digital Storytelling in ELL Classroom

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## 1. Background of the Problem

I have been teaching at Universitas Pancasakti Tegal for almost six years. I teach some courses and among them is English for Specific extensive reading, reading for academic purposes, reading for general purposes, writing for academic purposes, and ICT in ELT. Through this chapter, I would like to share with you my experience teaching those courses.

The story began in 2015, that year I taught ESP in other Departments except for English Department, such as Civil Engineering and Mechanical Engineering. During teaching, I observed my students. I found that my students prefer to use their laptops in writing notes during the lecturing session. Some of them even recorded the lecturing using their cellphone. When I asked them whether they have books (paper version) to write notes during lecturing, most of them answered that they did not have them. They said that they did not like using books (paper version) because it was too heavy to carry them in their bags. They claimed that making notes using laptops was more efficient than books (paper version). What if they had seven courses during the semester and what if the



numbers are more than one book for each subject?. So, I had a conclusion in my mind that my students prefer the digital version to the printed version of the books.

I continued to my observation, and I found that my students were divided into three categories, those are higher, average, and lower achievers. Those who were higher achievers had good reading comprehension skills. This fact had been proven by the results of the reading comprehension tests. The average and lower achievers had a problem with vocabulary. They were struggling a lot when had to read English text. As all of us know that English in Indonesia is a foreign language so vocabulary is an urgent matter to be solved for mastering language skills such as reading.

After getting the results from the reading comprehension tests then I continued my investigation through interviews. I took the interview semi-officially during the break session after the class. I recorded our conversations and those students were represented as higher, average, and lower achievers. For higher achievers, most of them were like reading. They liked not only academic textbooks but also novels, and others fiction such as cartoons. Sometimes they searched the sources for their academic purposes coming from others lecturers through accessing youtube or audiobooks.

A year later in 2016 when I taught extensive reading and academic writing at the English education department the same case happened to my students. They were struggling in reading comprehension and also writing the essay. Based on the

investigation their vocabulary was poor. They also did not engage while learning. They tend to be passive and some of the students got bored easily. Due to those reasons, in 2016 I tried to change my approaches, methods, techniques, and also materials for my teaching purposes. I tried to figure out what was innovative instructional strategies that take good advantage of technology.

Several innovative instructional strategies adopted the use of technology or let say we integrated information and technology integrated with the pedagogy and content knowledge or TPACK. I took the benefits a lot coming from this integration or the use of technology in my classroom. The presence of technology was very much felt during the COVID-19 pandemic in 2019. At that time we had a fully online classroom because of the lockdown policy set by our government. The lecturing ran through online mode and we were using this mode since it was an emergency. All of us were not allowed to go to campus both lecturers and students. So the classes were carried out and accessed fully from home. Students were not allowed to go to school or play outside made them get bored and bored. Thus interesting also innovative tools needed to be employed to solve those problems.

## **2. How to solve the problem**

I use several applications or tools based on technology during my teaching and among them are Digital Storytelling (DST), podcasts, web-blogs, YouTube, TikTok, Virtual Reality (VR), social

media such as Instagram, Pinterest, Facebook. The online class was running using LMS or Learning Management System. Firstly we tried to create our LMS which we called it *El-Sakti*. Unfortunately, that LMS was not running well since the server could not be accessed by so many users. So, I chose Edmodo as my LMS platform. My Edmodo was not stand-alone since I still need zoom to support my lecturing. The application for communicating with my students was WhatsApp (WA). I also use email in communicating with my students.

During lecturing through the online mode I have tried so many applications and tools, and some of them have been mentioned above. I also used an e-portfolio, e-assessment, or online testing application such as Kahoot or Quizizz to test, assess and evaluate my students. And as mentioned before my students' problems in the online ELL classroom are lack of vocabulary, poor comprehension, being passive, or less engaged, getting bored day by day makes them demotivated in learning.

Each kind of tool has its purpose in using it, and among those applications, in this chapter, I would like only to share my experience during using Digital Storytelling (DST) in my classroom. I use DST to solve my students' problems. Why DST? and What is DST? How to implement it in the classroom? What are its benefits and challenges? Will be discussed on the following pages.

### **3. *Digital Storytelling (DST)***

DST offers students ample opportunities for practicing reading and writing with new vocabularies. DST also makes students more engaged during learning others language skills such as speaking, listening. What is DST then?. Digital Storytelling or DST is a powerful tool that helps the learner to create and then share their stories through combining videos, images, texts, sound, and voice (narration) in the digital form into a format of video and it can be played on digital players i.e a tablet, smartphone, laptop and PC (B. Robin, 2006; Skinner & Hagood, 2008).

Under the name of digital natives, students nowadays are familiar with the technology. They engage with it every minute every single day. Digital Storytelling (DST) assists students to be creative storytellers through integrated technology with the traditional process. What is meant by a traditional process is that the students as a storyteller start theirs do by choosing a topic, composing a script for the stories, then expanding their script to complete the stories. To make their stories interesting then they can continue those processes by selecting the songs and images which are taken from the website or they can create by them and it is only a matter of preference.

### **4. How *Digital Storytelling (DST)* is carried out in the classroom**

Digital Storytelling is an integration between technology and the traditional storytelling process, thus it is an excellent combination of images, sounds, text, and narration voice (B. R.

Robin, 2008; Skinner & Hagood, 2008). It has various forms i.e documentaries, claymation or clay animation, screenplays, and artistic videos (Ranker & Mills, 2014).

The first thing I did before carrying out the DST in my classroom was that I had to build my students' basic language units for example vocabulary, grammar, and pronunciation. Teaching my students with daily expressions was my next step. It was done so that they were confident in expressing their ideas in English. This basic lesson was then followed by several activities such as group formation, brainstorming sessions with some possible themes, doing field observations, outlining and drafting, creating the story then continuing to change the form digitally, and then sharing it.

Creating DST started with asking my students to form a group formed by three until four students since the class only had twenty until twenty-five students. After the groups were formed then it was continued by job distribution. This action was taken so that all of the group's members were participated actively during completing the DST project.

Each student had his/her role based on the agreement of all the group members. The students discussed this role distribution by themselves without my interference. By choosing their role description it was hoped that they were more responsible for the success of the group project. I also emphasized they help each other even they already had their roles.

In each group, my students had a role to be story narrators, scripts writer, photographers, language editors, video editors, and DST creators. Each student sometimes took two or three roles. After forming the group, students then brainstormed themes such as personal stories, fairytales, myths, historical documentaries, information, and instructions. They discussed and negotiated what kind of theme should be the most interesting and fun one. Each group then chose their preference. Some groups chose fairytales, others chose personal stories. Thus, there were only two topics chosen by students.

After themes or topics were chosen then I asked my students to collect digital images. Some groups used photographs while others chose to draw them using a digital pen. The digital images were collected to develop a story draft. Following the collection of digital images was drafting guidance. Through this action, I introduced my students to sketching out keywords or vocabularies that described the situation of the photograph. This thing was done to help my students for connecting what's in the photograph with appropriate words.

For generating the ideas easily, I allowed my students to open translation tools machines that were available online such as google translation or thesaurus. To help my students generate ideas, I used some prompt questions such as (1) *What do you see?* (2) *What are they doing?* (3) *Where does it happen?* (4) *When does it happen??*. I taught my students to remember common moves of the story i.e

orientation, a series of events, and coda. Rhetorical features of the story need to be familiarized with my students. I also guided my students to notice lexicogrammatical features in the story by marking actors (subjects) with red, verbs (processes) with green, and discourse markers with yellow in the story's clauses. A storyboard was created based on the digital photographs or images collection. Students narrated each of their digital photographs or images.

The next step to do before students jointly created DST was outlining and drafting a story with 100 – 150 words collaboratively. All of the members of the group co-wrote a story, and this means that they had a contribution to completing the story. After the story was completed then I trained my students to operate Microsoft Photo Story for creating DST. The process of creating DST using Microsoft Photo Story was to import the digital photographs or images, text, and background music together into the software. Upon the creation of DST, students shared their DST. Through this session, I and my students made an exhibition to watch the DST through online mode using zoom. The students finally felt proud and enthusiastic about their project.

## **5. Benefits and challenges of *Digital Storytelling (DST)***

The Digital Storytelling (DST) creation project offers students a new way of voicing, sharing, and discussing their stories in English. DST allowed students to be multimodal narrative text creators. Along with the process of DST creation, students were

actively engaged as problem solvers since they had to make decisions about the sounds, digital photographs, and/or images, then thought to co-edited DST draft.

Students voiced their ideas through the digital photographs or images they chose. More importantly, students used Indonesian and English in meaning-making the digital photographs and/or images to create a story that truly represented their personal experiences. In addition, they exploited different meanings or messages illustrated in the chosen digital photographs and/or images. Strictly speaking, digital photographs and/or images assisted the students to generate ideas.

On my notes, using DST as a platform, students had an opportunity to learn new words for building their vocabularies. These notes along with my research which indicated that DST could help students build their vocabulary (Endang Sulistianingsih & Aflahatun, 2021). Generally speaking though improving students' vocabulary provided a domino effect where their comprehension and motivation also improved and this note was in line with my previous study which claimed that DST gave a positive effect on reading comprehension and motivation (Sulistianingsih, 2021). On another note, DST also could help students to promote emotional intelligence (Endang Sulistianingsih et al., 2018), because this DST helped them notice self-emotions, manipulate emotions, identify people's feelings, as well as teach them to maintain partnership.



One thing that impressed me was the fact that students could speak English with full confidence and in a non-threatening way since they could edit their spoken text. Students authentically practiced the English considering they yearned for voicing their personal stories. Some challenges that I found during implementing DST were time consuming and I have to make sure that all of my students were literate in or familiar with technology.

## 6. Conclusion

Through my experience implementing DST in ELL classroom, I can draw a conclusion that the use of application or technology in teaching has both benefits and challenges, therefore choose the application that suited to your students need and interest. In addition, the challenges should also be considered whether it is worth to find the solution.

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# Utilizing YouTube as a Learning Resource to Motivate Students to Learn English

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## 1. Background of the Problem

English has a very crucial role in this era of globalization. It is the most widely used international language in the world. Some of the benefits obtained by mastering English are that we can communicate with other people from various countries, increase the opportunity to study abroad and get a job, and master technology. However, many students think that English is a difficult subject since it has complicated grammar. As we know, in English, some tenses are difficult for Indonesians to understand as there are no tenses in Indonesian. Some students of Institut Agama Islam Negeri Kudus said that they did not like English because, in their opinion, it was hard to study it. They could not understand grammar especially tenses even though they have studied English since Elementary or Junior High School. In addition, the pronunciation of words or sentences in English is very different from the writing. Grammar and pronunciation are two common problems that students often face when learning English. Therefore, these things cause students to find it more difficult to learn English and they continue to struggle with using English as a communication tool, particularly in speaking and

writing. As a result, it affects their motivation as well as their achievement in foreign language learning

Several factors can influence students' achievement or learning outcomes when learning a foreign language. These factors can come from external sources such as facilities and infrastructure, as well as learning methods. In addition, there are also internal factors influenced by students themselves, namely motivation. Motivation is one of the most fundamental aspects when you want to learn second/foreign language. The influence on the learning result of an L2 student is significant (Lai, 2013; L & Zafar, 2016; Seven, 2020). Some difficulties may arise for learners as a result of a lack of motivation. Effective learning is incredibly tough for students to achieve if they do not have a desire to learn (Alizadeh, 2016)

Elliot and Covington (2001) define motivation as the driving force behind people's behaviors, wants, and necessities. Motivation may also be described as a person's desire to repeat an activity or vice versa. L and Zafar (2016) divided motivation into four categories: intrinsic (natural), extrinsic (artificial), integrative, and instrumental motivation. Intrinsic motivation is the power that comes from within the individual. Usually, this motivation is associated with students' feelings, their involvement in their tasks, and their willingness to participate in them. The power that is derived from the environment is called extrinsic motivation like the desire to get presents, money, or food, and can arise from outside sources such as parents, employers, instructors, or others. Gardner (2000) believes

that integrative motivation is critical for successful language acquisition. Learners can become part of a second language culture if they have a positive attitude and motivation towards that culture. Gardner & Lambert (1972) stated that instrumental motivation relates to the desire of learners to achieve their satisfaction due to practical needs such as getting an occupation, passing a test, or earning a good income.

Gardner (2001) defines motivation as three components: an attempt to acquire language, eagerness to achieve goals, and a positive influence on enjoying tasks in language learning. In other words, if someone has the motivation, he will work hard to learn the language and have a target or goal to achieve. In addition, he feels enthusiastic, so he does not feel forced or pressured and enjoys all the lead in achieving the target. Motivation gives learners a goal and a path to follow. As a result, it plays an important role in language learning.

## **2. How to solve the problem**

Using appropriate teaching strategies or media that attract students' attention can be used to overcome problems related to the lack of student motivation in learning English. Teachers should use motivating teaching strategies with the use of engaging instructional materials and visual aids to draw students' attention and interest. When students are interested in and motivated to study English, they

will automatically acquire a positive attitude towards the language. (Chairunnisa et al).

People currently utilize technology in numerous facets of their lives, such as executing financial transactions, obtaining information about various topics from across the world, accomplishing employment, and even providing material for learning many subjects. The rapid development of the internet allows everyone to access a variety of useful information for the development of each individual. In the realm of education, various pieces of information on the internet may be utilized as instructional materials, and they are normally more up to date, so many students are interested in reading and accessing them.

YouTube is a type of learning medium that can be utilized to learn English. This medium provides a range of instructional resources in the form of visuals and appealing designs, and it is extremely simple to access and download. Of course, students will absorb the material provided by the teacher much more easily if it is presented with appealing images and visuals. YouTube may be utilized as a learning medium to enhance students' motivation to learn English, which is frequently thought to be hard. YouTube can also be a big free videos library for students as it offers hundreds of thousands of films on a variety of topics that may be used in the classroom so that it can encourage students to become independent learners.

