

# Teaching English in Virtual Environment: A Reflection

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## FOREWORD

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### **Teaching English in virtual environment: A reflection**

The teaching of English as a foreign language in Indonesia has shifted from traditional, face-to-face classroom to digital, virtual classroom. The advancement in technology makes it possible for English teachers in Indonesia—and around the world in fact—to make the most out of it.

Then the unprecedented situation came. The Covid-19 pandemic forced all teachers, including English teachers, to embrace digital technology in their classrooms because this is the only way for all teachers and students to meet in the classroom. In March 2020, Indonesian government required that the teaching and learning process in K-12 dan higher education conduct online or virtual classrooms. Online teaching and learning are no longer a choice. It is required to ensure that students' rights to education is met.

Traditional classroom and virtual classroom have similarities and differences. The basic concept of these two kinds of classrooms is the same. There are interactions between teachers and students, delivery of subject materials, knowledge sharing, and evaluations. The stark difference is that virtual classroom needs technology, the Internet connection, computers or gadgets, e-books or digital books. Students and teachers are also expected to possess some level of digital and information literacies, low technology anxiety, persistence, and resilience in managing classroom interactions and establish relationships in virtual environment.

Learning is a social process. People thrive from their interactions with other people. Students and teachers learn from each other. Students are not merely spectators, but also knowledge producer and creator. Knowledge is developed and internalized through communication. Offline teaching allows teachers and students leeway to decide which e-learning platform to use, what applications are suitable, and to what extent technologies can improve students' learning outcome. Online teaching,

while extremely beneficial, lack some contact and communication between teachers and students dan face-to-face meetings. Teachers are often wondering if students are not exactly in the virtual classroom because they do not turn their webcam on during class for some reasons. Lack of non-verbal cues is definitely one of the challenges of virtual classroom. During online classes, lack of functionality in an application or learning management platform prevent teachers from managing class interactions; thus, teaching performance can be affected in the classroom.

This book is about English language teacher's reflections of teaching challenges and strategies in English classrooms. The articles in this book highlights the efforts, innovation, and the creative ways that teachers do in their online classrooms. Challenges are abound, but eagerness to educate students and their sincere concerns over students' educational well-being are portrayed through their reflections. In this book, teachers shared their experiences in their writings have great vigor and are ready to welcome the new way of teaching and educating their students. Each of them might have different struggles and obstacles but they have the same vision: even during the unprecedented times, they do everything they can to help their students successful in learning English.

## **Editors**

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# The Attempts to Face the Challenges of Teaching Listening Skill in the Online Course

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**Abstract:** Listening skill is the essential skill to master in learning English, yet it is the least researched by scholars. This article aims to contribute ideas to teaching listening skills, especially online teaching. The method used in this study is the narrative inquiry that emphasizes the teacher's personal and experiential knowledge. Upon reflecting on the running of the listening skill courses in the writer's institution in fully online mode, the writer found that technology and the internet indeed play significant roles in the online teaching of listening skills. Moodle, the Learning Management System (LMS) adopted by the writer's institutes provides features such as Quiz and Forum to check, assess, and develop students' understanding of the materials learned. Web/video conferences such as *BigBlueButton*, *Google Meet*, and *Zoom* replaced the face-to-face interaction between the teacher and the students. Finally, the text-to-speech program and *YouTube* help to provide audio and video materials for teaching listening skills.

**Key words:** listening skill, online course, English teaching, challenge

## INTRODUCTION

Listening skill is one of four English skills required to be mastered by English language learners; the three others are speaking, reading, and writing (Burns & Siegel, 2018; Newton et al., 2018). Hence, listening skill is vital to language learning. Interestingly, regardless of its importance, listening as a fundamental skill to master is hardly had a place in the teaching of English (Caruso, Colombi, & Tebbit, 2017;

Gilakjani & Ahmadi, 2011; Ozcelik, Van den Branden, & Van Steendam, 2019; Walker, 2014). The skill is not much-paid attention to, reflected, and researched. The lack of teachers' attention and reflection on the teaching of listening skills may be founded on the fact that this skill is a passive skill (Vandergrift & Goh, 2012). Different from speaking skill that directly yields in the production of utterances and writing that directly produces written texts, listening skill generates no production.

The emergence of communicative language teaching in recent years starts a new way of viewing listening skills. Scholars found that students will be more fluent and productive if they learn listening skills intensively (Burns & Siegel, 2018; Vandergrift & Goh, 2012). In short, listening skill is seen as the first skill English learners should acquire (Gilakjani & Ahmadi, 2011) because English language learners can only produce utterances and texts when they have received the information to talk about and to write. If the English language learners never receive anything, they will not be able to produce anything. Thus, teachers should pay more attention to the teaching of English listening skills, not to teach it carelessly.

Although not as many as other English skills, listening skill has been studied by scholars from different countries. Studies on the possibility of using audio and audiovisual materials provided on the internet to teach listening dominate the discussions on teaching listening skills (Bajrami & Ismaili, 2016; Ghaderpanahi, 2012; Şefik, 2012). Those studies aim to serve the needs of an offline classroom where teachers and students can do face-to-face interaction and online learning. Listening becomes more important after internet technology was founded. Students spend more time listening to videos uploaded on *YouTube* or to audios aired on *Spotify*. The increasing popularity of listening is understandable because listening is naturally the first skill mastered by human beings before the other three: speaking, reading, and writing.

This article aims to share ideas on the online teaching of listening skills based on the experience of the writer in managing listening online courses. The writer presents the ideas on how to face the challenges of online courses in terms of the way of teaching students, evaluating and assessing students' comprehension



of the materials learned, creating or recreating audio materials using a program available on the internet, and searching for listening materials in the internet sources. The writer expects that the teachers who face the same challenges will be able to use the ideas shared to solve the problems.

## REVIEW OF LITERATURE

### A. The Teaching and Learning of Listening Skills

The process of teaching and learning listening skills involve both the teachers and the learners; similar to other teaching and learning processes of any subject. Typically, while teaching listening skills to the students, teachers are the ones in charge of every activity. They select the material, the type and the sequence of activities, the tasks, and determines the correct responses (Vandergrift & Goh, 2012). Vandergrift and Goh argue that the whole process of teaching listening skills focuses on listening comprehension, where teachers assess students' understanding from the correctness of their answers to teachers' questions. In an offline classroom, teachers often check students' understanding by asking questions to the whole class. Once the teachers get the correct answer for a question from one or more students, they acknowledge it and continue to the next question. In doing so, teachers tend to overlook students who do not understand and the causes of the confusion. In short, in teaching listening skills, teachers tend to focus on the outcome instead of the process.

For learners, learning listening skills is often not easy for several reasons (Gilakjani & Ahmadi, 2011). Some reasons listed by Gilakjani and Ahmadi are explained further. First, listening materials often involve more than one variety of language, from academic language variety in lectures and presentations and formal language in speech and meeting until informal language containing various types of colloquialism. Second, listening materials often present reduced language forms like *gonna*, *wanna*, *a sec*. Third, the listening materials are rich with cultural

contents that are not easily understood by people coming from different cultural backgrounds. Fourth, the speakers in the listening materials speak at variable speeds, from slow to fast. Fifth, the speakers in the listening materials use different accents. The factors above make listening skill learner anxious and stressed.

## **B. Audio and Video Materials for Listening**

Audio materials are the most common materials for listening skill teaching. The audio materials come from various resources such as instructional lectures, presentations, radio programs, speeches, podcasts, and other audio messages. The audio materials for listening skills can be short or long, depending on the levels of difficulty the teachers want the students to learn. In conventional offline courses where teachers can communicate, there are steps that teachers usually follow (Gilakjani & Ahmadi, 2011; Vandergrift & Goh, 2012). First, in the step called pre-listening activities, teachers instruct their students to prepare themselves for listening to the audio by presenting the rough ideas of what the audio content is about and the difficult words or expressions the students will encounter. Once the teachers and students finish brainstorming, the teachers then play the audio recordings and ask the students to take notes, or write the answers to the comprehension questions provided. This step is called while-listening activities. Then, the teachers play the recording again to allow students to get complete notes or answers. The last step is post-listening activities when the teachers check and assess the students' comprehension. Feedbacks from teachers are important in this step to improve the listening skill of the students.

Video materials are the second most common resource for teaching listening skills. Video materials include news programs, short documentaries, short films, extracts from films, interview segments, and other video materials. Similar to the audio materials, the length of the videos depends on the levels of difficulty decided by the teachers. The steps taken to teaching listening skills (Gilakjani & Ahmadi, 2011; Vandergrift & Goh, 2012) using video materials in a conventional offline classroom are the same as using the audio materials. In the pre-listening activities, the teachers prepare the students for listening by doing the brainstorming on the

content of the video materials while informing the students of words or expressions they may find difficult to understand. In this step, the teachers must encourage their students to express what they think about the content. The next step is the while-listening activity when the teachers play the videos for the students and ask students to make notes or answer the questions. In this step, the teachers can repeat playing the videos to enable students to complete their tasks. Finally, in the post-listening activity, the teachers assess the students' understanding of the video materials.