### 3. YouTube as a Learning Resource

YouTube is a video-sharing website where anyone can upload, view, and share videos. YouTube was founded by three former PayPal employees in February 2005, namely Chad Hurley, Steve Chen, and Jawed Karim. Until now, Youtube is still the most popular digital platform that serves video-sharing content, including in Indonesia. Many Indonesians use YouTube instead of other video-based platforms. This is because internet users visit YouTube not only to get entertainment but also to learn or get information

Several studies have shown that YouTube has been used as an alternative medium for learning, especially English. Nasution (2019) conducted research related to the implementation of YouTube as a medium for teaching-learning, particularly in an English Language Teaching (ELT) context. He suggested several reasons related to cognitive and affective reasons for using YouTube in EFL classrooms. A lesson plan of activities on how to use YouTube is also presented to aid students' comprehension of procedure text.

Chien et al., (2020) investigated the impact of utilizing YouTube as additional material in a listening class with EFL college students. The study showed that integrating YouTube with standard teaching methods improves students' English listening comprehension after five-week treatment.



#### 4. How YouTube is Carried out in the Classroom

There are several steps in using YouTube as an English learning resource.

a. Preparing the material

In this step, the writer selects YouTube content to be used in the learning process. Several factors to consider while selecting video material include the content's compatibility with the learning objectives, the ease with which the language is utilized, the attractiveness of the content, and its authenticity. The writer likes to use content created by native speakers so that students may learn directly from them, particularly in terms of pronunciation.

b. Presenting or displaying the material

The selected video content that is conveyed to students can be in the form of conversation, explanation, story, short movie, movie trailer, and many more. To avoid boredom and monotony, the writer usually uses different materials in every meeting. All the materials apply to all skills, including grammar, vocabulary, pronunciation, and others.

c. Giving explanation

After displaying the video, the writer gives an explanation relating to the material. Students are also given chances to ask for things that are not yet understood.

d. Practicing

It is time for students to practice what has been explained by the author. The assignments given are tailored to the learning objectives. For example, in the speaking class, students can be asked to practice the conversations in the video. While for reading, reading aloud can be applied to students so that they can practice pronunciation.

e. Giving assignment

After practicing, the writer gives a task to find out the extent of their understanding of the material that has been discussed. For speaking, the task can be in the form of having a short conversation, while the reading task can be as simple as comprehending the text in the video.

f. Evaluating

The last step is evaluation, in which the writer asks the students to provide feedback on the positive and negative, as well as the benefits and drawbacks of using YouTube material. Students are free to provide feedback to improve the learning process in the future so that any comments will not affect their achievement.

## **5. Benefits and challenges of utilizing YouTube**

Following are some benefits of using YouTube as a medium for learning English after observing the process of teaching and learning in the classroom and interviewing students.

### 1. Giving Flexibility

YouTube can be accessed from any location and at any time when you are free. In addition, the students said that they can also access it easily via smartphones, tablets, and laptops.

### 2. Increasing motivation

Many students are eager to improve their English skills. Some of them stated that they were more motivated to learn the lecturer's topic since the YouTube video had appealing visuals.

### 3. Improving skills

The students discover that there is progress in their skills after watching the video and doing the task, even if it is not always noticeable. However, the achievement is still better than it was before utilizing YouTube.

However, the biggest challenge to using YouTube is the internet connection. Some students complain when they have to connect to the internet to view YouTube videos because the internet network is poor. To overcome this, they must choose a spot where they can receive a decent signal.

## 6. Conclusion

Youtube may be utilized as one of the English learning media. Aside from being flexible due to its ease of access, the use of YouTube may also enhance student motivation since YouTube

material provides entertaining videos that are enjoyable to watch. To address internet network issues, the teacher can download it and distribute it to the students, so that they can directly access the video for learning.

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# **The Use of Power Point Application to Teach Public Speaking Subject for Senior High School Students of Elfata English College Gresik**

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## **1. Background of the Problem**

Public speaking is one of compulsory subjects in every English course. The purpose of this subject is that the students are expected to be able to explore their idea in front of many people in both fluently and systematically (Al Obaydi, 2017). In this way, the activity of the students in the classroom be in the form of oral presentation. Exactly, the students will come forward one by one presenting their materials so that the students will have big experience to deliver speech in front of public. Due to its high difficulty of this subject, the lesson usually will be placed in the last level of the study in English course where the students have already mastered basic skill of speaking ahead in the previous level of education.

Based on the preliminary study conducted in Elfata English College, the implementation of public speaking in the classroom found several problems. All the problems were related to the content area as well as its technique of presentation. The first problem was about the fact that the students had limited preparation when they got

their turn in giving oral presentation (Ibrahim et al., 2018). Some students came to the classroom without any outlines as the requirement before delivering presentation causing the un-maximality of the presentation itself. The second problem was about the text organization (Baker et al., 2018). Some students failed to present a systematic organization of the speech when delivering the idea. One point to another point was not presented in a good order causing problem of understanding from audiences. The third problem was related to the psychological factors where the students had limited confidence when standing in front of audiences. This in-confidence factor caused their presentation unrun well (Zhang et al., 2020). Also, this condition could cause unstable intonation when speaking in front the class resulting in-clarity of presentation idea. Finally, the last problem was dealing with the evaluation stage in public speaking class. Resulted from interview with the teacher holding this subject, the re-evaluation stage was rarely done after classroom teaching. It was because the teachers did not record the activity of students' presentation causing the difficulty to evaluate the student performance one by one (Ding et al., 2019; Kashinathan & Abdul Aziz, 2021). On another word, the teachers only evaluated the students' performances straightly after presentation, not after classroom teaching.

## **2. How to solve the problem**

The use of Power Point in classroom teaching and learning had been conducted by several researchers (Alkash & Al-Dersi, 2017;

Aziz & Dewi, 2020; Gordani & Khajavi, 2020; Sehati & Khodabandehlou, 2017). Power Point was considered to be very effective learning aids in English lesson (Aziz & Dewi, 2020; Jassim & Abdullah, 2021; Munzur, 2017; Ratu & Komara, 2021; Rofi'i & Nurhidayat, 2020), especially in listening (Rofi'i & Nurhidayat, 2020), speaking (Aziz & Dewi, 2020), reading (Munzur, 2017) and writing (Jassim & Abdullah, 2021). Based on the reviews of the researcher, the previous researches had presented some domination as follow; most researchers used action researches in their study, most researchers used formal school or university as the setting of the study, and most researchers used the students' urban area rather than rural area as the subject of the study. In this study, the researcher will focus on analyzing the use of Power Point in public speaking conducted in non-formal education, an English course, located in rural area in Gresik city. Due to the fact that the research using Power Point in public speaking class in nonformal education is still under-researched, so it will be considered as the gap of the study. A case study will be implemented in Elfata English College involving 18 students of senior high school level to see the use of Power Point in public speaking classroom English teaching and learning.

### **3. Power Point Application**

Power Point is kind of computer application created by Microsoft that is used by the teachers to present the points of materials when teaching in the classroom (Bilyalova, 2017). The function of materials is to show the students the summary of



materials via slide to another slide on the digital screen. It means that Power Point helps the teacher to explore their idea systematically, point by point, when teaching the students in the classroom so that the students can be easily read the points, and understand the materials at the end.

Since it has the same characteristic, the use of Power Point has been used widely in classroom public speaking by the students to present the point of materials (Huong & Le, 2020). Similarly, as teachers, the students used Power Point to explore their ideas when presentation, especially in public speaking class. The appearance of the point of the materials on the screen will help the students speak and explain the materials of presentation (Huong & Le, 2020). For audiences, the existence of Power Point become significant because it can help the focus of listening the presentation though the appearance of materials on the screen. The audiences can listen to the speaker's explanation while reading the points of materials on the slides of Power Point. By this way, both the speakers and the listeners can achieve the effectiveness of the meeting using the Power Point as the aid.

#### **4. How Power Point application is carried out in the classroom**

From the observation conducted by the researchers, it was found the procedures of Power Point implementation in the classroom as follow.

### *Meeting 1*

1. The teacher gave explanations about the definition of public speaking and its purpose, strength and weakness to the students.
2. The teachers showed the examples of public speaking from videos and you tube.
3. The teachers explained the components of public speaking
4. The teacher opened questions and answer related to the theory of public speaking
5. The teachers explained the integration public speaking and Power Point to the students
6. The teachers assigned public speaking practice and its detail requirements to the students using Power Point.
7. The students did lottery as the first, second presenters and so on.

### *Meeting 2- 20*

1. The students wrote the point of their presentation on Power Point as well as possible at home.
2. The teachers called the first presenter to deliver their presentation and the all the audience became juries and wrote some comments and suggestions for the presenter.
3. The students gave the comment and suggestion in the form of the paper notice to the presenter.
4. The teachers gave feedback on presenter's performance.

5. The teachers ordered the students to record again their performance at home using Power Point recorder, as if they were the expert explaining something.

## **5. Benefits and challenges of Power Point application**

### *The benefits of Power Point for teaching public speaking*

Based on the observation conducted in the classroom and the result of interview from the students and the teachers, some benefits of Power Point were found as follow.

1. Power Point made the students in better preparation

The teacher said that the previous public speaking class was rather chaotic because some low students did not make any outline of speech as the preparation stage before delivering presentation in front of the class. This condition made some students failed to finish their presentation as they forget what they were going to say. Another case was that, the smart students did not make any outline even though they could present the materials well. There was a sense of under estimation of the materials presentation since they had already good ability in public speaking.

The used of Power Point changed all the habits of the students to be well prepared. As we know that Power Point is kind of computer application where we can show out point of materials via slides on the digital screen (Bilyalova, 2017). It meant that the students should prepare and write the materials on the slides of Power Point first and later their presentation should be accompanied

by these slides and be shown via digital screen. This activity, of course, forced the students to prepare Power Point first before delivering presentation in the classroom resulting a better preparation compared to the previous public speaking class.

## 2. Power Point improved the students' text organization

Some students had problem of what is called as a systematic presentation. Some students failed to present the materials in a good order so that it caused a problem of the listeners to understand the message of presentation (Kashinathan & Abdul Aziz, 2021). Based on the interview to some students, this happened because sometimes when presentation, they forgot the next point and finally mentioned the point as they remembered. They did not feel that they did a sudden jump when presenting the materials, but knowing that after reading the notice from the audience after presentation.

The use of Power Point could help the students make a good order of messages in presentation. Since all topics had been written on the slides of Power Point, then the students could explain the materials one slide to another slides, one point to another point regularly until the end of presentation time. The students did not have to feel worry that they would forget the next points when standing in front of the audiences. Besides, based on the results of interview of the students, the students as listeners could understand the messages of presentation easily since the speaker presented the materials in a good order. It meant that a systematic presentation

using Power Point could increase the audience's understanding on the purposed messages.

### 3. Power Point improved the clarity of presentation

Another result of the interview from the students presented the phenomenon that some students got problems to understand the students' messages of presentation. It meant that the student speakers failed to make the audiences understand the message of their presentation, or in another word, their presentation had the problems of clarity. Since the point of presentation is to make the audiences understand about what the speakers want, it is very important that every speaker gives attention to the issue of clarity (Zhang et al., 2020). The presentation is nothing if it cannot present clarity of messages to the audiences.

Power Point helped the students' speakers to increase the clarity of the messages to the student listeners since when presentation was presented using Power Point, the listeners could focus on understanding the messages from two areas; from listening to the oral explanation of the speaker and reading the points of materials on the slides of Power Point via digital screen. By this way, the two activities, listening and reading, could help to sharpen the understanding of messages or information of the purposed presenters.

### 4. Power Point improved the students' confidence

Confidence is another problem of the students, especially in speaking class (Kalra & Siribud, 2020). Another problem of the

students in public speaking class was psychological issue related to confidence. The students failed to build up the confidence resulting the in-maximality of their performances in front of the audiences. Based on the result of the interview, it was uncovered that the students actually had made a good preparation before presenting the materials, but due to the lack of confidence and nervousness, the student speakers forgot every single word when presenting the materials and caused the failure of presentation.

In this case, the benefit of Power Point to increase the student speakers' confidence was very important for some reasons. Firstly, taken from the students' interview, the use of Power Point could divert the audiences' attention only from on direction, the speaker, to another direction, the digital screen. By this way, the attention of the audience would split to both speakers and digital screen that could reduce the pressure to the speakers.

Secondly, the existence of Power Point could be a help full aid to the speaker when they got stuck on their presentation. The students said that when they got stuck in their presentation, they would go to the laptop and pretended to fix and operate the laptop as the intention to reduce the nervousness. It meant that using Power Point was an alternative activity when presentation got stuck. Having got normal psychological condition, the speakers could continue their presentation again.

## 5. Power Point helped to re-evaluate the classroom teaching

In many cases, there was general evaluation after class based on the result of interview from the teachers (Zhang et al., 2020). Evaluation in this case was about evaluating the students' performance about the same topic after the students got the evaluation from the teachers and audience. Normally, the class would directly go to the second presenter without seeing the improvement of the first speakers. In another word, the evaluation from the teachers and all audiences in the classroom had become un-useful because the students did not have any opportunity to perform in the classroom anymore.

Power Point could flexibly give the teachers opportunity to re-evaluate the students' presentation again after class. From the result of interview, the teacher could do re-evaluation to the students by ordering them to re-perform again their presentation and recorded via Power Point. As everybody knows that there was a facility of recording in Power Point even though in some generation of Power Point, only sound of the speaker could be listened. Differently, in the recent generation of Power Point, the system could record not only the audio but also the picture of the speaker appearing on the corner screen of Power Point. By this way, the students could practice again their presentation based on the suggestion they got in the classroom and the teachers could do re- evaluation to the students' performance.

## *The challenges of using Power Point for teaching public speaking*

The interviews were conducted to the teachers and the students related to the implementation of Power Point as well as its challenges. The results of interviews were documented as follow.

### 1. The portion of the text used in Power Point

The interview to the teachers resulted the findings related to the challenges in Power Point implementation, that was about the portion of the text used in presentation. Most of the students presented big portion of the texts in Power Point. The students did not write the points of the message in short word, phrase, or sentence but they wrote the points in large number of the sentences seeming like the power of paragraph. This condition is in line with the research conducted by (Zhang et al., 2020). This type of big portion of the texts in power of point resulted the activity of reading, not speaking when performing public speaking in the class. To solve this problem, the teacher socialized the standard of Power Point portion in minimally a word, in a phrase, and maximally in a simple sentence.

### 2. The option of Power Point template

Another challenge that the researcher got from interviews from the teachers and the students was that related to the Power Point template chosen by the presenters. As very body knows that there many kinds of Power Points templates that could be downloaded and used easily by the students. The option of the template design gave problematic situation to the students. The students had to balance in



between accessories and content where both of them were important when creating Power Point (Al Obaydi, 2017). The phenomena in the classroom as well as from the interview result could inform the researcher that the students got problem in balancing the accessories and the content of Power Point. Some students created Power Points with more dominant in accessories but less in content, but in another hand, some students created Power Point in more dominant in content in content but less in accessories. To solve this problem, the teachers obliged the presenter to consult the Power Points which they have made in every the end of the meeting of maximally in a day before presentation started.

### 3. The technology literacy of the students

Since the students of Elfata English College mostly come from rural areas, it was found that some students still lack of understanding on how to operate Power Points correctly. Resulted from interviews to the students, they got two problems on operating Power Points. Some students got problem on writing and designing materials via Power Points and the rest students got problem on implementing Power Points when presentation. This condition is in line with the research conducted by (Alkash & Al-Dersi, 2017). The two problems had added the pressure for the students before and during presentation. To solve this problem, the teachers got the students with good ability in operating Power Point to take the turn first and followed by the inability students. In this way, the inability students had more time to study on the use of Power Point from their friends.

#### 4. The preparation of presentation in the classroom

Power Point can help the students to maximize their presentation, but it also gives a problem of time to the teacher and students, that is about the time management (Munzur, 2017). In his interview, the teacher admitted that preparing the Power Point via laptop needed a few minutes before presentation started. Sometimes, the laptop of the students did not connect to the cable of Power Points resulting panic to the students' presenter. As a result, this trouble gave great influence to the presentation performance. To solve this problem, the teacher ordered the students to be accompanied by their one of classmates as the operator of Power Point whose duty to assist the students' speaker to operate computer during presentation. By this way, the trouble in preparation laptop and Power Point could be minimized.

#### 6. Conclusion

Power Point was very effective to be implemented in the classroom especially in public speaking class. The use of Power Point in the classroom teaching and learning could solve some problems of public speaking such problem in preparation stage, problem in text organization, problem in content clarity, problem in students' confidence and problem of non-existence of re-evaluating classroom teaching and learning. By using Power Point as the media of presentation, the students could maximally deliver their public speaking practice optimally in the classroom.

Besides, some challenges were found in this study. The first challenge was related to the text portion used by the students that the Power Point changed to be power of paragraph affecting the activity of public speaking performance; students did not speak but read. The second challenge was about the choosing of Power Point template by the students where the students failed to balance the point of accessories as well as the content of material. The third challenge was dealing with the technology literacy mastered by the students where most students in this study was from rural area resulting the inability of them to operate Power Point application maximally. The last challenge was related to the preparation of laptop in connecting to the Power Point system where usually need longer time to prepare the laptop before presentation.

This study presented some recommendations for the school, the teachers as well as the next researchers. Firstly, for the school, mastering technology is important in now days era. It means that the school must make sure that the students are given knowledge and skills enough related to the use of technology, especially Power Point. Secondly, for the teachers, the students normally will follow the teachers especially related to the design of Power Points, especially the magnitude of the texts used in Power Points. The teachers must use the correct portion of the text in Power Point so that the students will follow the teachers correctly. The last, for the next researcher, developing the guidance of Power Point is needed since the students mostly have different concepts in using Power

Point. By this way, there will be a standardization of Power Point which can be used by the students and the teachers in the classroom.

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# Microsoft Office 365 Application to support collaborative writing in EFL classroom during pandemic

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## 1. Background

The current trend among English Language Teaching (ELT) practitioners, teachers, and lecturers to use technology in the classroom are rapidly increasing as the pandemic of covid 19 attacks the human civilization at the end of 2019. Every educational level, including elementary, secondary, and all education levels, must adjust synchronous or asynchronous virtual class on the go (Aysu & Sanlı, 2021). For that mentioned situation, the use of computer-mediated learning then becomes widely adopted in teaching and learning including in language teaching classes.

Language class which is usually conducted on-site is quite challenging when it comes to moving into the virtual one. Even though it is the fact that teaching language online is not something very new to all English educators all around the globe, the situation is different between before and during the pandemic. Before the class was forced to move to the online one, the language teachers and learner has been using technology as a tool to learn a language with varied technology-based tools. Zhang & Zou (2021) mentioned that



technology-enhanced language learning has long been a focus of interest in L2 education. It means that learning a language online is not something difficult to do especially for those who used to have an online class before the pandemic.

Due to the pandemic of Covid-19, the demand for using technology in the classroom in language teaching is more often compared with the situation before the pandemic. Formerly, using technology in the class is an optional alternative for those who need to integrate technology-based apps into the class. However, nowadays, teachers are forced to involve technology in the classroom inevitably. Technology-based tools play a very important role in classroom activity (Muqorobin & Rais N. A., 2020, Zia, 2020).

That also happened in SMA Taruna Nusantara, a private senior high school in Magelang, Central Java. Although the school has implemented the use of office 365 before the pandemic, the teachers started to be aware of its use and function more when the pandemic came. Before the pandemic, teachers were very seldom to use cloud-based technology especially Microsoft Office 365. They use the apps not as often as nowadays in the pandemic situation. For not being ready in facing this situation, teachers faced several difficulties in transitioning from a traditional classroom to a technology-based one although the technology itself has been with the teacher for quite along.

The lack of experience of the teachers and students in using technology-based applications brought the ineffectiveness of the

teaching and learning in the class. Some students are that well-motivated having the class since it was boring and tiring. Some indicators showed, for instance, when they have an online meeting or synchronous meeting, the students always turned their cameras off. It was very seldom to have them with the cameras on. It was finally affecting their collaborative skills. Since the meeting was only listening to the teacher's speech and finished right after the lecture, the interaction among the students was also very low.

In this situation, the teachers tried to find out the solution by adopting several applications or tools in an online class that can encourage students' motivation online class, especially in writing class. Brodahl et al., (2011) mentioned that Reflection on one's knowledge should be promoted in the classroom, which is an important part of collaborative learning. Collaborative tools make it possible to perform this reflection together, bringing us closer to a complete social constructivist method of learning.

Since the curriculum in high school does not divide the skills, listening, reading, writing, and speaking in different separate teaching objectives, the teacher then has to create his own space of writing class which means that it needs an extra effort. From those four skills, writing becomes the writers' focus for the most possible one to do during the online learning is done either in synchronous or asynchronous meetings. In addition, writing is also the most difficult skill to master for the students in the classroom since they have never practiced writing in English out of the class. It is different from listening, reading, and speaking which they can have this out of the

class when they are accessing the social media in English (George, 2018, Sitorus & Azir 2021, Namaziandost & Nasri 2019).

## **2. How to solve the problem**

### *Collaborative Writing*

Collaborative writing is a type of writing in which several authors work together to produce a single piece of work. Shafie et al. (2010) defined collaborative writing as a process that involves three steps editing, reviewing, and co-creating a text in order to achieve a shared objective. According to Widodo (2013), collaborative writing is a widespread practice that involves two or some students sharing idea and linguistic or language supplies and negotiating them to achieve a shared output. According to Rahayu (2020), The following parts are included in collaborative writing: the exchange of ideas and linguistic elements, the negotiation, the editing, and the evaluation of a shared written composition. In short, it can be said that collaborative writing is a process of generating ideas in the form of writing by editing, reviewing, re-creating which involves some students to achieve a shared output.

Collaborative writing refers to the process by which students compose a text that is completed by other group members and ideas are shared, and then that work is edited and supported by other group members. Students may find the writing process more enjoyable if they work in a group setting. Kelly (2004) said that it was determined that working collaboratively on writing was one of the ways that may potentially aid the students in their development as writers. In

collaborative writing, students may easily develop a concept and incorporate a critique or argument from a partner or collaborator.

The collaborative writing styles identified by Ritchie and Rigano (2007) are divided into three categories: “turn writing” which means that each participant creates their section of the text, and then the group's leader mixes and integrates the sections that have been written by the member of the group then make it become one whole complete text; “lead writing” which means that the who makes the draft is only selected member, after that rest of members of the group edit the draft to make it become a complete and finished text; “side by side writing” means that all participants contribute to compose the draft start from making a brainstorm, headline, creating, editing, and revising the text. However, in this article, the writer uses this style by taking into view that the verbal contract between the participants becomes the focal point, the participants must commit to the same quantity of time and effort to be completed as a team throughout their cooperation in one project. By mentioning explanation, the writer solves the problem on the site to encourage the students to have a good writing output by class or group collaboration in writing.

### *Collaborative Writing using technology*

Storch (2019) examined the most relevant empirical studies on collaborative writing published between 1994 and 2017 and found two periods in the research chronology. Most researchers used traditional techniques to execute collaborative writing activities in the first stage (from 1994 to 2009), in which students wrote in pairs,

on paper, face-to-face, and in classrooms. Most collaborative writing experiments in the second stage (from 2009 to 2017) were computer-mediated with an internet connection. In his study, Storch stated that the majority of collaborative learning research focused on learners' actions throughout the writing and interaction processes, as well as the language learning results of this activity.

The creation of a technology environment for education allowed students to collaborate on writing projects over the internet. Rather than working alone, numerous pupils collaborate. Collaborative writing refers to undertakings where members of a community generate written works. Writing jointly involves peer editing and correction. This is known as peer editing. Students can help one other when writing together. Students may develop activities, exchange material, think critically, negotiate meaning, test synthesis, and establish an agreement in online learning communities. In addition, students can improve their knowledge construction skills by participating in online collaborative assignments such as having a group discussion, sharing their thought, and commenting on each other's work (Zhu, 2012).

In terms of technology, some research has been done on how to use technology to increase collaborative writing among students in the classroom or also known as TECW (technology enhances collaborative writing) Zhang and Zou (2021). The term "technology enhances collaborative writing" refers to the practice of using digital tools and the use of new technology to make things easier in collaborative writing. (Storch et al., 2019).

Students might benefit from more convenience and accessibility in terms of “creation and sharing of texts,” as well as more efficiency in writing and communication, as compared in a conventional, on-site meeting, traditional collaborative writing in on-site classroom situation. According to Godwin-Jones (2003), technologies that may be used in collaborative writing include asynchronous and synchronous tools such as Wimba and MSN Messenger, as well as Web 2.0 platforms/applications, for instance blogging, Wikis, RSS feeds, and Microsoft Office 365 applications. Some studies also have mentioned that a web 2.0-base application is more effective to use in teaching writing (Bikowski & Vithanage, 2016, Brodahl et al., 2011) In the review, Microsoft Office 365 which is also a web 2.0-based application was selected by the writer as potential technologies that could be used in the classroom to teach collaborative writing.

### **3. Microsoft Office 365**

365 Applications issued by Microsoft is one of the most popular applications released by one of the biggest leading digital companies in the world, Microsoft Ltd. This company focused only on hardware such as computers and other features offline, nowadays, as the time and technology more developed, it has a feature to have a cloud-based application known as Microsoft Office 365. Ramazanov (2020) Microsoft Office 365 is a Microsoft-provided cloud-based Internet service with regularly updated software that, during the epidemic, served as a critical component of a remote

training system. Miller (2020) also adds that it is an online version of all popular office programs, including Microsoft Word, PowerPoint, and Excel. Microsoft Office 365 is free. Because they are hosted in the cloud, these programs may be viewed from any device by logging into users' accounts and clicking on the icon in the top left-hand corner of the home page (see the following figure 1 as the looks of Microsoft Office365).

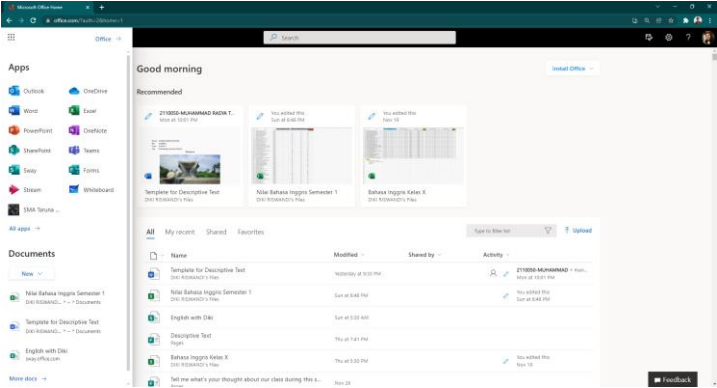


Figure 1 Microsoft Office 365 Home

As the use of Microsoft Office was mostly in the office for work, it is different from what we have now. Microsoft has expanded the target of their company into the education sector. Microsoft even gives a free of charge to use Microsoft Office 365 for education institution who has a willingness to use this application in their institution. As stated in its website of Microsoft said that “Students and educators at eligible institutions can sign up for Office 365 Education for free, including Word, Excel, PowerPoint, OneNote, and now Microsoft Teams, plus additional classroom tools. Use your valid school email address to get started today.” However, there is a

limitation for the free users who only can take the feature online and it is not available in an offline version for those schools registered for free. Having online access only is not a big deal for teachers and students at the moment especially in the pandemic era which force the students, teachers, and school to have an online class. This is even an advantage for the school where we have an online free application that can accommodate a remote teaching and learning time in the middle of Covid-19 pandemic.