## RESEARCH METHOD

Narrative inquiry was used as a method of this study. Narrative inquiries are made by engaging the participants to tell stories or make living stories (Clandinin, 2006). The readers or listeners can get involved in the situations presented when the inquirers tell stories or make living stories. The use of the narrative inquiry approach in the studying of English as a foreign language (EFL) treats narrative as a phenomenon and narrative as a method (Xu & Connelly, 2009). Xu and Connelly write that as a phenomenon, the narrative consists of three aspects:

teachers' personal practical knowledge, in which the personal and experiential is essential; teachers' professional knowledge landscapes, in which the context in which teachers work is important; and the intersection of different ways of knowing and being, in which the intersection of cultural narratives is important (p. 224).

Whereas narrative as a method is “a way of thinking about phenomena as a life space consisting of the dimensions of time, the personal-social, and place (Xu & Connelly, 2009, p. 224).” This study contains the writer's inquiries of her own personal and experiential knowledge in teaching listening skills with time, personal-social, and place as consideration.

## TEACHING LISTENING SKILL ONLINE

### A. Challenges

The teaching of listening skill at the English Department Soegijapranata Catholic University (SCU) had used blended learning since 2018 (Riyandari, 2020) with four meetings of full online teaching while the rest of the meetings was offline teaching as regulated by the government. At the beginning of 2020, the Covid-19 pandemic has turned the teaching of listening skills into a fully online course. The sudden change definitely posed some challenges. The limited number of online meetings while using blended learning did not allow listening teachers to maximize the use of features offered by *Moodle*, the Learning Management System (LMS) platform used in the institution where the writer works. The feature used the most by the writer for the online meeting in the blended learning was the quiz. Although Forum and Assignment features were also used in blended learning, but they were the enrichment of the offline meetings.

When the listening course suddenly became a fully online course, the writer faced some challenges to manage the course in LMS. The first challenge was the insufficiency of the quiz as the only way to teach listening skills online. The quiz can only assess the students' listening comprehension on certain materials, but it cannot evaluate the learning process of the students. Therefore, other features of LMS must be employed to enable the teachers to review the students' learning process. The second challenge was the absence of direct interaction between the teachers and students in online learning. In the case of establishing interaction and communication between teachers and students, there was a dire need to provide a platform for direct communication. It is important to note that at the beginning of the fully online course, teachers were not familiar with video or web conference platforms. The one provided by SCU was *BigBlueButton*, a video conference embedded in *Moodle* that was rarely used by the writer because at the time of offline teaching the face-to-face interactions were much easier to arrange and to do than the video conference.

The third challenge and the most crucial was the unavailability of audio and audiovisual materials. The materials used in the listening course offered by the writer's institution are a student book and an interactive program published by a major publisher. The interactive program integrates text, audio, and video materials; the three elements are inseparable. The advantage of using the interactive program installed in individual computers for each learner of listening skills is that the students can learn the skill according to their individual pace. They can listen to the audios or watch the videos repeatedly until they can understand the ideas contained in the recordings. Alternatively, they can focus on the parts they do not understand and repeat those particular parts. Both ways can be done without disturbing other students' pace of learning. Unfortunately, when the listening course has to be done on the online platform, it is impossible to provide students with the interactive program because the program cannot be uploaded in the online platform used by SCU. At the same time, the program cannot be shared with the students to be installed on their own computers without breaching the copyrights. Since the audios and the videos are embedded in that interactive program, they cannot be independently uploaded to the online platform. In short, the students have the texts, but they do not have the primary resources to learn listening skills, the audios, and the videos.

## **B. Attempts to Take on the Challenges**

To be able to run the listening course, the writer made some attempts to take on the challenges. To respond to the needs to use other than quiz in the listening course taught online, the writer started to use Forum as an asynchronous medium to evaluate students' understanding of the materials given. The Forum enables the writer to drop questions or exercises that need elaborate answers and comments on the students' answers. Because the Forum aims to allow the teachers and the students to actually "discuss" the materials learned, the teachers do not have the burden to grade the students' answers. Similarly, the students will have the opportunity to express their ideas on the materials they learned and do not need to worry about getting the correct answers.

Furthermore, to solve the absence of direct interaction between the teachers and the students, the writer combined the asynchronous way of teaching (quiz and forum) with the synchronous way of teaching. The synchronous way of teaching is to replace the face-to-face meeting with the web/video conference. The emergence of user-friendly web/video conferences such as *BigBlueButton*, *Google Meet*, and *Zoom* help the writer a lot to fill in the absence of teacher-student direct interaction. In the online course, the web/video conferences are used to give pre-listening activities when the teacher prepares the students for the materials they are going to learn including the difficult words or expressions they may encounter, and to do post-listening activities when the teacher checks and assesses the students' understanding of the materials learned.

To deal with the challenge of providing audio and video materials for the students to listen to, the writer made use of a text-to-speech program (TTS) to convert the listening transcripts of the materials to audios. The text-to-speech program can be found free on the internet. Although this program is helpful, as a free offered program, it has weaknesses. The first one is the voices provided in the program sound like robots, especially when the text contains markers or exclamations. The second weakness is that the program offers a limited choice of voices. And the last one is that the program can only convert a monologue, not a dialogue because every entry can only present one particular speaker. As a result, the writer must modify the transcripts of the dialogues into monologues. All in all, although it has limitations, the text-to-speech program can help to solve the absence of listening audios.

While the audios can be created with the text-to-speech program, the videos cannot be created from the available transcripts. Therefore, the internet especially *YouTube*, is the only source to find videos for the listening materials. The writer searched for videos with more or less similar content and level of difficulties from the myriad of videos available on *YouTube*. The results of searching were various. Similar videos for some topics covered in the book could be found easily while some were difficult to find. When similar videos were difficult to find, the writer decided to modify the video transcripts into audios with the help of text-to-speech program.

## CONCLUSION

In the English skills that are less studied by scholars, listening skills, technology, and the internet have crucial roles in helping the writer to face the challenges of running the online listening courses. The Learning System Management (LMS) provides a platform to teach listening skills online. The platform which was used only as a supporting platform for the conventional offline classroom has turned into the backbone of online teaching as in the case of teaching listening courses in the writer's institution. The features such as Quiz and Forum were used as means to check and assess students' understanding of the materials learned as well as to give an opportunity for the students to express their ideas elaborately about the topics. Technology also helps the writer to fill in the absence of teacher-student direct interaction. Web/video conferences using, for example, *BigBlueButton*, *Google Meet*, or *Zoom* can definitely replace the face-to-face meetings. Lastly, in the writer's case, technology and the internet help to create or recreate audio materials for teaching listening skills online. Text-to-speech (TTS) program offered free on the internet was utilized to convert listening transcripts, the monologue ones, into audios. Moreover, *YouTube* was used to find videos with similar content and level of difficulties.

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# Augmented Reality: Its Prospects in Online Language Learning

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**Abstract:** Augmented Reality is a technology that combines three-dimensional virtual objects into a three-dimensional real environment and displays them in real-time. It is a wealthy interface technology that has recently gained popularity and has begun to be used in many fields. It is among the multimedia-based technologies that carry with it tremendous potentials. Any learning medium designed based on this technology provides opportunities for learning success, especially for students of the present and future generations because of its ability to combine real and virtual objects or objects in presenting information. This paper attempts to describe the prospects of AR in English language learning. AR is capable of creating immersive simulations allowing learners to get involved in a conducive learning atmosphere that is interactive and engaging. This technology is perfectly fit to be integratable into mobile gadgets either on IOS or Android platform. This paper is not an empirical research paper, but instead a perspective on the potential use of this technology as a medium for learning English to improve students' language skills.

**Keywords:** Augmented Reality, language learning, learning media, language skills

## INTRODUCTION

Much research has confirmed that Augmented Reality (henceforth called AR) technology will one day revolutionize the way language learners engage in learning as it will be able to facilitate more and more engaging learning while

experiencing vivid and close to real-life experience. In this era, it can be said that AR technology is one of the disruptive innovative technology that redefines the way people perceive data and information as a result of the immersive nature of the transforming visual. The blend of virtuality and reality creates an enhanced perception of reality through the presence of video, audio, and images which can essentially be accessed via one single push of the mobile gadget's button. Unlike virtual reality, augmented reality serves its very essential function through its capability to enhance the human's perception of reality rather than simply to replace the reality that was typically offered by the virtual reality. Through its capability AR technology allows the users to interact with the data and the information in a more personal way (Cooper, 2011). This is due to its very basic nature of the technology that carries with it the following three characteristics:

1. Combining real and virtual objects in the real world.
2. Possessing interactivity and is presented real-time.
3. Registering and aligning virtual and physical objects with each other in 3-D (Azuma,1997, cited by Zhou et al., 2008)

AR application is a growing field of technology by which real-life is transformed and enhanced by computer-generated images and sounds. Simply by pointing the device's camera at something that is recognizable, the application will then generate a 3D animation or video superimposed onto the camera's device screen. The effect created is that the objects will appear as if they are real on the screen.

Mobile augmented reality is used in a large array of areas and disciplines such as advertisement in product marketing, in various pieces of training such as medical, military, architecture. Since its introduction in education in early 2000, AR technology has begun to attract researchers and education practitioners resulting in a number of published works of literature. Despite being relatively recent, research report of AR application in education covers such area as the use of AR, the advantages and disadvantages of AR, the effectiveness and affordance of AR as it is applied in education.