In line with the purpose of Microsoft to support Education by its software and application, Oláhová (2018) also mentioned the benefit and role of Microsoft Office 365 in education. There are several benefits to adopting the software-as-a service paradigm, she claims, including the ability to communicate, collaborate, and share digital information and user workspaces with other people.

Microsoft 365 for education has many apps to use in the classroom. However, in this article, the writer only focuses on three apps that are mostly used during virtual teaching i.e., MS Teams, MS Words, MS PowerPoint, and OneDrive. While other apps such as MS Excel, Sway, etc. are not frequently used. From those four most used applications, the writer focuses more on the use of online MS Words as a medium to have collaborative writing among the students virtually. (See the picture Figure 2 as the example of MS Words as a tool of collaborative writing)



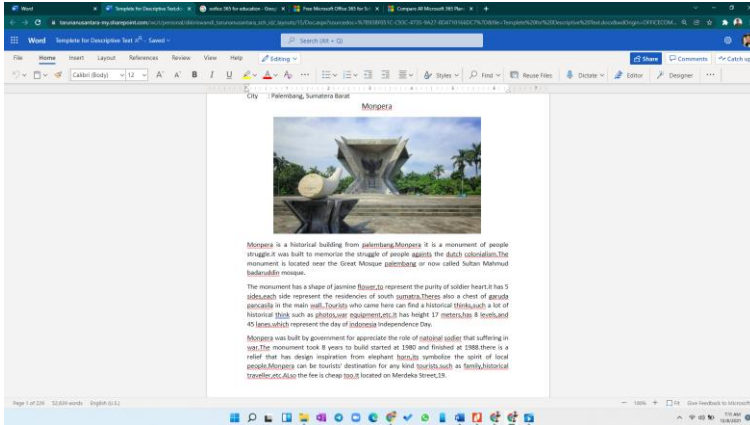


Figure 2 Microsoft Word of Office 365 Online

According to Futurism Technologies (2021), several features of Office 365 can be used to teach collaborative writing. First, “Real-Time Co-Authoring”. To communicate online and see real-time changes, students use Office 365. Publish the document to OneDrive cloud storage so that students’ teams may access and edit it. Using Word’s built-in sidebar, the student may easily share files. At any time, they may modify the word’s accessibility parameters since they are an access provider. In addition, the student may keep track of who on their team made what changes and when they were made. Learners may also access prior versions of the file using this method. If necessary, in case they want to see the change made by their teams and to undo the change if they don’t agree with the current edited writing.

The second feature is to “communicate with the teams”. This Office 365 application features a very effective MS Teams in-app connection. As the student may use it to instant message and connect

to their friends virtually, hold audio or video conversations, and even share the screen with their members of the teams in meetings, this function can play a crucial role in encouraging effective communication among the members of the group. Significantly, they also can carry on MS Teams conversations on any devices not particular to desktop or computer. They can use tablets or smartphones at the same time.

The third feature of MS Office 365 that can help students in collaborative online writing is the “Send Links, Not Files” feature. Every server has a restriction on the size of attachments that may be sent. It may clog students’ inboxes when their teams are forced to send many emails to offer important documents to teams. Office 365 is a feasible solution to this issue. The students just need to submit their papers to the online storage of Office 365. Then they send the link to their team, instead of attaching the document to the email. Students can modify permissions on any document at any time at their convenience. Students can modify permissions on any document at any time at their convenience. This simple feature is giving the solution for the students as a technical problem always becomes an issue while working in a group.

Its advantages are much more obvious when seen from the perspective of the educational process. Teachers and students may share a single learning and collaboration area because to the services’ extensive functionality and the ease with which they can use them. Some researchers tackle the challenges of integrating

Office 365 into the educational setting (Pugin, 2017), (Dredge, 2017), (Babin & Halilovic, 2017), (Georgieva, 2017), (Carutasu & Pirnau, 2017), and Belvin (2018). They demonstrate the efficacy of Office 365 in education.

#### **4. How Microsoft Office 365 is carried out in the classroom**

Each teacher and student in SMA Taruna Nusantara has been signed up as a member of Microsoft Office 365 under the organization of SMA Taruna Nusantara. The account is affiliated with the organization. It means that all teachers and students are connected in one place named Microsoft Office for education in SMA Taruna Nusantara. This makes the teaching and learning run easier since the platform allows the teachers and students to communicate effectively and fast.

Microsoft 365 is the only application used by the teachers in SMA Taruna Nusantara to connect with the students either for synchronous or asynchronous activity. To teach collaborative writing, the writer focuses on the use of Office Words. This application is chosen since it has been so familiar for the students so that they do not need to start over from the beginning and the teacher does not need to explain how this feature is used. The writer used a Project-Based teaching model to achieve the goal of the learning. In this model of teaching, students are at the core of project-based learning because they are actively engaged in developing their competencies. Project-based learning, according to Koparan &

Guven (2014), places students at the center of the learning process. There are several current modern techniques, but project-based learning (PJBL), often known as a collaborative approach, has emerged as the most popular. (Nepal & Jenkins 2001).

The following is the modified steps of the implementation of the project-based cited from Yusri et al., (2019):

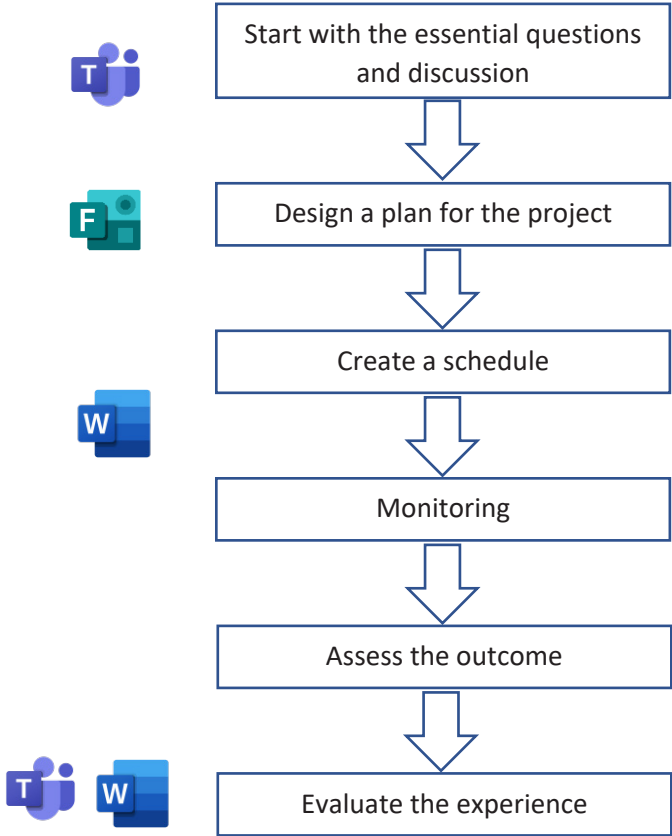


Figure 3 the steps of using Microsoft 365 in Project-based model

In the first stage, the teacher and students start the project by having a discussion related to the project. MS Teams is used to

have a synchronous meeting to accommodate a discussion. This stage, including delivering the materials by the teacher related to the discussion text. In this stage, the students also are introduced to the background knowledge and basic understanding of how to compose a descriptive text.

The following step is that designing the project. After finishing with all theory, the teacher then introduced the students to the project they were going to do. One of the activities is by distributing the students based on the origin of their city to make sure that the text they made was not the same as the other students. In this stage, the writer used one of the apps from Microsoft 365 namely *forms*. It was used to filter the student’s topics so it would be more varied. The following picture in Figures 4 and 5 is the appearance of the result of the form filled by the students.



Figure 4 The spread of place to describe based on the students’ option

● Nanggroe Aceh Darussalam	4	● Kalimantan Utara	2
● Sumatera Utara	6	● Kalimantan Barat	3
● Sumatera Barat	4	● Kalimantan Tengah	0
● Riau	9	● Kalimantan Selatan	0
● Kepulauan Riau	5	● Kalimantan Timur	5
● Jambi	5	● Gorontalo	1
● Bengkulu	4	● Sulawesi Utara	4
● Sumatera Selatan	3	● Sulawesi Barat	1
● Kepulauan Bangka Belitung	0	● Sulawesi Tengah	1
● Lampung	7	● Sulawesi Selatan	6
● Banten	3	● Sulawesi Tenggara	4
● Jawa Barat	13	● Maluku Utara	1
● DKI Jakarta	23	● Maluku	1
● Jawa Tengah	23	● Papua Barat	2
● DI Yogyakarta	5	● Papua	2
● Jawa Timur	19		
● Bali	3		
● Nusa Tenggara Barat	3		
● Nusa Tenggara Timur	5		

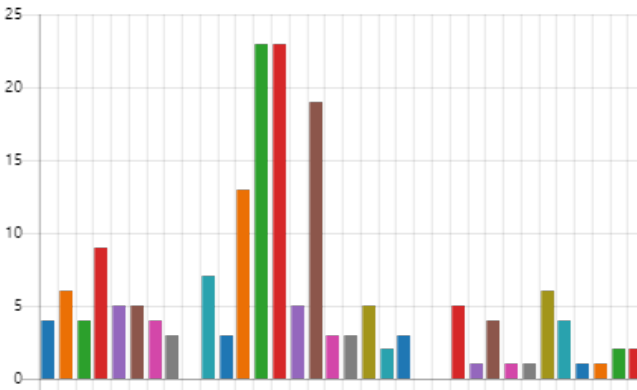


Figure 5 the spread of the name of the province where the object located

From this stage, the teacher and the students can see the design to plan in a writing project. The teacher then approved the students of which place or thing to describe in this project.

After all set, the next step is deciding the schedule or timeline. In this stage, the students were asked to manage their time to finish the project. As the application has no limitation time to access, the students can do and manage the collaboration at any time. This project took one month to finish.

Stage four is the time where the students started working on the project. They started writing their project on the online MS Word shared by the teacher through the link. Students work with their team during the class (synchronous meeting) and out of the class (asynchronous meeting). The following picture (Figure 5) is the picture of how the students and teacher have a synchronous meeting and collaborate to write a descriptive text. In this stage, the teacher's role was to monitor the discussion among the students while they were finishing the project.

After the students finished the discussion and posted their writing in MS Word, the teacher checked their work and give feedback on the students' work. In this stage, the students edited and revised their work based on the feedback given by the teachers. The revised and edited draft then was evaluated for the second time by the teacher. At the end of this stage, the class has a final result of the descriptive text written by the class (see appendix 1 for the attachment of the students' work)

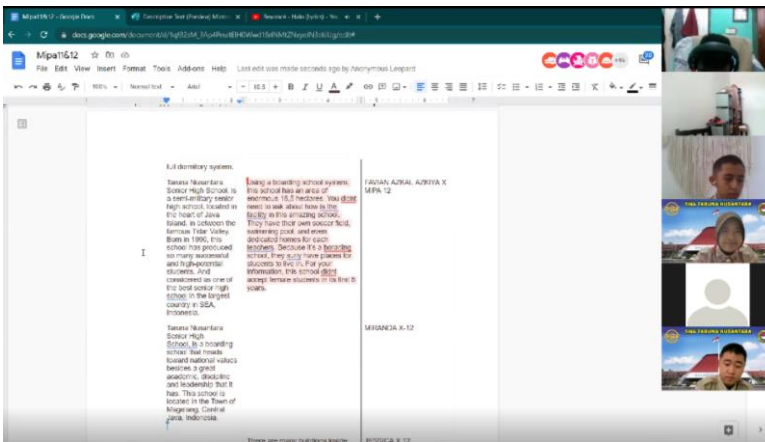
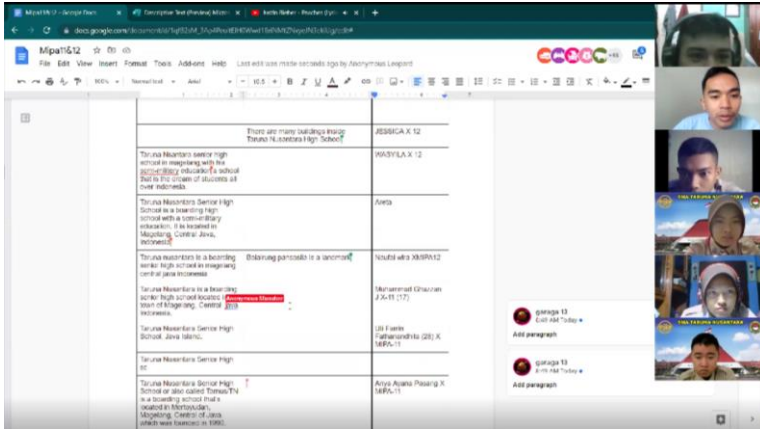


Figure 6 Students and teacher have a collaboration writing in synchronous meeting in stage 4

After all, stages were implemented, the teachers did a synchronous meeting with the students to have a verbal evaluation and ask the student's perception about the project. In this stage, the student is asked for the student's difficulty while they were having



Collaborative writing during the online class. In addition, they were also asked to give some suggestions toward the software, apps, and feature used during the project.