In the last six years or so, the number of research publication on AR in education has undergone a dramatic increase. A research review by Becca et al. (2014) summarises that Science and Humanities and Art are among the fields that make the most of AR. While, education alongside with health, welfare, and agriculture are among the fields least frequently explore and capitalize it and it is only higher education institutions and certain levels of education which have been much integrating the technology into teaching, while it has not been the case with the early stage of education, such as in elementary and high school levels..

The presence of VR and AR technology in education is revolutionary in a sense that it has changed and will even more so in the future. With it teacher-students' classroom interaction is no longer confined by time and space. VR lets people explore the world virtually while AR brings abstract concepts to life—allowing teachers to guide students through collections of scenes and 3D objects, pointing out interesting sites and artifacts along the way or bringing mundane objects into the live presence of the real ones. Through AR, learners' world is brought to a state of virtually real world, letting us experience what in the past was impossible even simply to imagine. As a result, AR application can potentially bring a new way of teaching and learning which is in effect more fun, realistic, interactive and immersive; a new environment where things which were impossibly done in the past are now not only possible but also realistic. This paper is written to provide an overview of what this new technology, as novel teaching and learning media, is capable of , in particular, where English learning is concerned.

This paper is going to argue that AR technology is indeed a prospective media for learning that could increase the involvement of students with materials and the subject matter taught and that AR-based games make learning more memorable with the fun and the realistic virtuality enhanced onto the real objects. The paper is not a research paper, but instead simply a perspective that is expected to bring a new light into the current and future reference for those interested in developing and adopting the technology of AR into English education.

## AR IS A NEW ALTERNATIVE LEARNING MEDIA

Overtime learning teaching media have always been evolving along side with the change of era. Traditional classroom will soon be the things of the past and information as communication technology comes to offer a new way of learning and teaching. A few years ago, digitally based learning media like Powerpoint could only be used to limitedly present what teachers wanted to convey to students. Later on, the digital book-based learning media (e-book) combined with web-based learning resources subsequently come to existence readily capable of offering a solution to the need for a newer mode of learning.

Afterwards, it did not take long for smart gadgets or smartphones to be as ubiquitous as they are today which are available for teachers and students, making learning technology more advanced tools to learn with. Android and IOS mobile-based media have compelled teachers to explore various learning applications with multimedia-based contents useable for students to learn both in class or outside the classroom. AR technology is adaptive in a sense that it is perfectly fit to be integratable into the mobile gadgets on either IOS or Android platform

The AR application is an emerging cutting-edge technological innovation in the educational world. This is indeed the 21st century human feat that potentially makes a perfect linkage between technology with education. Among a few examples of the recent use of AR technology in learning is to study anatomy of the body, to expose the knowledge of the earth and space, the partially hidden under the sea life, simulation of flight and human surgery, and so on. Through AR-based applications, students can learn human organs, for example the human skull in a 3-dimensional interface capable of interacting with the virtual object in unprecedented ways. By using AR, students can learn visually and interactively about the earth and space and any other abstract concepts into a more vivid real-life like fashions.

In essence, AR is a concept combining virtual with the real world objects to produce information generated from data taken from a system on the real designated objects, making the boundary between the two is becoming increasingly

indistinguishable. AR can create interactions between the real world and the virtual world. All information can be added so that the real-time displayed information will, as if, be real and interactive. AR is a new technology which combines two-dimensional or three-dimensional virtual objects projected to the virtual object in real time (Valino, 1998). It is defined as a technology that combines the real world with the virtual world interactively in real time, as well as in the form of three-dimensional animation (Azuma, 1997).

Augmented Reality is capable of delivering virtual information into the users' environment (Elisa, 2014: 83). That way, AR increases users' perception and facilitates interaction with the real world. A good learning process must generally include interactive, fun aspects, challenge, motivation and more room for students to be able to develop creativity and independence that fit to the aptitude and interests of students. Although the teacher is only a facilitator in a learning, he has to be able to create pleasant learning atmosphere in order for the students to be more actively involved in learning. Fun learning activities are determined by various factors, one of which is the right use of learning media which are attractive for students, interactive when used, without necessarily distract the essence of the delivered materials.

By incorporating AR into the learning process, students will have a new richer experience in learning including in better understanding abstract concepts or ideas that without it they find them difficult to understand. By adopting AR as a new media for learning material delivery, it is expected that learning activities will no longer be a dull and boring activities but instead become an interesting and fascinating endeavor. What is more, in the long run, AR can be of a solution to the current and future instructional problems and can be a means by which learning and teaching would stay in touch with and catch up with the most recent technology so that human beings may be able to take the most of the technological advancement.

AR's capability of combining virtual and real world offers new possibilities to improve the quality of both teaching and learning (Danakorn et al., 2013). Coupled with the more and more affordable smart mobile devices, the effectiveness

of AR is projected to improve the quality of learning. Previous study confirmed that the utilization of AR in education brings with it some of the following positive impacts in particular on multi-modal learning which is believed to help increase accessibility of educational content, students' control over content of learning, open opportunities for collaborative learning, motivate students to be actively involved, and change something abstract into more realistic concrete presence of objects (Radu, et al., 2010). AR, then, can be understood as a learning environment where a series of activities are structured to accommodate interactions between students, teachers, and learning material so that learning activities may meet the instructional objectives.

## **AUGMENTED REALITY IN EDUCATIONAL SETTINGS**

Compared to other areas, AR in education is among the latest to adopt. Among the disciplines that are quite early to adopt the AR technology are science, engineering, magnetic fields, electrical engineering laboratory for distance education, astrophysics, and many more (Borrero & Márquez, 2012; Sin & Badioze Zaman (2009). Despite being slow and late in response to the technology, the field of English Language Teaching and Learning has recently begun to innovate the pedagogy by adopting AR as a means of delivering materials. The United States and Western European countries are among the leading countries in AR-mediated learning. While, Indonesian pedagogists generally have not been well aware of its potential, and hence remain sporadic in their effort to capitalise it as a means of delivering language pedagogy, making only very few, if we don't want to say almost none, care about bringing it into the school curricula and researchers are alike in the attempt to conduct inquests about AR.

The use of AR applications in educational settings can be fascinating and rewarding for both teachers and students (Journet, 2007). AR application is also able to simplify and transform complex concepts or ideas into more easily understood ones. For language learning, as a case in point, narrative events can be brought to life through the video or graphics that can resemble real-life events, thus allowing learners to grow in their imaginative ideas of space, time, as well as the human

characters. Another appealing potential advantage of AR application is its ability to inspire and attract learners for learning exploration. Anything viewable in the real life of a human, as a result of geographical or cultural barriers, can be brought to life. Both virtual objects and real-life environments, combined, facilitate learners to visualize complex spatial relationships and abstract concepts (Wu et al., 2013).

Similar to Wu et al. (2013), Dunleavy & Dede (2011) believe that AR can provide an improved learning experience. It is based on two theoretical frameworks that fit each other, namely situated learning theory and constructivist learning theory. Situated learning theory posits that all learning takes place in certain contexts and the quality of learning is the result of interactions between people, places, objects, processes, and cultures in and relative to certain contexts (Lave & Wenger, 1991), while constructivist learning theory assumes the meanings imposed by individuals rather than those in the world independently (Taber, 2011). People build new knowledge and understanding based on what they already know and believe, which is shaped by the level of their development, previous experience, and socio-cultural background and context.

Furthermore, in his paper entitled Collaborative Augmented Reality in Education Kaumann (2012) expresses his assurance that alongside technological development dedicated to pedagogical purposes, AR technology has a lot of potentials to help facilitate learning. In the same vein Hamilton and Olenewa (2010:5) project that AR has some of the following advantages:

- Provides rich contextual learning for an individual to learn skills.
- Appeals to the constructivist notion of education where students take control of their own learning.
- Provides opportunities for more authentic learning and appeals to multiple learning styles.



## WHO BENEFITS MOST?

Both millennial and Z generations are two generations growing up with advanced technology and having a different attitude to learning. All in all, they two, dubbed as the Digital Native (Prensky, 2001), have different views about what and how learning should take place. What needs to be considered in educating the pupils of the two generations is the need for them to have their way of exploring the world whereby the education institutions simply provide an immersive avenue to their learning.

With the AR application learners can be put in a situation where they are to create an augmented reality experience by way of providing them with triggers in the form of image or video or even a still text manipulated by the applications. For that particular purpose, students can more frequently work individually or in groups to learn certain relevant language topics or skills that are part of learning highlight. With a certain predetermined scenario of learning activity, students can learn to retell or rewrite a story based on an interactive presentation of historical characters or figures that come to life in the application.

## CONCLUSION

AR is one promising media that will be able to meet the challenges of the current and future student needs, as it can integrate digital information with the users' real-time learning environment through its being able to overlay new information on top of it and take every current reality and add it with something to it. With AR technology students will be encouraged to develop their social learning experiences by way of exploring the surroundings, extending their visual literacy, improving problem-solving and metacognition, as well as developing their language skills. However, it has to be borne in mind that no matter how good the quality of the teacher in designing learning programs, he will not be able to achieve the expected efficiency achievements unless it is supported by the selection of appropriate media.

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# Navigating the Challenges of Teaching Speaking Skill in Virtual Environment

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**Abstract:** Personal interaction is an utmost importance in a speaking class. A good communication depends in this particular skill. In a traditional speaking classroom, students are exposed to intensive and intense communication with their classmates and teachers. In an online classroom, personal attachment is lacking. Students do not have a lot of opportunities to interact with their friends outside class hours. This article is intended to examine the challenges of online learning and the ways to overcome or minimize those challenges.

**Key words:** speaking skill, online courses, English teaching, challenges

## INTRODUCTION

In March 2020, the teaching and learning in the university changed drastically as universities worldwide adopted online learning due to the outbreak of the pandemic. The English teaching is not an exception. All teachers of English had to modify their class activities, redesign their courses, and match their evaluation and assessment.

Speaking is one of the productive skills in which teachers rely heavily on face-to-face interactions. The change from offline to online teaching has undoubtedly put teachers of speaking skill in a tough spot. When the pandemic hit, many teachers were unprepared to teach online due to several factors such as technology literacy (Gao & Zhang, 2020). Before the pandemic, synchronous online classrooms were optional. Teachers were not required to hold online classes. After the pandemic, all teachers have to conduct online classes with no exception. Online learning

is no longer optional; it is required. Whether they like it or not, they have to shift to online learning. However, in many cases, teachers are not fully prepared to conduct classes online since lecture is still deemed as a key aspect in education (Zhao, McConnel, & Jiang, 2009), while lecture in online classes might decrease student's engagement and increase their boredom. Looking at the computer screen and sitting in front of the computer for hours are tiring. Thus, teachers have to come up with creative activities to attract students' interests. Collaborative projects, gamification, and some other innovative teaching methods can be used to keep the students engaged." (Yi & Jang, 2020). Teaching speaking skills during the pandemic is more challenging than teaching speaking offline. Students and teachers have their own challenges that need to be accommodated. This paper will talk about the challenges of teaching speaking in virtual environment and the ways to navigate those challenges.

## THE CHALLENGES OF TEACHING SPEAKING IN VIRTUAL ENVIRONMENT

### A. Unstable Internet Connection

Unstable internet connection is one of the most common challenges during online learning. Indonesia ranks 127 in terms of the internet connection speed (fastmetric.com). For online learning, slow and unstable internet connection can significantly affect the quality of the teaching process, especially when the course has something to do with oral performance. There were times when students had to pair up with their partners and they lost the connection. The other students had to wait for a long time before the students got reconnected. When teaching productive skills such as speaking, interpretation, public speaking, or other skills that emphasize on the production of texts or speeches, stable internet connection is a must.

### B. Lack of Non-verbal Cues

Speaking skill depends heavily on students' effort to express themselves verbally. Although speaking is supposed to be a natural skill, speaking is

actually a complex skill because one needs cognitive ability and linguistic skill in order to be able to express one's opinions. In addition, speaking requires interactions with other people. During the pandemic, teaching speaking skill has become a challenge due to the lack of in-person interaction. It is true that students can meet in virtual environment; however, the quality of the online interaction is not the same as the one in offline environment. Non-verbal communication is paramount in speaking skill. Non-verbal cues such as gestures, laugh, touch, eye, and body contact, affect how people establish relationship with other people. In offline classes, students can use non-verbal cues to make their feelings and opinions known. Lack of non-verbal cues can also be related to speaking anxiety. Students do not display appropriate tones, pitch, gestures, or even stay silent because they experience speaking anxiety (Maher & King, 2020)

In speaking class, non-verbal cues are pivotal. Communication involves not only spoken words, but also non-verbal cues such as tone, pitch, and gestures. These cues are helpful for the speakers and hearers to understand each other. Miscommunication often happens when these cues are absent. In virtual classrooms, unstable internet connection and the quality of gadgets sometimes prevent speakers from displaying these cues. Unclear voices, background noises, bad microphone, low resolution of images and videos are some of the most common cases for this lack of non-verbal cues.

### **C. Lack of Features in E-learning Platform**

Learning management systems vary from one university to another. Depending on each university's infrastructure, human resource, and financial condition, there are many learning management systems (LMS) available, free or paid, to use. Due to the pandemic, universities have to choose one of the systems that can fit their own teaching and learning needs. These learning management systems possess different features that teachers can use in their classrooms. Open source and free LMS such as Moodle or Google Classroom have specific features that allow teachers to set up their course, add topics, upload materials, create hyperlinks, create test banks, homework, and assignments, and even

duplicate courses for future use. Some LMS have embedded video conference platforms such as Big Blue Button in Moodle and video conference in Microsoft Teams, and some allow plug-ins such as plug-ins for plagiarism software, plug-ins for Zoom or Google Meet, and other software don't have capability to add plug-ins or add-ons. Some LMS have features for collaborative learning such as wiki or shared notes, while other don't. Limited features in each LMS to some extent can be compromised by the design of activities for the course; however, LMS that allow a more variety of plug-ins and add-ons will certainly of greater benefit for teachers.

#### **D. Too Many Distractions**

The invention of electronic gadgets can be a blessing or a curse. We have witnessed this in our daily interactions with students or with our colleagues. Internet opens the world of unlimited information and entertainment. This can create distractions (Bailey & Lee, 2020). In practice, the Internet makes it hard for people to stay focused. During class activities, it is possible for students to open several tabs and do more than one activity at the same time.

### **NAVIGATING CHALLENGES IN VIRTUAL ENVIRONMENT**

#### **A. Enforcing On-Cam Policy**

Common European Framework of Reference for Languages (CEFR) mentions five qualitative aspects of language use to assess speaking proficiency. Being proficient in spoken English skills, an English learner has to be proficient in five aspects. They are range, accuracy, fluency, interaction, and coherence. Range refers to the ability to reformulate ideas using different linguistic forms to give emphasis, to add clarity, and avoid ambiguity. Accuracy refers to the use consistent and correct grammatical rules. Fluency is the ability to express one's ideas spontaneously with a natural flow and to conduct circumlocution. Interaction, the fourth qualitative aspect, is the ability of learners to interact with easily and skillfully, to use non-verbal cues. The last aspect is coherence. It refers to the ability to create coherent and cohesive discourse using a variety

of organizational patterns, connecting and other cohesive devices. From these indicators, it is clear that being proficient includes the ability to use and interpret non-verbal cues.

In the speaking class, I enforced on-cam policy. In the beginning of the class, I emphasized these aspects. In order to establish good rapport among students, I urged students to turn on their web camera. Therefore, they can look at their friends' faces and expressions.



Figure 1. Shopping (offering goods)

From the above example, students practiced guided tasks on shopping. Ariana was seen holding a blouse that she wanted to sell to a customer. Other students in the virtual classroom can see her smile and gestures. There are several examples in the classrooms where students laughed at their friend's silliness and jokes. Without non-verbal cues, students might find the activities boring and not engaging. The on-camera policy in addition helps me to train students pronunciation. Sometimes the students make pronunciation mistakes that makes their speech unintelligible. For instance, the way they pronounced the consonant [dʒ] in bridge was incorrect. therefore, I had to give examples by showing them the manner of articulation and the place of articulation so that they can repeat after me and produced the correct sound.



## B. Accommodating Students' Challenges

During the pandemic, many students encountered challenges to participate in online learning. Many of them complained about Internet data and internet connection. Students in my class come from different cities in Java. One student was from West Java and one from another city in Central Java. The majority of my students were from Semarang. However, even the quality of the Internet connections in Semarang is not the same and this largely depends on the strength of the network. Unstable Internet connection is one of the most cited reasons why students were not willing to turn their camera on. Disconnection, unclear voices, background noise, and the quality of web camera are some of the students' reason when they failed to show up on time or skip classes. There were instances where students' internet connection was lost several times when they had to perform their conversation practice. When this happened, I gave students video assignment that they had to submit after the class ended. Teachers have to be aware of their students' challenges and be willing to accommodate them. Assigning individual or group homework, switching to the most common and more reliable form of communication, and giving generous grace period for projects, are some of the ways teachers can accommodate students' challenges and needs.

## C. Increasing Social Presence

An individual needs to have a sense of security to be able to interact well. In a speaking class, getting to know one another is a good start to make a conversation. Students may feel reluctant to speak if they feel insecure or if they feel that they are not familiar with the people they are talking to. In my speaking class, to maintain comfortable atmosphere, I usually speak with students before and after class. I usually start my class early, and then I create students and make small conversations about their daily activities, classes that they are taking, their hobbies, or anything that might interest them as college students. My purpose in this is that I want my students to be able to get along well, to encourage them to speak about their daily activities, their interests, and maybe there are challenges in class participation. hi also wanted them

to practice colloquial language such as greetings, compliments, requests, and many other language functions they have to master in an elementary speaking class. In addition, I would also like students to feel that they belong in a group. I want them to have a sense of community because they are going to learn from one another.

#### **D. Spending More Time Exploring Appropriate Tools**

Limited features in LMS are sometimes an obstacle. There are a few occasions where the features that I had in LMS did not work perfectly. Therefore, I had to find more programs or applications that students can use to complete their projects. There are tools that are available, but learning how these tools work takes a lot of time. New programs or applications have to be tested before the class starts so that when teachers actually use them in the classroom, there will be no glitches. In my class, I often asked students to create videos. The applications that they used varied depending on the quality of the gadgets and their familiarity with the applications. Many kinds of digital technology are available to use, but the driving force of the technology integration should be students' needs and learning outcomes.