## **5. Benefits and challenges of using Microsoft Office 365**

### *Benefits of the Microsoft Office 365*

Microsoft 365 has brought many features and apps to be used in the education sector. The first point to highlight that is very beneficial and relates to this current situation is that the cloud-based feature that allows the users to access the apps from anywhere and anytime the students want. It is also in line with Oláhová (2018) who stated that Authenticated user access is the primary benefit of Office 365. It is also supporting the autonomous learning of the students during the pandemic as the condition of learning from home is not easy to supervise and control.

Some technical advantages from the use of Microsoft 365 especially MS Word online is first There's no need to guess which file is the most recent version when teams may easily view and update the same document. No Microsoft account is required to access or modify shared Microsoft documents. Second, Students do not have to be concerned about their work when using MS Word. Everything is saved on the cloud. They may access their work from any device or computer by logging into their account.

The last thing about Microsoft Office 365, it is the best and perfect package for education especially learning language. Features and apps provided by the Microsoft is such a perfect ecosystem. It answers all the need of the teachers and students in the classroom especially in online class. Once the students and teacher are connected to Microsoft Office 365, they do not need another apps or media to connect. It provides video conference, chat, and most importantly is that MS Words that allows the class to have a collaboration.

### *Challenges of using Microsoft Office 365*

From the applications themselves, Microsoft Office 365 has already shown to be an excellent tool for collaborative learning, particularly in the area of writing. However, Challenges of using Microsoft Office 365 is classic to the technical problem with between students and the teachers. First, the apps need a very strong internet connection, so that when students are in somewhere which network is very weak, they cannot work on the assignment. Some cases also found that even they have strong enough network, they still find the document difficult to access. It might be caused by the network that must be very strong or the data traffic is on the high demand. It happens usually when they are many users access the same documents at the same time. In addition, this kind of situation is also used by some students to excuse in the class by not sending the document right after the due date. They made a reason that they

have a bad connection which on the other side, the teacher cannot control and make sure that the reason given by the student was true.

Second of all, in collaborative writing, the students can freely access the document and edit, add, delete, or revised the content of the document. In some cases, the students reported that they work was deleted by no reason either someone else did it in purpose or just did it by coincident. However, when the data was lost, the students cannot redo it moreover when the time between the change and the undo is too long. As the solution to this problem, the students need to have a back-up file as in case that their data will be lost or deleted not in purpose.

The last challenge is that the internet connection in Indonesia is still either very rare or expensive to find. For those who has a limited budget, it must be costly that they must buy the internet data anytime they need to work on the assignment. In addition, the work of the students also relies on the internet connection which means that once they have no internet, they cannot do the collaboration with their friends. As the teacher, facilitating the students with the alternative activities in case that bad situation happened, is really needed.

## **6. Conclusion**

It is critical for educators to recognize both the benefits and limitations of adopting Microsoft Office 365 as a teaching tool and learning innovation to improve students' writing skill. Students may

not completely comprehend the capabilities or functioning of Microsoft Office 365 and may be discouraged from using Microsoft Office 365 because of challenges they experienced during online collaboration. This is the role of the teacher to guide and encourage the students in dealing with either the technology or the skills of writing itself.

As the benefit and challenges of the Microsoft 365 mentioned above, it concludes that technology-based application is beneficial and futuristic for students' work and collaboration in the classroom. However, teacher still needs to provide the teaching and learning environment in such way since the technology is sometimes on trouble, for instance lost the internet connection, that force the teacher to go back to the traditional way of teaching. Technology is a tool, but the teacher is the heart of the class who still have the power to manage and handle wholly the classroom.

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*Appendix 1: the examples of students' works on writing a descriptive text.*

### **Museum Fatahillah**



Source citation:

<https://www.goodnewsfromindonesia.id/2021/01/25/sejarah-hari-ini-25-januari-1707-gedung-baru-stadhuis-yang-kini-jadi-museum-fatahillah>

The Fatahillah Museum, also widely known as the “Batavia museum” is a museum located in Kota Tua, essentially the cultural and historical center of Jakarta, Indonesia’s capital. The three-story, the colonial-era structure is a well-known landmark in Jakarta, due to its historical significance as well as distinct Dutch and Chinese Influenced architecture. Etymologically, the building is eponymously named after commander Fatahillah, the historical figure attributed to the founding of Jayakarta.

The building was originally built as the Stadhuis (city hall) of Batavia in 1710. The Stadhuis, formerly served as the administrative headquarters of the Dutch East India Company (VOC), before functioning as a city hall for the Dutch government. Beneath its beautiful white marble exterior, however, lies the draconian, despotic past of industrial-age

colonialism. The building concealed notorious prisons and many of these prisoners, typically Dutch rebels or “pribumi” were publicly flogged, impaled, and displayed in the Stadhuisplein, currently known as Fatahillah square.

Architecturally, the Stadhuis was initially constructed as a smaller scaled replica of Amsterdam’s Paleis op de Dam, which can be seen via the domed cupola crowning the structure. The 1,300 m<sup>2</sup> building adopts a Neoclassical style, made up of three stories supported by massive timber beams and 37 ornate rooms containing around 23,500 heterogeneous collections of archeologic, pre-colonial, and colonial artifacts.

### **Bung Hatta Proclaimer Library**



Bung Hatta Proclaimer Library is the biggest library in West Sumatera. This library is located on Street Kusuma Bakti, Gulai Bancah, Bukittinggi, West Sumatera. The library can be found in the Bukittinggi’s Mayor Building complex. This library was built on August 12, 1976, and named “Mohammad Hatta Public Library”.

When you visit Bung Hatta Proclaimer Library, you will be presented with a fresh and exquisite front yard view, you will find many palm trees and various other exotic tropical plants in the outdoor garden of this library.

Entering the library, you will be presented with a neat reception desk and a friendly receptionist. As a national library has 110,000 copies or 60,000 titles.

The architecture of this library is also very beautiful, using a semi-minimalist style and mixed with the ethnic Mi roof and several Marawa flags fluttering in the outside area of this library. During this pandemic, the bung Hatta Library also offers online services for people who are interested in studying there by visiting their official web system.

# **The Implementation of Using Text to Speech Application to increase the Autism Students' English Reading Skill**

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## **1. Background of the Problem**

Autism children are individuals who have developmental disorders in their brains that affect their ability to communicate and interact with other people. They like to imitate and live with their own imaginary life. Although they are different from normal children, they have the same chance to grow, develop, be enchanted, and live a normal healthy lifestyle. By doing therapy or education intensively and getting love, encouragement, support, and from the people around them, autistic children will have potential and a bright future. (United Nations Children's Fund, 2014).

English is also a foreign language for Autism children. Teaching English for them is not different from language learning for normal children. They read the English text as same as Indonesian text. Reading activities will be less when people do not understand the language used, for example, when the English reading texts do not use their international language, they will have difficulties getting the message that the writer expressed.

Despite Autism students can decode some words and can read text, sometimes they often have difficulty in reading written texts. (Nation, Clark, Wright, & Williams, 2006). They prefer to read scientific books over fiction books (Davidson & Ellis Weismer, 2018). By using technology, it could provide easy access for autism students to read both physically and cognitively (Alison et al., 2017).

Based on the observation, the English teacher at Rumah Belajar Anak (RBA) found the Autism students had difficulties in reading English textbooks. The problems were first, it was difficult for the Autism students to read English text because the writing of the reading text was not the same as their spoken. Second, sometimes they were tantrums so the teacher should make them calm down first. Third, the children's lack of concentration so that they cannot read properly. Therefore, the teacher has difficulty giving correct pronunciation to them.

## **2. How to solve the problem**

Sometimes, parents of children with autism do not realize that their children have developmental delays. They know that their children have certain health conditions once they are growing up. If they know the symptoms from a young age, they can provide early intervention services programs to improve children's development and adaptability to their environment. Therefore, they need a program that gives treatment, education, caregiving, and support to

improve their abilities to get a better future. The intervention program could help autism students who have different mental, physical, and intelligence. By joining the program, also gave spirit for them to survive in life. (World Health Organizations, 2012).

As a teacher of Autism students, you should know the characteristics of the Autism students first. By knowing the characteristics of autistic children from an early age will be able to quickly handle and treat them so that they can adapt to the environmental conditions.

Teaching English for Autism students should use some program/strategies based on the Autism students' needs and interests. Rasyid (2021: 2982) said “Children with autism have deficits in their linguistic ability as the core symptom, the programs of this study are designed depending on those problems which are in their pronunciation, vocabulary, grammar, verbal and non-verbal communication”.

The teaching of the L2 Acquisition process, for example teaching English for Autism students can be easier by using visual strategies (Farzana, 2018). Many kinds of research explained Autism students had a positive approach to improve their English skills by using technology (Jelinkova, 2019), an interactive computer game for intelligibility speeches (Sharmin, 2010), interesting pictures / words cards for enhancing vocabularies (Basir, et.at., 2018; Fatmawaty, 2021; Subekti,2020), Audiovisual aid to improve speaking (Haryudin, 2018). From those researches, it can be

concluded that Autistic child is more interesting to use mobile visual media technology such as video and animation as media of English learning because they can understand the content easily.

### ***3. Text to Speech Application***

The other technology which can use as one of the tools in teaching English skills for Autism students is text to speech application. Text to speech application is one of the available applications in android. It is an Artificial Intelligent (AI) technology that can convert and read loudly any text with speech imitative of the human voice. This application can deliver all of written text into audiobooks.

Text to Speech - Audiobooks are an essential tool for all types of text readers, especially those who are busy and want to enjoy audiobooks or are dyslexic and have other reading difficulties. This application is like an audible book, it can read any written text to the reader with a good natural and quality pitch sound.

Rumah Belajar Anak (RBA) is a private institution that serves the learning guidance and therapy for students who have special needs, such as autism students. The teacher used text to speech application to increase the autism students' English reading skill. This application can make it easy for the Autism students to read the English text with the right pronunciation.

#### **4. How *Text to Speech application* is carried out in the classroom**

Based on the observations, the teachers at RBA used text to speech application to train autism students reading English text. They taught them how to read with the right pronunciation by using this application. It was done as therapy for Autism students to improve their reading skill. Each of them was given different reading English text based on their ability. The sequences of steps to implement text to speech application were planning, acting, observing, reflecting.

First, it was to plan the material. The teacher of Autism students prepared an English reading text based on the level of the students' diagnosis. The diagnosis was determined at the beginning when they enter the RBA to know the students' ability. Thus, the level of difficulty, the vocabulary used, and the length of the English text given depended on their abilities. Then, the teacher asked the students to read aloud.

The second is doing an action. The teacher gave a predetermined English reading text to the students by importing it into the text to speech application. Then she asked the students to listen to the spoken words by the machine first. After that, she asked to say / imitate the words in the sentences to the students. As long as they were still wrong in pronouncing those words, the children would not be asked to say another word. It was done continuously



until the children were able to read English texts with the correct pronunciation.

The observation was done to find out the wrong pronunciation practiced by the children. Then, the teacher showed the right pronunciation to be repeated until they could pronounce well. The improvement of students' reading skill by using text to speech could not be done two/three times. It was because of the characteristics of the autism students who have developmental delays.

The last step was reflection. After doing observation, the teacher knew that the English text given to the autism students as their material was not suitable for them. Maybe, the English reading text was too difficult or so simple for their level. Therefore, the teacher shall change the text for the next meeting suitable with their level.

## **5. Benefits and challenges of *Text to Speech Application***

*The benefits of using Text to Speech application to increase Autism students' English Reading Skill.*

There are some benefits of using Text to Speech application to increase Autism students' English Reading Skill. Based on the observation and interview with Ibu Vina (as the head and therapist of RBA) and Bu Umi (English teacher at RBA), there are some benefits in teaching English by using text to speech, as follows:

a. The Autism students more enthusiastically in reading English text

Bu Umi, as an English teacher at RBA, said that the autism students were more interested when they learned English by using text to speech. Hilmi, one of the autism students said that he could read like a native speaker, he repeated if he did not pronounce well. Another reason why using text to speech is more interesting for autism students, they were familiar with the words in a reading English text prepared by the teacher. Autism students were more interested in using mobile visual media as media of English learning because they could easily understand the content (Munir, 2021).

b. Easy to concentrate by using text to speech

In teaching for ASD, we can use an audiovisual aid to enhance their attention (Haryudin, 2018). Based on the interview with Bu Vina, she argued that as like general normal students, the Autism students also like to use technology/tools when they were learning. They were easy to concentrate to learn English by using text to speech. It caused them were not bored and burden to read English text although they made many mistakes in pronunciation. To improve ASD learners' receptive language skills, the teacher can use some activities, like giving games, singing a song, or telling a story. Those activities can make students attracted and happy to do the task assignment (Mahmoud, 2021).

## *The Challenges of using Text to Speech application to increase Autism students' English Reading Skill*

As the result of the interview with Bu Vina, she said that there were some challenges of using text to speech. Among them were:

a. Too fast to imitate for Autism students

Bu Umi explained that the challenge of using text to speech in learning English for autism students was controlling the pitch of sound in that application. When she gave the right correction by showing the right pronunciation with low pitch sound from that application, precisely, it did not give a good example of pronouncing words for autism students. But if she gave standard or high pitch sound, the students were difficult to catch the words. Autism students are more interesting to use instructional media than just listening (Puspita, 2019)

b. Need a new design to make it more interesting

Text to speech is a good technology to help students read English text naturally like native speakers. But if we just copy-paste from the text, the design will not be interesting. Bu Umi said that she needs to learn more about how to design text to speech with coloring features or exciting pictures. Fatmawaty, (2021:425) explained the interesting material of teaching vocabulary mastery for Autistic students should use exciting pictures, colorful, and varied activities. The interesting picture can help ASD learners to master reading (Basir, 2018)

## 6. Conclusion

The text to speech application is one of the tools for English teaching to improve reading skills, especially for autism children. The use of text to speech application at Rumah Belajar Anak is carried out in several steps, among them are planning, acting, observing, reflecting.