## **CONCLUSION**

The pandemic requires the rapid shift from offline to online learning. Teachers have to make adjustments and modification in their teaching methods and course delivery. Teaching speaking in virtual environment has its own challenges. Unstable internet connection, lack of non-verbal cues, limited features in e-learning platform, and too many distractions are some of the most common problems in virtual speaking classrooms. To minimize the challenges, teachers can use strategies such as enforcing on-camera policy, accommodating students' challenges, increasing social presence, and spending more time exploring appropriate tools to teach speaking.

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# Digital Technology for the Gen-Z Vocabulary Classroom

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**Abstract:** The use of digital technology such as the internet to supply online teaching materials is more than ever needed by teachers and students alike. This is even moreso needed in the academic world whereby people are forced to be physically distant and working at home due to the Coronavirus of the Covid-19 outbreak that was announced formally since February 2020 in Indonesia. Soegijapranata Catholic University lecturers and students from the English Department's Faculty of Language and Arts are among those that are affected by it and therefore, have to do online activities for their Word Discovery class. Although requiring tedious work to make vocabulary online quiz for the class, this kind of exercise is satisfying the Gen-Z students who are digital savvy and needs to have continuous education. This article discusses how [cyber.unika.ac.id](http://cyber.unika.ac.id) becomes the appropriate platform to provide multiple-choice and drag-and-drop matching quiz facilities for the lecturer and her students.

**Keywords:** Covid-19, digital technology, internet, vocabulary, Gen-Z

## INTRODUCTION

Recently the digital world is made busy with the coming of the Covid-19 pandemic. Students from Kindergarten up to University level students have been made active by busily browsing and using their smartphone applications or laptop facility every single day to send back something to the sender who requested the material. The sending of materials to the smartphone or laptop is not the usual passing time activity that people would do before 2020. Many important materials

have been sent to save the future of the world's generation. The important material transferred through the internet by use of today's digital media is not only office work, but also online school materials. Covid-19 has forced many people to stay at home and do physical distancing that students are also instructed to busily learn and do their school work at home. As a consequence of this, teachers have been challenged to be creative people. Those who in the past never used digital technology for their teaching are now forced to use it effectively online for their home-schooled students.

Soegijapranata Catholic University is one of the universities in Indonesia that has been made ready for the Covid-19 situation. It has provided an online Moodle platform for the continuation of the lecturer- student academic activity. Although ever since its launching in 2018 the library personnel have been actively going in and out of each faculty to give workshops on how to use the platform, not many of the lecturers have been interested in using what they have learned from what was then called the e-learning.unika.ac.id platform. Many lecturers regarded it as being too difficult to understand and use because technically, it was not user friendly enough. The other reason for not using the digital media was the feeling of most lecturers, who are more comfortable with the usual coming in and out from a room of lively students, rather than of distant and often non-responsive students online.

Based on the information that the platform was not user-friendly, in 2019, the university upgraded the facility in accordance with the development of the Moodle platform and used the name cyber.unika.ac.id in its popularity. Like the previous year, the library staff started the popularity by giving small workshops in faculties. Yet, it was not until a team from the LP3, who provided incentive workshops on the media, with support from the Rectorate team who urged at least four meetings from the sixteen per semester to use the platform, that lecturers became interested in using it actively. Thus, when Covid-19 finally made its outbreak and forced people to work from home, the Soegijapranata Catholic University lecturers and students were ready to fully use cyber.unika.ac.id as their teaching and learning media.

## CHALLENGES AND OPPORTUNITIES OF TEACHING ONLINE

There are several challenges and opportunities when teaching online. As informed in the introduction, when making on-line materials, a lecturer is challenged to be extra creative. Since they do not meet their students directly, explaining a particular subject may be time-consuming as careful and tedious work is necessary for its preparation. If previously a lecturer can just transfer whatever is gained from their books through lectures or turn on a recorded video in, the more recent education environment necessitates lecturers to make original and interesting self-videos, with self-made online interactive quizzes or worksheets, to avoid its contents being blocked by the online copyright law people.

Previously, in the offline room, in explaining materials, lecturers were encouraged to explain it deeper, whenever they saw some queer expressions from their students. With some unstable internet line providers in Indonesia, however, some lecturers may not be seeing the facial or physical expressions of students who do not understand the lesson. The unstable internet due to many people using it online may have prevented their students to not put on their camera, thus lecturers may feel they are talking to themselves online. By only relying on a list of student names and some audio interaction, lecturers cannot see the puzzled look that they usually look for while teaching offline. Thus, having online lectures is much more challenging than offline ones. In providing a closer relationship with students, however, there may be more opportunities for a one-to-one consultation, provided that the lecturer does not mind using their family time to deal with online campus activities. In other words, working from home in some respect is giving more opportunities for extended teaching and learning activities.

Online learning or e-learning according to Goodyear (2002, p. 82) is “learning which involves interaction between people using internet communication technologies, such as email or computer conferencing software” in addition to the use of “web-based learning materials” that focuses on “human interaction over the internet”. Before the coronavirus or Covid-19 pandemic, the so-called human interaction over the internet is mostly with electronic mail, fax, and voicemail.

The mentioned media are “asynchronous communications technologies”, whose distinguishing feature is that it does not allow interruption due to one-sided communication. This is in contrast to the more recent “synchronous” communication, which relies on “face-to-face discussions, videoconferencing and telephoning” (Goodyear, 2002, p. 83).

In recent education where lecturers are teaching online for their off-campus students, synchronous and asynchronous e-learning technology activities are usually combined to enable students to study courses at a distance. Citing Cowie & Nichols (2010) Dukut (2019, p. 167) agrees that this kind of teaching requires a considerable investment of time and resources before a course is taught because each component of the course had to be carefully planned, developed, reviewed, and tested by teachers (Cowie & Nichols, 2010, p. 86).

The Gen-Z students, who are born between 1994-2010 are digital natives (Dukut, 2019, p. 161). Their love of using gadgets to making conversations with their friends and family, surfing the web to find information, and doing learning activities make these students more energized when it comes to assignments feed in their gadgets rather than bringing homework from the traditional room.

Although cyber.unika.ac.id was not popular for Soegijapranata teaching staff and students, ever since the world is struck with Covid-19, this teaching and learning technology is the only available media for the continuum of education. At the beginning stage of the online teaching and learning in March to April 2020, there were wishes of wanting to have the virus go away soon because being in the traditional room seem to be the most comfortable condition. Yet after two to three months of continual usage, the wish is negated. Instead, it developed to the ideal, of having the teaching and learning activity from home. Students are found enjoying their time of being in front of their gadgets without being afraid of being late to just because they had not had time to take a shower and have breakfast. Most students have even informed that they like the idea of having their lessons while still in pajamas. This similar situation is also felt by the lecturers. Although some lecturers have, however, preferred to go to campus early and make use of the spacious rooms and facilities to do their teaching activity.

Whether teaching-learning activities are done at home or in campus with whatever reason is applicable for each student or lecturer, it is important to maintain a conducive room climate that will enhance a good, positive room environment that “provides students’ opportunities to feel capable, worthy, and confident” (Rustipa, 2018, p. 210). Citing Da Luz (2015), Rustipa explains further that in this way, the students would be brave “to share, express opinions, ask questions, convey difficulties, and to work without pressure” because the students are “emotionally engaged by the material given in the room” (2018, p. 210). For this reason, lecturers have to be creative in delivering their material, as students may not focus their attention if they sense that the material delivered is boring for them. Some students have claimed, while attending their online lectures, they are accustomed to doing something else with their other gadgets, too. Lam & Lawrence (2002), as well as Pourhossein Gilakjani (2017) like cited by Ahmadi (2018, p. 116), clarifies the fact that media technology is there to assist learners to adjust with “their own learning process” to “have access to a lot of information that their teachers are not able to provide”. Thus, the divided attention of the students’ condition is not surprising to find since Gen-Z students are known to do multiple things together to keep them enthusiastic.

## **ONLINE ENGLISH VOCABULARY MATERIALS**

In the English Department’s, Faculty of Language and Arts at Soegijapranata Catholic University, I teach several skill courses. One of those is Word Discovery, which is a vocabulary course for 1st-semester students. According to Yip & Kwan (2006, p. 234) vocabulary learning is boring due to the burden of memorizing the spelling and definition of unknown words by use of rote activity. In the digital age, vocabulary learning is made more interesting by providing interactive vocabulary games online. Citing Wood (2001), Yip & Kwan continue to state that “game-like formats” are “more effective at capturing learner’s attention than traditional media such as textbooks” (2006, p. 234).

Three types of vocabulary games online are considered successful in creating



interest in students. The first type is the requirement of vocabulary knowledge, such as the crossword puzzle. The second type requires the mastering of motor skills to play “space invaders, return to earth” or “snake” games which require the players to shoot over something or landing the main characters to earth. The third type is the requirement of the players to apply their cognitive skills, such as playing “card matching” or “treasure hunt” games (Yip & Kwan, 2006, p. 238). In playing the games that offer continuous challenges, Yip & Kwan inform that their players enjoy the vocabulary games because of its clear game rules and instructions, followed by having the games appropriate to their level of knowledge, is enjoyable, has a range of variety, is helping their vocab building, is interesting with its attractive interface, and enhancing interest in learning new vocabulary (2006, p. 243).

Although students do indeed enjoy vocabulary games, in my vocabulary class, I only provide the opportunity outside of my face-to-face meeting with the students. My reason for doing so is for students to be more attentive in listening to and seeing the examples I would give in my online teaching screen. My other reason is that I can’t make my own vocabulary games unless I would team up with lecturers from the Game Technology Department. Making a game is not easy and does not take a one-night stand, instead, it can take a year to make just one game like experienced by my team and me in making a TOEFL game edutainment in 2018. It is very time consuming, thus, to facilitate my students to master the use of the dictionary, my vocabulary teaching materials are those that can enhance the end of term individual project, which is making a self-made dictionary. In addition to some theory about word formations that include what kinds of suffixes and prefixes can be used to change a word’s meaning, my vocabulary teaching materials have playful exercises to master the use of the English language’s phrasal verbs and idioms.

The Moodle platform in [cyber.unika.ac.id](http://cyber.unika.ac.id) offers several ways in producing an online vocabulary quiz. It could be in the use of the easy to make a multiple-choice quiz or the drag-and-drop matching quiz, or the short-answer and numerical type of quiz. The quiz can be set up as being attempted by a student once or multiple times with questions shuffled or randomly selected from the question

blank supplied by the lecturer, within a certain time limit and whether or not certain feedback is directly shown to each student.

In my Word Discovery class, I like to use the multiple-choice one. It is by far the simplest to make and simple to have scores saved and read by the system. An example is a quiz I made for students to master the use of the prefix. As can be seen in Figure 1, I set it up by feeding in the instruction “Which prefix will you use to create the opposite meaning of the words shown below” and give the possible answers of choosing either (a) UN- (b) IN- (c) MIS- to the words like attractive, behave, treatment, trustworthy, truthful, etc.

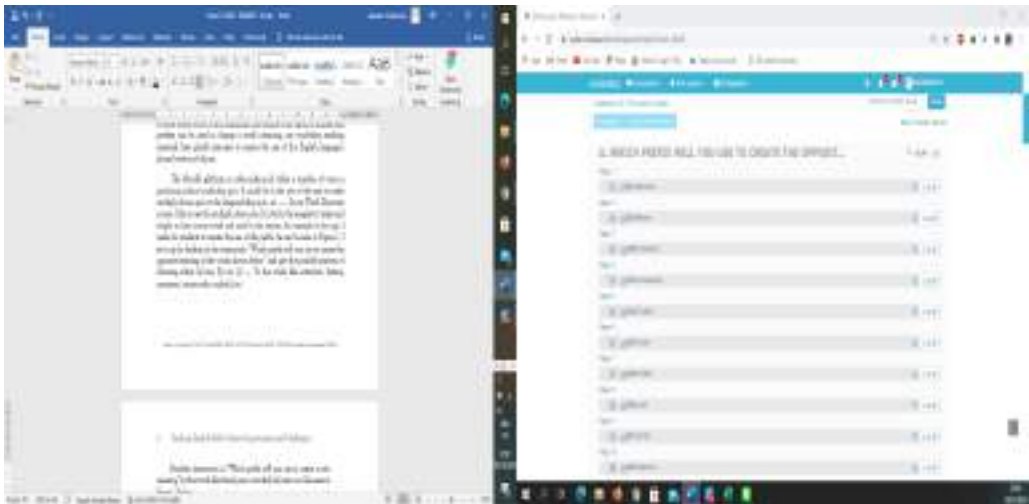


Figure 1: Part A multiple-choice questions

Another instruction is “Which prefix will you use to create a new meaning” for words like friend, pace, crowded, tell, term, etc. as seen in Figure 2 below.

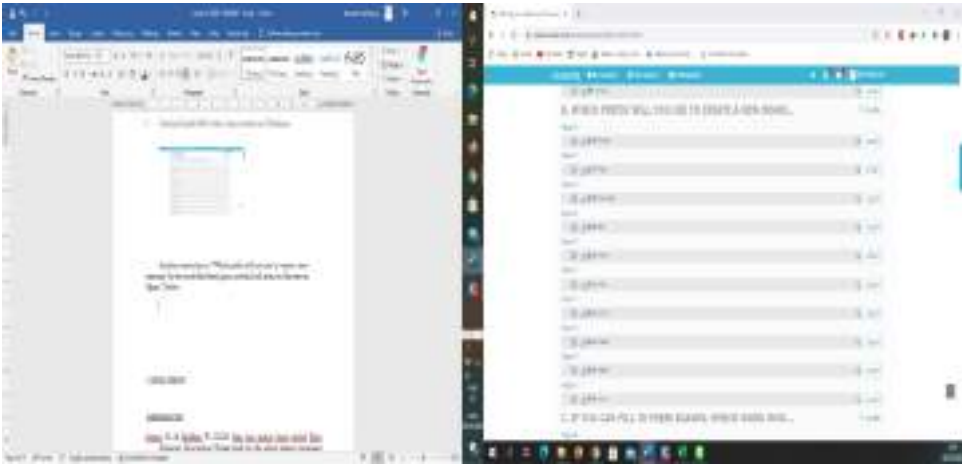


Figure 2: Part B multiple-choice questions

Then, in the next section, I inserted the instructions “If you can fill in the blanks, which word would fit in? Choose one of these to complete the sentence” for choices of words like unhappiness, irregularity, dishonest, unlikely, illegal, etc. for the sample question: “The \_\_\_\_\_ of her comings and goings makes me confused.” In this section, I chose to use the drag-and-drop facility, so students are not bored with the multiple-choice exercise done previously and would feel like they are playing an online vocabulary game. From my end, I will be seeing this kind of layout (see Figure 3):

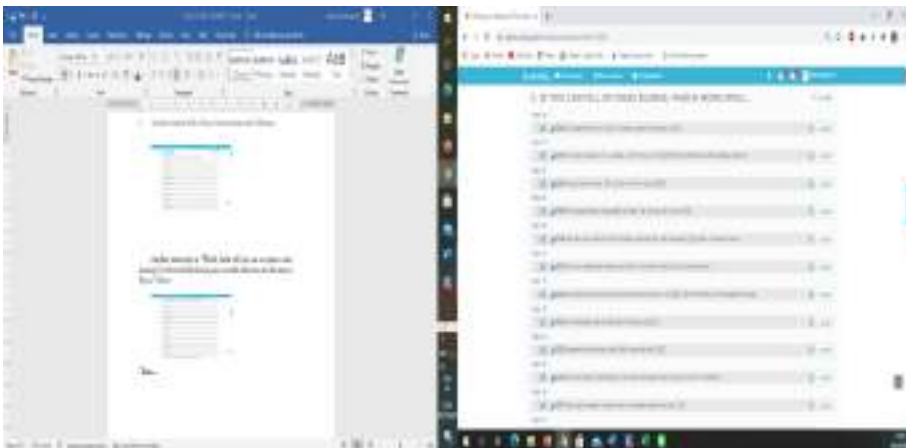


Figure 3: Part C drag-and-drop matching questions

The last part of the exercise in section D is also using a drag-and-drop matching question type for the suffix exercise. The instructions I used were “Which of these suffixes fit into these words?” for organize, jog, spell, translate, weak, sad, stupid, etc. In the suffix exercise, I have provided the choices like, for example, -ing, -ion, -ness, -ity, and many more. The layout can be seen in Figure 4 below.

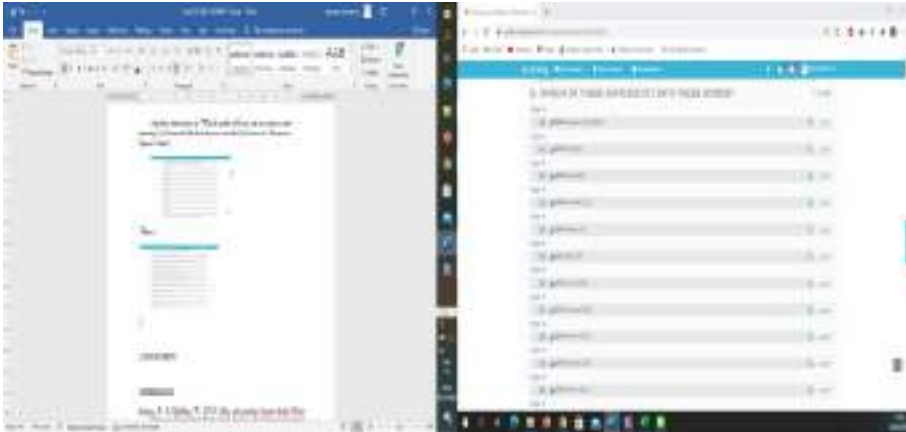


Figure 4: Part D drag-and-drop matching questions

The following is how the Word Discovery students would see in their cyber online exercise for Part A (see Figure 5):