Autism students enjoyed reading English text by using text to speech because it could deliver English text and read aloud like a native speaker with high-quality sound and natural reading speed. Therefore, it will be better if the teacher of autism students uses this application to increase their reading skills.

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# Students' Perception on *Words of Wonders* (WoW) Application for Enhancing English Vocabulary

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## 1. Background of the Problem

Improving the quality of English language learning can be achieved if the background behind these learning difficulties is known. Information about learning difficulties can determine objectives, methods, strategies, and relevant learning materials to the students' needs. Harmer (2010) stated that all people who study English have different purposes. Several students learn it because of following the curriculum level such as primary level, secondary, or the others. Another reason is the need for a specific purpose (English for Specific Purposes). Most of them study English because they have to move to a new community (overseas) that uses the English language as the national language. There, they must be able to speak well to communicate.

English is a compulsory subject for Indonesian students learning in various study programs, faculties, and campuses. As long as they attend lectures in Indonesia, they will get English subjects (*Bahasa Inggris* and *Praktik Bahasa Inggris*) because they are national compulsory subjects. Although the students take non-



English study programs, they will get English subjects. In this case, they must have the motivation to learn it well.

Learning achievement is very dependent on the motivation of the students. Motivation is the energy change in a person marked by effective emergence and reaction to achieve goals. In learning a language, a person will have difficulties because language is not just knowing many words alone but more about how to use it to fulfill the lecture and students' goals.

This also happened at *Institut Agama Islam Negeri Kudus* (IAIN Kudus), especially students from *Program Studi Komunikasi dan Penyiaran Islam* (Prodi KPI) or the Islamic Communication and Broadcasting study program. They have a high desire to learn English because it can support their educational background, namely broadcasting and communication. If they have good English skills, they will be more than happy to take the world of communication and broadcasting more seriously and with a broader reach. However, on the other hand, because they are familiar with technology, they hope to learn English using the applications on their cellphones. In the learning process, the students will experience various obstacles. Then, the application is needed because of the great students' number and limited time (2 credits).

According to Krasen and Tarrell (in Richard and Rodgers, 1986: 131), students acquire a second language (L2) naturally; communication and learning are the processes of knowledge of

language rules and verbal knowledge skills. Formal and appropriate teaching can help the students to improve their English skills.

To improve learning achievement, students must have the motivation to learn English. And, to increase motivation, students want to have fun classes. One of them is with games. The integration of applications from the mobile phone in education can lead to innovative learning, including English language learning (Rinanda, Suparno, and Tarjana, 2019). West and Vosloo (2013) explained that mobile devices give the students be flexible to fulfill their interests so that it can increase the motivation in learning (Howlett & Waemusa (2019). For supporting students' English skills, vocabulary mastery has an important role. For this reason, games that can improve vocabulary mastery and are considered fun by students need to be used to support the English learning processes.

## **2. How to Solve the Problem**

By looking at this condition, the researchers as lecturers of English courses in *Program Studi Komunikasi dan Penyiaran Islam* (Prodi KPI) or the Islamic Communication and Broadcasting Study Program of IAIN Kudus tried to meet their needs and expectations in learning English. In this era, teachers or lecturers cannot be separated from the help of technology. This condition challenges the teachers or lecturers to create their teaching strategies that are combined with the use of technology (Nurhadianti & Pratolo, 2020). In this case, the lecturer used *Words of Wonder* (WoW) application. This application can be accessed by students easily, used as material

to study and improve their vocabulary. The random letters available in this application make students curious to arrange the appropriate English words.

Through this WoW application, students certainly get benefits and also challenge in learning English, especially Vocabulary. Based on this reason, the researcher conducted a study entitled "Students' Perception on *Words of Wonders* (WoW) application for enhancing English vocabulary". In this research, the researcher wants to: (1) explain how to use the WoW application for enhancing English vocabulary; (2) explain the benefits of WoW application for enhancing English vocabulary according to students' perceptions, and (3) analyze the challenge of WoW application for enhancing English vocabulary according to students' perceptions. Perception can be derived from the optic array that picks the consistent information up from the community and there is an interaction with a different environment or community aspects (Sakkir & Abrar 2018).

This research is considered to have different points from previous relevant studies. A study conducted by Guo (2015) focused on investigating the relevant learning theories that use mobile apps for English speaking learning. Then, a study done by Han & Keskin (2016) tried to investigate the use of mobile applications to reduce speaking anxiety of EFL. The next is the investigation about audio tracks' imitation and *youtube's* impact on the improvement of EFL learners' speaking skills (Hamad et al.,

2019). And, Rinanda, Suparno, and Tarjana (2019) investigated the students' perception of the mobile application for Speaking learning. The name of the application is not specific.

The subjects in this research were the first semester students of the Islamic Communication and Broadcasting study program, Faculty of Islamic Da'wa and Communication, Institut Agama Islam Negeri Kudus. The number was 35 students in *Bahasa Inggris* subject. This qualitative research data was collected through observation, interview, and questionnaire.

### **3. *Words of Wonder* (WoW) Application**

*Words of Wonder* (WoW) is one of the applications that can be found, installed, and played from *playstore*. It is developed by Fugo Games, an app developing company from Turkey. This application can help the students to learn more vocabulary because it encourages the students to think and find the words hidden from the jumbled words. Students can visit Wonders of the World and solve mysteries hidden by words. With this game, they can test their vocabulary. The game's tagline is "Test your vocabulary! Find the hidden words! Find the Wonder! Be a master!"

*Words of Wonders* will put its users' vocabulary to the test as they discover wonders full of challenging levels. They can start the journey with the first miracle and climb upwards to reach the final miracle. Each magic and level will get more difficult and will be unique because the word database is rich in games. Users can

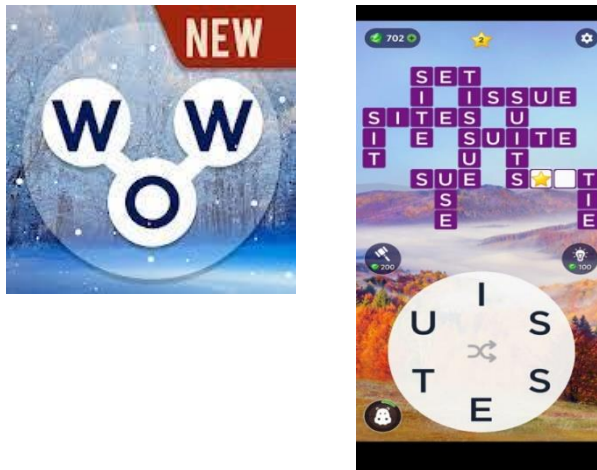
connect letters without lifting a finger and find words hidden in the app view.

This game can also increase the fun by playing with friends. Users can build strong teams of up to 4 players to find all the words or compete with other friends on each board. The simple interface will allow them to start a multiplayer game in seconds. They can simply join friends that are already playing, enjoy the simple and beautiful game design. And, the various level designs will give more fun while playing.

There are more than 1200 different levels of *Words of Wonders*. Some of them are:

1. WOW Egypt, France, Chile and Spain
2. WOW Turkey, Japan, Russia and Norway
3. WOW Germany, Italy, China and India
4. WOW Brazil, United States, South Africa and Sweden
5. WOW Australia, South Korea, Taiwan and Switzerland
6. WOW Portugal, Poland, Greece and Argentina
7. WOW Malta, Mexico, UK and Finland
8. WOW Colombia, Romania, Netherlands and Kazakhstan

This is a picture view of WoW application and an example of the game at a certain level.



Picture 1 *Words of Wonder* (WoW) Application

#### 4. How *Words of Wonder* (WoW) Application is carried out in the classroom

e-learning is a generic term for all technologically that is used to support learning using an array of learning and teaching tools (Soekartawi, 2003). Meanwhile, e-Learning is a type of teaching and learning process where the students use the internet or other media using computer networks (Hartley, 2001; Sakkir & Dollah, 2019). One of them is *Word of Wonders* (WoW). This application is a puzzle by Fugo Games. This is a crossword puzzle in which players are challenged to compose a word from the letters provided. The slight difference with other word puzzle games is the call for adventure by the game to go on an adventure while discovering the

wonders of the world. In WoW, players will be challenged to test their ability to compose various words from several letters provided. This is a game that is suitable for practicing English on the smartphone.

How to play WoW is quite easy. Players are given a crossword board, as well as a circle filled with several letters, and what they have to do is draw a line from letter to letter to form a word. If the word formed is in the crossword puzzle, it will automatically appear in it. But if not, even though the words are valid in English, then the word will be included in the bonus value.

At times, the player will feel stuck because it seems that there are no words that can be formed from the given letters. Therefore, a shuffle button is provided with the purpose not to change the letters but to move the positions of the letters so that who knows, it becomes a word that looks clearer. If the shuffle has swirled around and still no words have entered the brain, there is also a hints button that will put a letter into the crossword puzzle. These Hints are paid, so players cannot use them arbitrarily.

Every time the players complete a crossword puzzle, they will be given reward points which will later produce Gems. In addition, sometimes in the game field, there will be items that can be taken. This is also the possibility of giving Gems.

*Words of Wonder* is actually more or less the same as the word crossword puzzles that can be found in other games. Nevertheless, there are simple graphics with Wonders of the World background

that can release the boredom and ask the players to enjoy the destinations from various countries. The nuances of the wonders of the world in this game can be enjoyed from the background of the game featuring pyramids, sphinxes, and so on. But at least, there are many locations that can be explored, such as the Eiffel tower, Giza, Notre Dame, Mont Blanc, El Tatio, and so on which are quite interesting.

Players can play Words of Wonder for free because it is presented on mobile at no cost. The fun is, there is no stamina/energy system. In fact, there is no online need at all. And the most exciting thing, players can also directly play multiplayer with other players who are playing, simply by playing it on the same WiFi coverage. Micro-transactions are certainly provided for the purchase of Gems, premiums, and No Ads.

The implementation of WoW for *Bahasa Inggris* class in Islamic Communication and Broadcasting study program, Islamic Da'wah and Communication Faculty at Institut Agama Islam Negeri Kudus was in two ways. First, this game was done at the beginning of the class. It was used as a warming up so that they had some new vocabulary before learning the main materials. Then, these new vocabularies were used for the learning process, for example for speaking and writing. Secondly, this game was used in the middle of the learning process. It was as ice-breaking. After learning the English materials, they were given chance to access WoW application and learn to arrange the words and find new vocabulary.



These are the steps in detail:

1. Students are divided into some groups
2. Lecturer gives time allocation to the students for accessing WoW
3. Each group accesses one WoW application
4. Students in group discuss the answer/structure of jumbled letters served in words of wonders
5. Students continue to the next levels
6. Students list the new vocabularies, find the translation and write them in their book
7. Students practice to use the new vocabularies in English learning process (speaking or writing)

Those steps were implemented when they joined the offline class. Meanwhile, when they had online class, they did it individually. Student or group that can finish the most WoW levels becomes the winner.

## **5. Benefits and Challenges of *Words of Wonder* (WoW) Application**

For students from non-English study programs, learning English needs to get more attention. This condition also happens to students of the Islamic Communication and Broadcasting Study Program, Faculty of Islamic Da'wah and Communication at IAIN Kudus. Because they have a communication and broadcasting

background, they hope to be able to master English to the maximum because it can support their abilities or careers after graduation.

On the other hand, the students find it difficult to learn English. If they listen to other people or lecturers speak English, they can understand although it is just little. However, they find it difficult when they are asked to respond. This is due to infrequent practice and a lack of mastery of English vocabulary. In addition, their large number, which is more than 30 students and the lack of time for practice, makes them feel that they cannot maximize their learning in English.

Due to this condition, the use of applications is an alternative so that they can learn optimally. The application proposed by the lecturer is Words of Wonders (WoW). This application can help them to learn English vocabulary in a fun way even though it is full of challenges. Their curiosity is high because they want to complete each level successfully. In addition, each level of this application uses pictures of tourist destinations from various countries so that they get another experience and knowledge.

Based on the results of the research, students feel great benefits from using this WoW application in learning English. The benefits are:

- a. Strengthening the memory of students' vocabulary
- b. Learning new vocabularies and having more opportunity to practice them
- c. Learning to overcome challenges or problems

- d. Learning to cooperate and work together in a team
- e. Accessing the learning application easily and economically

This game can be played offline so the students get a chance to play the game for learning without spending quota. It can be accessed offline without an internet connection.

Meanwhile, the students also find the challenge in learning English using WoW application. They need more time to think if they cannot arrange the words into the right words. Although there is a challenge to play this application, the students said that they do enjoy the English learning process because they feel challenged to find the new vocabularies and their translation that they have not known before.

## 6. Conclusion

Based on the result discussed in the previous section, there are three conclusions. *First*, WoW was carried out in the classroom through some steps. They are dividing the students into some groups, giving time allocation to the students, accessing WoW, discussing the answer, continuing the next levels, listing and translating the new vocabularies, practicing to use vocabs in speaking or writing. *Second*, the benefits of WoW application are strengthening the memory of students' vocabulary, learning new vocabularies and having more opportunities to practice, learning to overcome challenges or problems, learning to cooperate and work together in a team, and accessing the learning application easily and

economically. *Third*, the challenge of WoW implementation is spending more time to think if the students cannot answer fast.

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# Fostering Students' English Literacy through Flipgrid and Telegram Applications in TEYL Class

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## 1. The Puzzles of Students' English Literacy in TEYL Class

Integrating technology into classroom teaching and learning has been common from time to time. The development of Artificial Intelligence (AI) technology in the establishment of a Higher Education English Teaching Information Platform through applications has promoted the reform and development of today's English teaching colleges (Yuan, 2021:1).