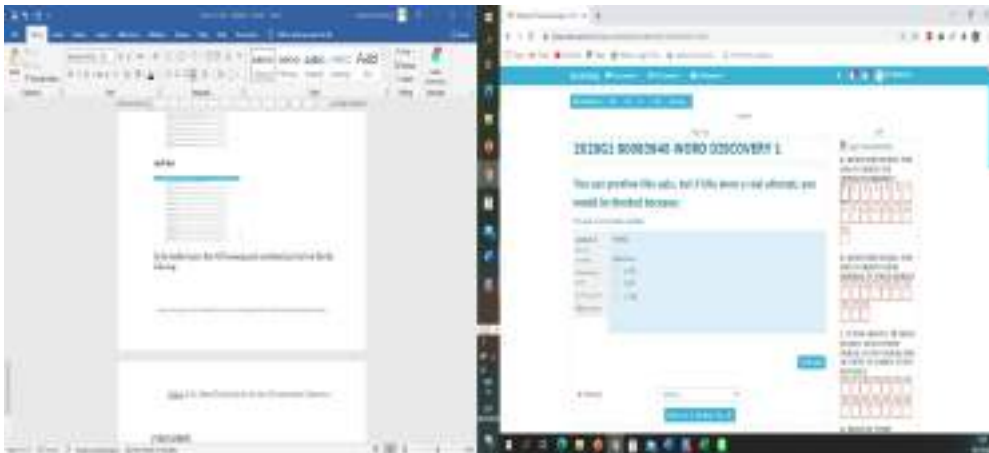


Figure 5: Student's page for Part A

This is then followed by Part B (see Figure 6) whereby the choices are seen on the left part of the blue box. The right part of the box with little red squares and numbers is showing which of the questions a student would have answered. If the white little squares have turned into black color, it means the question has been answered by the student.

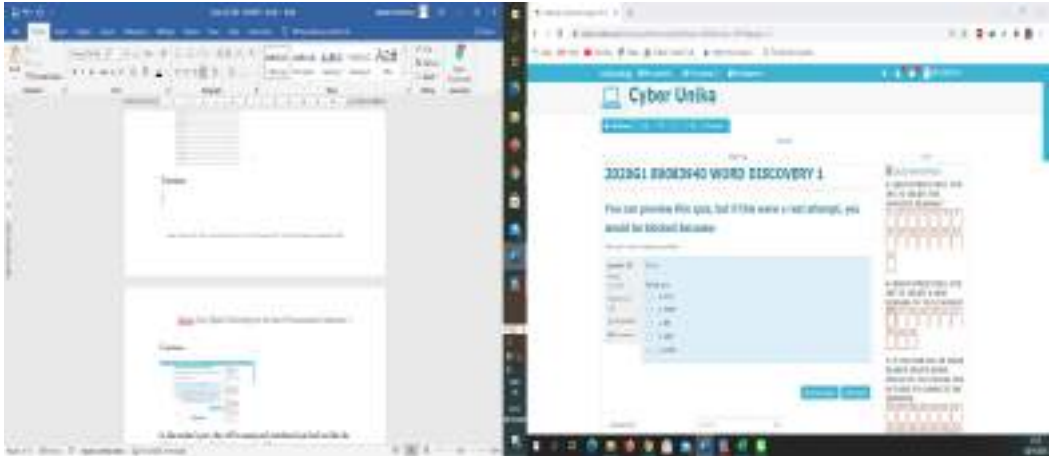


Figure 6: Student's page for Part B

The last two sections, which used the drag-and-drop matching exercise i.e Part C and Part D would be shown to the students like in Figures 7 and 8. The students would pick a word of their choice, then by use of a mouse for their laptop, or index finger for their touch screen smartphone, they can drag the word and drop it in the slot of the sentence part which shows a white squared blank area.

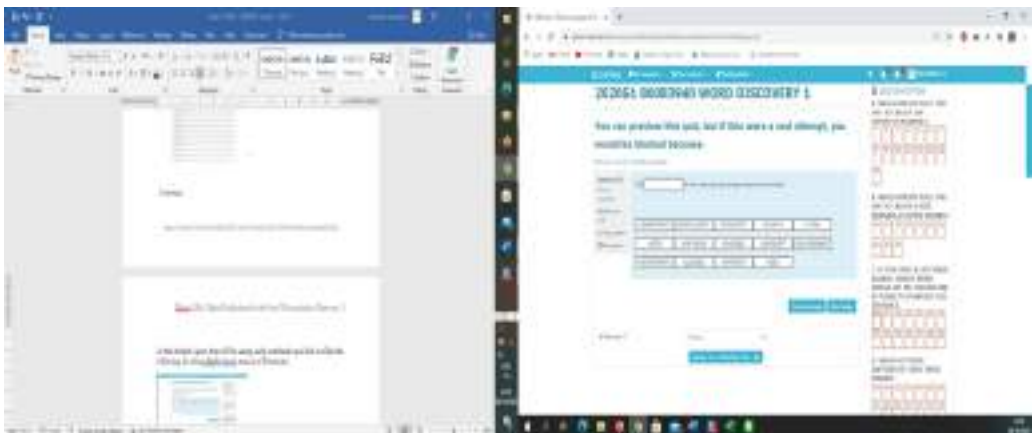


Figure 7: Student's view of Part C

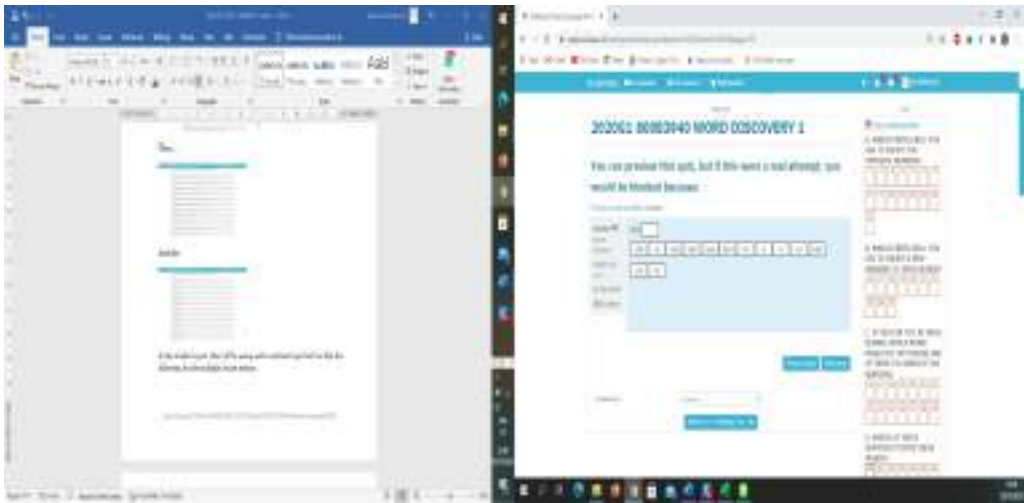


Figure 8: Student's view of Part D

After all of my students have attempted the quiz, as a lecturer, I would see the report of the quiz as shown in Figure 9. Although the making of the quiz is time-consuming and requires tedious work, the result is satisfying when seeing that the system can automatically assign scores to each question. Traditionally, if it was an off-line quiz, it would be easy enough to type in the questions and have it printed out on paper for students to answer, but I would spend most of my time manually correcting pages and pages of students work.

Figure 9: Report of Word Discovery students quiz attempt

Having 75 students quiz with 80 questions each is perhaps a small for some Indonesian teachers, but it still needs that extra energy to evaluate the students' work.

## CONCLUSION

The effect of the Covid-19 outbreak has not only limited people's mobility and health, it has also drastically affected the educational field. Teachers and students alike have been forced to stay as much as possible away from each other so that they can continue exercising the physical distancing protocol to keep healthy. In this way, education is therefore relying a lot on the facilities provided by today's digital technology. One of those is the Moodle platform which is available in [cyber.unika.ac.id](http://cyber.unika.ac.id). Although challenging lecturers to be creative and welcomes time-consuming work, the use of the multiple-choice and drag-and-drop matching quiz facilities, the vocabulary class called Word Discovery has been ensured to give an enjoyable activity for the digital savvy Gen-Z students.

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# Digital Interactive Worksheets for the Pronunciation Class

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**Abstract:** Quizzes are devised in lessons to see how much of the knowledge lectured has been understood by students. Quizzes in the New Normal Era not only gives an evaluation to lecturers but also a method of continually making students enjoy the online class. Although not easy to make a Moodle-based online quiz in cyber.unika.ac.id, it is the only way to continually make student's education positively acquired. An embedded video within the essay type quiz, along with a multiple-choice and drag-and-drop type quiz has proven to help the Pronunciation class interactively stimulating. This article shows samples of the quiz with its questions.

**Key words:** digital, pronunciation, cyber, interactive, quiz

## THE NEW NORMAL EDUCATION

The coronavirus or Covid-19 pandemic that changed the world's activity ever since January 2020 has changed university academic life. In Indonesia, the Minister of Education and Culture, Nadiem Makarin, has instructed all teaching-learning activities to be done online until further conditions see that it is safe enough for all students to return to campus. Soegijapranata Catholic University, which is located in Semarang, Central Java, is one of the universities that is affected directly by this regulation. The regulation, however, does not disadvantage but instead became an advantage to campus life.