About technology, the challenge that usually occurs in smart English classes is the slow response of the platform and the space for increasing the teaching effect (Liu & Yang, 2021:1). The Internet multimedia communication technology provides the form of integration of smart English class and information technology through the design of each section, which fulfills the achievement of three levels of teaching objectives that match the needs of English language education. (Liu & Yang, 2021:9). ELLs may lack the cognitive resources to collaborate since their weak English proficiency already places a significant cognitive burden on them (Lee, et.al, 2020:23).

All the same, the development of technology as innovative media plays a role in increasing motivations both for the students and educators. The impact of classroom technology integration trumps the impact of cultural integration on students' enthusiasm to learn English (Kaharuddin, et.al, 2020:76). The technology-based media motivates them to have a passion for learning English.

Being English teachers for children has unique challenges since they do not face the miniature of adults but the figures who need to learn step by step processes similar to others and they have limited concentration rather than the adults. Scott & Ytberg (1990:2) state that the power of concentration and attention span of young language learners is very short. They will get bored of the lesson which is taught monotonously.

Like a son, like a father. This proverb also takes place for educators at educational institutions as well. Teachers as figures need to be educated and recharged their knowledge anytime. Rubin&Land (2017:197) argue that teachers in individual perspectives with stories and complex images about the definition of teaching must be based on the principle of teacher education turning to lifelong learning and continuous development models.

Concerning this, students at Teaching English for Young Learners Class (as teacher candidates in the future) at IAIN Kudus need to learn more dealing with some things. *First*, students of non-English departments need to learn English specifically for young

learners. They learn English as a foreign language especially for children since they previously had English classes for general courses like students from other departments have. Second, as teacher candidates, they learn how to construct lesson plans for their future students at the elementary school level. English is this level according to the government and is included in local content. It means that English has limited time allotted per week to be taught at school at this level. It depends on the schools which decide English as their local content or not.

Theoretically, English in elementary school is local content in Indonesia and is selected by most elementary schools in Indonesia as their local content. Furthermore, the government also declares School Literacy Movement/*Gerakan Literasi Sekolah (GLS)* and gives some training to their educators at schools, including those at the elementary level. The *GLS* program generally aims to let the students do lifelong learning. Based on the guide to the School Literacy Movement in Elementary Schools, Students' character is fostered by developing a school literacy environment, as exemplified in the School Literacy Movement, for them to become lifelong learners. Even though their main goal is for the national language, the educators hopefully realize it to any subjects at this level, including English as local content. In 2022 according to the Ministry of Education, Culture, Research and Technology through standards bodies, curricula, and educational assessments (2021:32), there will be curriculum policies to assist the breeding of learning. Dealing with the policy, English is going to be a selected subject at the



elementary school level. This could be good news for the teacher candidates of this level and the English department.

Practically, the children are now prepared to be ready for the future by using English as the introductory language. For instance, to do their favorite activities. They need the English language as manuals to play with their favorite toys, the information they google from the internet, terms they see around them, words they use during communications, and so forth.

Pedagogically, the educators and students at school, as well as parents at home, are suggested to cooperate in succeeding in the literacy program. In reality, the program needs to be in line with the higher education curriculum at the elementary school teacher education department. The students who act as teacher candidates should be trained by any program from the government which relates to the educational level. GLS implementation in elementary school requires it to be integrated with the semester lesson plan. They should be prepared to get ready to put GLS together with English subjects.

The challenge of implementation had been set in the curriculum before the covid-19 pandemic. And in reality, when the students and lecturers in higher education must do Study/Work from Home, they have to face that the implementation is not as simple as it seems. TEYL as a course should need to practice some methods in real situations. Consequently, during the pandemic era, they did them online in groups by sending some videos. These activities faced

some encounters. According to Amalia, (2021:177) from the research of remote English language academic paper feedbacks during the covid-19 pandemic, the challenges are:

- a. time management
- b. poor internet connection
- c. illiterate in technology feeling

Since it calls study from home, the time allotment is restrained shorter than usual. It triggers the educators to manage the time very well. However, in reality, the time can be longer than usual. The classic reason relates to the unstable internet connection. Besides, the pandemic situation forces every single person to learn technology instantly. Likewise, the educators in higher education need to solve the learning challenge from manual to virtual (offline to online). As additional information, gadget use and its storage capacity are also challenged in this era.

## **2. Solving The Puzzles of Students' English Literacy in TEYL Class through Flipgrid and Telegram Apps**

In the marketplaces, there are plenty of offers as solutions for online learning. The challenge of practicing TEYL online can solve by selecting the most preferable one or some as long as they are suitable with some conditions such as:

- a. Students' characteristics

Based on the students' characteristics in the field, they are from many backgrounds. The similarity is they come from

Kudus or closed hometowns which do not need to think about far distant places to study. Some live with their family, while others stay in closer boarding houses or Islamic boarding schools. Subsequently, in some conditions, they have limited access to internet connection or even gadget uses.

b. Educators' characteristics

For the educators, rarely used online/electronic learning before the pandemic era (most use emails only). Consequently, when they have to do online learning, they get many responses. Some force themselves to learn about technology. Some prefer to make and use WhatsApp groups only for online classes.

c. Available facilities (from campus and personals)

The campus also has a Learning Management System (LMS) that looks innovative but is not maximally applied by some of the educators. At first, the access maintenance should be well organized for many academics at one time.

d. Language literacy for every course

All courses in higher education need to manage integrating language literacy for the student's abilities in reading and writing properly. All the more, English courses dedicated to TEYL need to pay more attention to English literacy in its curriculum.

The complexity of conditions invites the educators to use the LMS since it is integrated with lecturers' workload data. One technology-based solution is by applying friendly apps. First, there

is a flip grid as an application accessed from a personal computer (PC) or mobile phone. Another one is the telegram app that can be operated through pc and mobile phones as well.

**3. Flipgrid and Telegram Apps: Why Connect them Both?**

There is no doubt about choosing flipgrid and telegram as technology-based apps for solving the puzzles of students’ English literacy in TEYL. The puzzles and solutions are highlighted in the table below:

Table 1. Puzzles and Solutions

Puzzles of Students’ English Literacy	Solutions
<p>a. Learn English for young learners’ needs</p> <p>b. Construct lesson plans for TEYL class in the pandemic era</p> <p>c. Integrate English and literacy</p> <p>d. Practice TEYL online</p>	<p>a. Pay attention to students’ characteristics and needs related to its curriculum</p> <p>b. Manage the features in lesson plans simpler and manageable in time allotments</p> <p>c. Based on the students' levels, integrate receptive (listening and reading) and productive (speaking and writing) skills.</p> <p>d. Combine synchronous and asynchronous learnings depending on the acceptable situation and condition</p>

<p>e. Learn technology-based apps</p> <p>f. Manage the storage capacity from gadgets or learning tools</p>	<p>e. Use suitable media and develop English literacy such as using flipgrid and telegram apps</p> <p>f. Select the friendly technology-based tools in the learning management systems applying cloud storage.</p>
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#### 4. Bring Flipgrid and Telegram Apps into the Classroom

Along with the table analysis, deciding to apply flipgrid and telegram apps are preferable due to their unique features to be practiced by the students and educators. First, the stages of applying flipgrid are in this way:

“Because learning is more enjoyable when we do it together, Flipgrid is social learning. Our free video discussion software provides a safe, accessible platform where students of all ages, skills, and backgrounds may explore new ideas, interact with others, get creative, and contribute to meaningful discussions”, according to the motto. Flipgrid's features include:

- 1) Make your stories more visual.
- 2) Play with numbers in new ways.
- 3) Put new languages into practice.

4) Make them see things from a different viewpoint.

(<https://info.flipgrid.com/about.html>)

**Flipgrid**

## Remote Learning on Flipgrid

Flipgrid is a simple, free, social learning app that uses short-form video to make learning fun, fulfilling, and empowering.

Educators, learners, and families can use Flipgrid at school or at home to stay connected and share their continued learning experiences.

Any educator can sign up at [www.flipgrid.com](http://www.flipgrid.com)

**Educators**  
Get Started in 5 minutes

1. Create a discussion topic for your community.
2. Add your students to your topic by entering their email domains or IDs.
3. Share the join link or join code.

**Students and Families**  
Share Your Voice in 2 minutes

1. Click the join link or enter the code from your educator at [www.flipgrid.com](http://www.flipgrid.com) or on the Flipgrid app (available on Android and iOS).
2. Log in with your school email or ID from your educator.
3. Review the discussion prompt and record your video to respond

**Tips for Engaging Students and Families**

<b>PreK to Middle School</b> <ul style="list-style-type: none"><li>• Daily learning reflections</li><li>• Reading and book talks</li><li>• STEM thinking</li><li>• Project demonstrations</li><li>• Fluency and phonics</li></ul>	<b>High School</b> <ul style="list-style-type: none"><li>• Daily video journal</li><li>• Project presentations</li><li>• Language learning</li><li>• Peer review</li><li>• Persuasive debate</li></ul>	<b>University</b> <ul style="list-style-type: none"><li>• Digital office hours</li><li>• Socratic discussions</li><li>• Social presence</li><li>• Research presentations</li><li>• Project-based learning</li></ul>	<b>Family Learning</b> <ul style="list-style-type: none"><li>• Reading together</li><li>• Family interviews</li><li>• Messages of positivity</li><li>• At-home experiments</li><li>• Shared physical exercise</li></ul>
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Figure 1. Remote Learning with Flipgrid

(<https://help.flipgrid.com/hc/en-us/articles/360053569714-Remote-Learning-with-Flipgrid> (08 December 2021))

Second, applying telegram is selected in remote learning because of some reasons:

1. Like other social media, the users need to download the app to be used on mobile phone or pc as telegram web.
2. They could easily communicate with each other by sending messages, videos, audios, files without spending storage capacity
3. Voice or video group calls are available to handle as real-time online class meetings.



Figure 2. Telegram logo

Telegram's original logo in figure 2 was designed in 2013 and is currently in use by the popular messenger. Because of its fresh color palette and smoothed angles, the white paper plane put on a solid sky-blue circle looked incredibly stylish and simple, yet friendly and nice. Classroom Practice (<https://1000logos.net/telegram-logo/>)

The combination of both flipgrid and telegram for TEYL class are as follows:

- a. For administration data, the class is used by the learning management system by the educational institution to be linked to each other related to the semester lesson plan, meeting schedules, and assignment submissions. The stages are:
  - 1) Open LMS/virtual classroom
  - 2) Write down the description of the course
  - 3) Check the student's attendance list
  - 4) Fill in the meetings, instructions, and upload the material attachment
  - 5) Check the assignments if there are any.

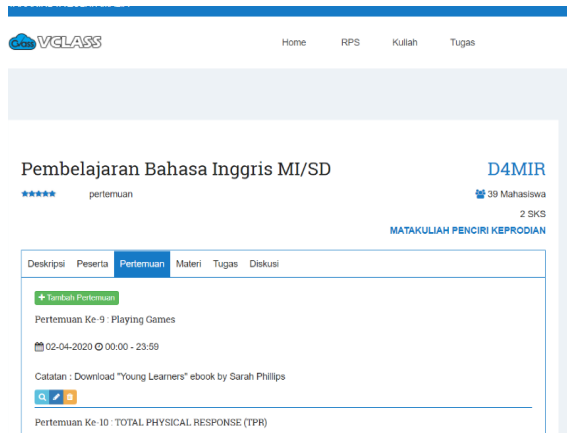


Figure 3. Learning Management System at IAIN Kudus  
(<https://classroom.iainkudus.ac.id/#>)

- b. For interactive communication, the class dominantly uses telegram including making polling and simple assessment. The stages are similar to having a chat in a WhatsApp group or making meetings via meet or zoom meeting. Figure 4 represents a 1-minute introductory direct video as a greeting and polling to decide the selection form of an exam.

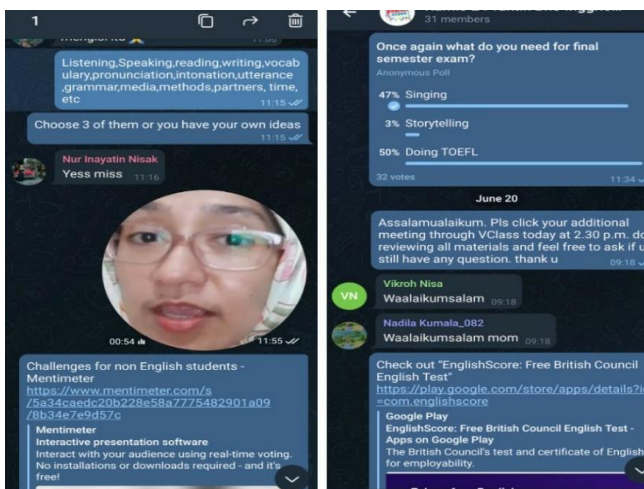


Figure 4. telegram functions (private document)



c. For the interactive literacy assessments, the class applies flipgrid. The instructions are made by the educators by using educator accounts. It is the reading process (if the instruction is in written form) or the listening process (if the instruction is in the form of audio or mini video). The following stages are:

- 1) Make the account as educators or students
- 2) Share everything in some available forms
- 3) Share the link code via LMS
- 4) Give responses directly to others
- 5) For educators, the scoring rubric is available or the modification can be made related to the needs and share the students' score privately through their email link directly.



Figure 5. Flipgrid Screen Display (private document)

## 5. Benefits and Challenges of Flipgrid and Telegram in Virtual Classrooms

In selecting media for learning, both educators and students are possibly able to face benefits and challenges.

Benefits of flipgrid and telegram are:

Table 2. Benefits of the Apps

Benefits of Flipgrid	Benefits of Telegram
<ul style="list-style-type: none"> <li>- Integrate flipgrid in LMS by using a google account</li> <li>- Share ideas in the forms of writings, pictures, audios, and videos privately or publicly through PC or android/iOS devices</li> <li>- Set the video duration easily</li> <li>- Not only educators but also classmates could see other creativity and participate giving any comments</li> <li>- The students' scores are shared by the educators privately through email accounts.</li> </ul>	<ul style="list-style-type: none"> <li>- Learn online with friendly storage capacity (Cloud-based savings/unlimited storage)</li> <li>- See the files without downloading them</li> <li>- Create polling easily</li> <li>- The numbers of group members are quite a lot</li> <li>- Delete the instant wrong message clearly without detection.</li> </ul>

While the Challenges are existing as well, such as:

Table 3. The Challenges of the Apps

Challenges of Flipgrid	Challenges of Telegram
<ul style="list-style-type: none"> <li>- Limit the video making by using pc or laptop only</li> <li>- Limit the video-making time access only for educators. Students could just spend 5 minutes per video.</li> </ul>	<ul style="list-style-type: none"> <li>- Challenge to check the chat from the specific person since the members are numerous</li> <li>- Need to manage the time meetings since it is more common to check WhatsApp rather than telegram notifications.</li> </ul>

### **Solving the Challenges of both Flipgrid and Telegram Uses**

The face challenges can be solved by intense communication between the educators and the students. If the students use a mobile phone to upload a video, they could record it out of flipgrid first then import the video there. For the duration challenge. The educators can set the recording time of the video to 10 minutes.

Moreover, the challenge of the telegram in checking numerous chats can be solved by giving pins to the important chat in the telegram group, even the sharing files. Dealing with time management, telegram users could make a deal to stand by a certain time and focus on the activities they will do there. It will prevent the members from missing the news info.

## 6. Conclusion

Media selection in learning is feasibly selected by the educators or the students. However, the goal of communication will creatively comfort and positive outcomes for both of them. Like the way of selecting flipgrid or telegram or both of them together can be tried related to some issues. Paying attention to the students' and educators' characteristics, available facilities, and language literacy integration supports the effectiveness of the attempt.

The effectiveness of both flipgrid and telegram for supporting students' literacy could be awesome since they cover all language skills in receptive and productive processes of their language development. Flipgrid is great, telegram is great, the educator's and students' agreement to choose the best is the greatest. Make sure all can feel the fruitful positive effect because the challenges are solved.

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# Evaluating Virtual Classroom Interaction through CLIL in Higher Education

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## 1. Background of the Problem

CLIL (Content and Language Integrated Language) is a potential approach to creating an English teaching environment to facilitate the "Internationalization at Home" process on campus (Abubakirova & Zhacheva, 2021). CLIL professionals cannot cover their disciplines as comprehensively as subject teachers, so using CLIL in specialized courses requires close collaboration with university subject teachers. This approach teaches a foreign language subject using English or a target language. This approach is structured so that content and language education are complementary. CLIL is essentially a continuum with equal language and content weights. The fundamentals of CLIL are based on the premise that language is used for learning and communication (Yang & Yang, 2021). In summary, its role in learning specific content is very important.

When the COVID19 pandemic occurred, almost all social activities, events, businesses, and classes were temporarily closed (Schneider & Council, 2021). Therefore, getting to work and learning online during a pandemic seems like the only option to keep

the world moving. And then the teachers at all levels were suddenly forced to offer lessons via online models so that they could continue learning without spending a lot of time preparing and redesigning lessons.

The use of technology to support student learning in higher education is not unusual. The concept of computer-aided teaching has been around since 1970s. Technology-assisted distance education is one of the concepts and pedagogy that are very different from those of regular classes. Online learning has a different educational philosophy than open-access learning and organizational structure. On the other hand, it is a teaching method derived from a hands-on classroom and can be adapted to remote or online teaching if the course is redesigned accordingly. However, during the pandemic, teachers and students must remain online for distance learning, despite pedagogy, learning methods, teaching materials, and the spirit of nonconformists. Rapid response to policies is primarily what is normally done in the classroom, which is implemented directly through a remote model application. As a result, learners and teachers can quickly adapt to educational styles that are isolated, helpless, anxious, lacking time, rarely experienced, or previously experienced. (Mujtaba et al., 2021).

## 2. How to solve the problem

While the school is closed during the Covid 19 pandemic, online learning or virtual classroom is the only option for students to continue their education. This is not the main reason to promote this type of education. Online learning can generally be divided into two methods, synchronous and asynchronous, each with its strengths and weaknesses (Douce, 2021). However, due to school closures and limited time to redesign classrooms, and the online learning models are offered during the pandemic.

The term "distance learning" is similar to CLIL, it has evolved and can be used as follows: "Some kind of guidance between the two (learners and lecturer), held at different times and /or locations and used in different ways form of teaching materials " (Monbec, 2020). The core feature of distance learning is learner-led his voluntary and learner-led learning activities learn without interaction between learners and monitor their pace and progress. Unlike traditional classrooms, teachers in distance learning areremote and are usually mediated or assisted by technology (Schneider & Council, 2021).

Research on the effectiveness of education and satisfaction of learning comprehensive recording of distance learning through technology had been conducted by some experts (Costa et al., 2020; Kosar, 2021; Nartiningrum & Nugroho, 2020; Williyana, 2020). Assessment is still important as it helps with course planning and course prediction or scoring. Useful indicators for assessing online



learning satisfaction and the effect of these learning models can be significantly influenced by the quality of the platform, interactive learning activities, and multimedia education. (Nartiningrum & Nugroho, 2020).

### **3. Implementation of MOOC-CLIL**

Most of the students feel that online learning is like self-study. De Waard Demeulenaere has created a MOOC-CLIL (Massive Open Online Course - Content and Language Integrated Learning) project for 5<sup>th</sup>-grade students, it concludes that there was the development of learner autonomy, progress in their practical work, and increased and improved self-confidence in language use, self-adaptive learning plans and social learning skills (Abubakirova & Zhacheva, 2021). O'Dowd has implemented virtual classroom or remote collaboration in planning CLIL courses to promote learners and develop cross-cultural collaborative initiatives, even without testing and evaluation. One of the many studies on higher education is from (Titova, 2017). She combined the Massive Open Online Course (MOOC) course with the CLIL approach. Students argued that becoming more familiar with the topic, interactively exchanging experiences, and writing and digital skills. However, this also has the following negative effects: If you need more time, or if your online schedule is overwhelmed. Other obstacles are the use of IT in CLIL courses related to learners' lack of attention, experience, interests, style, and IT integration offered to trainees. (Pellegrino et al., 2013) have applied a variety of collaboration and communication

technology-based activities to develop a virtual classroom through CLIL. There was a lot of interaction between learners and teachers. Students were found to actively engage in meaningful communication, increase content sharing, and ultimately learn self-reliance and awareness. A pilot study by (Marenzi & Zerr, 2012) evaluated two online CLIL courses developed on the Learn Web 2.0 platform. This allows learners to share content and collaborate on web resources. Users generally report a positive attitude towards collaboration features, sharing, and support. However, there have been a few complaints about future implementations. system reliability and user expectations (connection speed) in different cultures are other big issues. (Marenzi & Zerr, 2012).

#### **4. CLIL Carried out in the Virtual Classroom**

As long as pandemic, schools, and teachers continued to be strongly encouraged to practice implementation online or distance learning. The materials for the Massive Open Online Course (MOOC) through CLIL were made to create educational content based, create training communication skills, develop cognitive thinking and increase cross-cultural knowledge (Douce, 2021). All the lessons include reading comprehension of content, communication activities, and language learning. The classes were held every two hours for four consecutive weeks. Course model and one hour of live lessons per week. Google Meet is just a synced education platform. Simple training on the topic of using the platform has been provided by peers to learners and practitioners

before research implementation. Other technical resources have also been used to facilitate communication and interaction such as LINE, Padlet, Google Jamboard, Internet, interactive, etc. In addition, digital graphics pens and tablets were used as other learning aids. Two hours of distance learning per week of original curriculum content were scheduled without major changes. The main difference is that teaching and learning are displayed in the online learning model, replacing previous classroom lessons in real mode. However, it can be one of the fastest options or solutions. Schools were briefly closed, but education must continue. Each 2-hour interval course was recorded simultaneously with the learner's permission using a survey. After the first two hours in the dormitory, four students stayed in one room and had to return to class to continue the course. The writer had to complete a CLIL 3<sup>rd</sup>-hour online survey.

The teacher who taught the course was also an experienced researcher and English teacher with over 15 years of experience in higher education as a current researcher. Teachers were believed to be able to develop autonomy and provide innovative insights into their role in the transformation of classroom practice and education by engaging researchers in behavioral research in the classroom. As a CLIL researcher, CLIL teachers can be CLIL program developers, reviewers, and coordinators, helping to meet the needs of teaching students and broaden the notions of both practice and career development.

## **5. Benefits and Challenges of Virtual Classroom through CLIL**

The virtual classroom is irreversible during the pandemic era (Waloyo et al., 2021). The online education model is a voluntary response to continuing education throughout the school. If the blockade and the pandemic continue, that would be normal. Some students believed that distance education or online learning would replace formal education for future lessons. One male student claimed that it was the "greatest advantage." A feature of this educational model is the flexibility of learning time and place that empowers the students, manages the learning pace and manages the schedule. In addition, virtual classrooms help remove the restrictions of physical classrooms. Female interviewees expressed their opinions that one of the strengths of learning on cyber platforms is to make it possible. Each student can see what the teacher wants to project on the screen. Screenshot for notes. In addition, listening to students' verbal responses and publicly viewing written work is relatively quick and time-saving. As the schoolboy said: If the answer is sent via an online platform, the entire class will know. This answer points out that online learning can facilitate the one-way transfer of information. However, it is still questionable whether interactions can occur to the same extent (Mannong, 2020). Therefore, students suggested that it could be a completely lecture-based content course. It is offered in this learning mode, but the CLIL course may not be suitable for this educational method.

The virtual classroom will be irreplaceable in the future time (Williyan, 2020). Almost all students stuck suspicious attitude

towards the effectiveness of online learning mode. The main concerns are lack of motivation from the teacher, lack of pressure from the peer, and little collaboration and interaction, less likely than the real classroom. Pressure from peers can be important to stay focused in the class, and the students are easily confused. The schoolboy said, "I can be a classmate, remind us where we are in the classroom process, and keep me focused as long as they like. The teacher can easily see my face to face". Another male student comment: "Sit in front of a computer and study bothers me. It is convenient because you can browse other irrelevant web content using the internet, what about me". It seems like that she has problems with operating the internet. Most of the students like to have a real class. Like one of them said, "unlike the classroom where we can talk, interact, work, and easily share with others". Dealing with the benefit of distance learning, distance learning offers few opportunities to do this. Another student comments, "It gives us many communication activities in groups or couples, so I can practice more, and build my autonomy". It is in line with the opinion of (Costa et al., 2020) that distance learning can improve learner autonomy. Dealing with the problem, another concern is about the unstable quality of internet connections. Sometimes when doing a school meeting using Zooming, the connection is lost resulting from the inability to hear the teacher's explanation (Schneider & Council, 2021).

## 6. Conclusion

The effectiveness of the CLIL approach and online learning model is concrete when the school is closed during a pandemic. Therefore, simulated a 4-week CLIL lesson is to understand how college students evaluate practitioner performance and their learning experience compared to regular classroom lessons. Quantitative results show that learners are generally reasonably satisfied with the effectiveness of CLIL distance learning. However, the degree of response gradually decreased over time. Besides, CLIL distance learning model might be predicted to be welcomed by learners in intermediate level English to the high level, while low level of education students is still defective. In addition, qualitative data show that in CLIL online learning, the learners are doing a lot rather than in real class. This idea is in one opinion (Monbec, 2020). A more modest and reluctant attitude towards online learning models is focused on interaction, communication, learner autonomy, and peer pressure (Monbec, 2020). In addition, how students communicate content and activities that two teachers do during weekly meetings can influence CLIL students' decisions. This means that students can imitate what the teacher does as a learning model. Ultimately, this study has the following educational implications: Before the school specifically recommends eliminating or the first and only online courses, an important issue for continuing education during the pandemic are teachers ready or not? Do you have enough information technology knowledge and skills to fully exploit the platform or medium? Many teachers need help to reduce anxiety and

fear about the unfamiliar educational environment; A pre-trained teaching assistant or research assistant may be helpful. Second, in online learning with learner-centered model, teachers also face changes in roles and identities, especially in the university sector. For example, their lecturers often act as instructors during actual classes, but you have to switch roles so you don't become a commercial host. Enabling students to learn autonomously and independently is not only progress but also mediates between students and available technical resources. CLIL teachers need to help learners recognize a variety of resources and computer resources to meet different learning needs, and overcome time and distance constraints. Finally, online learning requires a lot of behavioral and conceptual coordination for CLIL teachers. These challenges may include a review of what assessments can be made and how to schedule active and meaningful participation. Always human, listen, speak, empathize with what the learner sees in front of the screen, and clarify the content of the course. A systematic and intuitive way and the addition of virtual calls to motivate and engage learners. In addition, CLIL teachers clarify expectations for student outcomes for both purposes and reconstruct learning activities used in less interactive situational models to help learners confidently grasp content. It is hoped that they will be prepared for continuous improvement for professional development. In other words, to make learning fun and engaging, the CLIL online learning model requires significant improvements in education that are different from the traditional teaching practices that teachers and learners are

accustomed to. In addition, teachers need to work hard to improve their skills and make them new and better, using internal and external tools. Classes are well-supported for some resources, and online classes are still very different from physical classes.

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