Trimeiningrum (2020, p. 49) informed that the university has been

developing a Learning Management System (LMS) ever since 2009. Although not many lecturers nor students have an interest in it, let alone taken advantage of it, the platform was developed in 2014 and was known as e-learning. Having no real success in attracting the lecturers and students because of the non-user-friendly platform, in 2017, however, it was developed again as cyber.unika.ac.id. Surprisingly, the Covid-19 pandemic was a blessing in disguise. The once unpopular online teaching-learning facility has been transformed, ever since then, to become the only online media facility to continue the 2020 students' education.

The new normal education necessitates lecturers and students to do their teaching-learning activities from home. Thanks to continual development and the persistence of the Rectorate's want of having all facilities connected via the internet, the education platform, cyber.unika.ac.id is now 24 hours seven days a week used by lecturers and students. Administrative staff looking after the facility is often working overtime, especially whenever there are problems relating to the not so smooth functioning of the video conference, attendance, or worksheet upload facilities. Not only is cyber.unika.ac.id people depending on the media for teaching and learning, it is also used for thesis consultations and presentations.

The media, which uses Moodle as its platform allows collaboration with the conference facility from G-Meet, Jitsy, Zoom, and even an interactive video on Facebook. In addition to video conferencing, it is made user friendly for interactive Chats, Forums, and also for Digital Laboratory work. If previously, teaching offline was made busy enough by downloading articles or supplementary exercises from the internet to make effective teaching materials at home to be lectured in the campus classroom, nowadays the online education platform is making no differences between home and campus. The used to be home sweet home where some campus work can be left at the campus is changing into always "a campus thing to do at home" any time of the day or night.

## ONLINE PRONUNCIATION CLASS

One of the classes that I teach every semester is the Pronunciation class. Teaching pronunciation is tricky. It is tricky in that if not well organized, students may quickly fall asleep and lose their focus on whatever is given in the classroom. Previously during offline classes, group classroom games or watching together some YouTube sing along to enhance students' pronunciation can help liven the class; it becomes a challenge to do the same kind of activities in the online class.

Due to the understanding that students' pronunciation becomes better whenever they have the opportunity to do as many drilling activities, the Pronunciation class at Soegijapranata Catholic University is devised in three levels and given out for three semesters. Citing Kelly (2001), Yates (2002) and Celce-Murcia et al. (2010), Datko (2015) informs the importance of a Pronunciation lecturer to become the model for a word, phrase, or sentence practiced in the classroom. The practice of the pronunciation exercises can be with or without the help of a media. Upon each of the lecturer's utterances, the students are conditioned to repeat after what was said by the lecturer. Although this is a traditional method of teaching pronunciation, it is still regarded as valuable to do in the New Normal era because students will be learning the segmental and suprasegmentals of the words or sentences in their stress and intonation patterns only when they can repeat whatever their modeled teacher was saying.

Datko (2015) indicates the materials given in pronunciation classes should include the drilling and ear-training exercise. This would include the pronouncing of homophones and homographs. Samples of homographs of words are those with the same spelling but different pronunciation in the vowel sound, like *batman*. It can be pronounced as /**bæt**mən/ to mean an army servant but also /**bæt**mæn/ to mean the hero of a comic book. Meanwhile, the homophone sample can be words that sound the same although in different spelling, such as the pronunciation of /**wert**/ for both the words *weight* and *wait*. For that reason, in addition to showing a list of single words, phrases, and sentences, there can be tongue twister exercises.

Popular tongue twisters are: *She sells seashells on the seashore*, or *Peter Piper*

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*picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked ?* , are given in drilling form. Datko (2015) continues to inform that in exercising students with stress and rhythm, rhythmic expressions from Carolyn Graham's *Jazz Chants* book is one way of giving interesting modification of chanting poetry-like lines by use of rap music. A sample of Jazz Chant's lines are as follows:

Who did you see?

I saw John.

John who?

John Brown.

I didn't hear from you.

I said, John Brown.

I didn't hear you.

I said John Brown, John Brown!

I didn't hear you!

I said, John Brown, John Brown, John Brown!

Reciting the lyrics from Jazz Chants gives liveliness in class. This especially so when the YouTube channel from <https://sites.google.com/site/jazzchantsactionsongs/>, for example, is also turned on as a role model. As an alternative, simply turning on YouTube's collection of nursery rhymes like the *Wheels on the Bus* song from <https://www.youtube.com/watch?v=wV3N-wCRL2k> to the class is equally interesting to do.

In an offline Pronunciation class, I would usually bring in some online Youtube video exercises, as suggested above, for students to practice and compare to the way I would pronounce them. These videos are supportive of my teaching materials, which are classified under the topical sounds of either vowels, diphthongs, or consonants.

In transferring the Pronunciation material, I choose to make use of the video conference called the Big Blue Button or BBB facility. In this facility, students can see me on camera while at the same time sharing my screen to upload the material, which I have in either as a PPT, pdf, or a MsWord file. While it is a good facility for the drilling and ear-training exercise, when it comes to uploading a video exercise to follow by use of BBB, my students and I sometimes face problems in seeing the video show. Not only will the video upload take time, because of the big file it may have, the showing of it online, to be seen together at the same pace is likely impossible for some of us. Depending on the speed and strength of each individual's internet provider, some may see the video at the same time as me or some may be lagging behind me for several seconds. The best way is then to have the video's link uploaded as a different file, which is outside the BBB facility. In other words, I, therefore, have to be creative when wanting to show off an interesting visual media while at the same time on camera.

## CREATIVE ONLINE WORKSHEETS

In avoiding boredom for students, I am challenged to be a creative lecturer. I admit I am not a digital media expert, but I am willing to learn and be enthusiastic about my teaching materials although I am already a half-a-century-year-old. Facing Gen-Z students who are digital-savvy forces my Gen-X curiosity and willing to face any challenge character to be friendly with the New Normal education media. As informed, my campus uses the Moodle platform for cyber.unika.ac.id. I feel fortunate to be using this media. There are many facilities to explore and try out. Once I learn something, something else is being added to it that makes me continually enthusiastic to try it on new things for my Pronunciation students.

One of the facilities I enjoy using is the Quiz facility. Gamage, Ayres, Behrend, and Smith (2019, p. 6) informs that quizzes can “include a range of questions: multiple choice, selecting from a dropdown menu, entering a numerical or short text answer, uploading sketches, drag-and-drop labels, and reflective and detailed descriptive (essay) type questions”. There are several benefits that a lecturer

and student can have in a quiz. For example, in the essay type quiz, it is possible to feed in a short YouTube video or for students to see before they are directed to questions about the video (see Figure 1). Answers for the quiz can be conditioned to be sent in either to answer a long or short essay. A preview of how this facility looks, in addition to giving grades to the essay answer is possible by clicking the *override mark* tool like seen in Figure 2.



Figure 1: Video inserted in an essay question



Figure 2: Overriding mark

Seeing that [cyber.unika.ac.id](http://cyber.unika.ac.id) allows me to feed in videos when I want students to show how they could produce a vowel sound correctly for the words *hat*, *hot*, and *hut* by referring to the position of the lips, the tongue, and the rising of the tongue in the mouth cavity (see Figure 4); I embedded a video from the *Sozo Exchange* YouTube in the question. Not only would the video show how a native speaker would say the words at a normal pace, but also in a slow motioned pace, so students can see just how wide open the mouth can be and how the tongue is

positioned for a certain sound. Given ample time to reflect on the theory lectured in my BBB lectured class, the student can be more confident in mastering what was learned in class time, by seeing a real-life native English speaker in producing the phonetic sounds for | æ ɒ ʌ | (see Figure 3).



Figure 3: Hot. Hut. Hat video from Sozo Exchange  
<https://english-online.si/materials/19424>

It should be noted that my quiz is not only challenging students how to speak like an English language native speaker but also narratively describe the condition by referring to the vowel production chart as seen in Figure 4. This is necessary to actualize students who in the future can become an English language linguist. Thus, I expect students to supply the correct answer by describing how to produce the | æ | sound for the word *hat* like the mouth is opened wide, with the position of the tongue in the front area, and is raised in the low position.

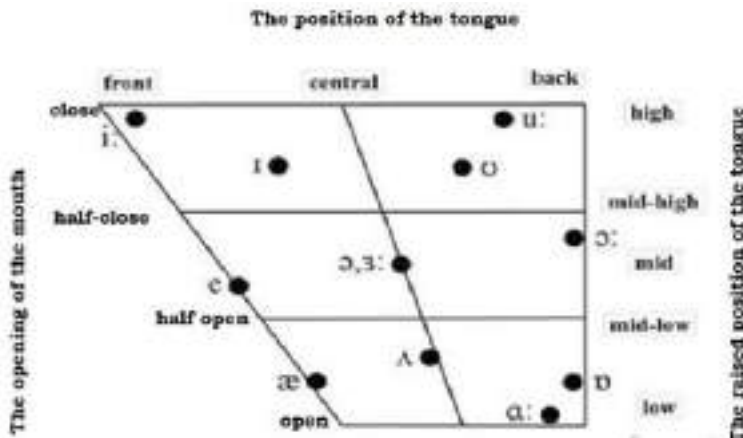


Figure 4: Vowel chart

The essay quiz facility in cyber.unika.ac.id also allows me to make students fill in the blank type questions for writing down what the phonetic symbols [jæŋkɪ] are when written in normal spelling (see Figure 5):

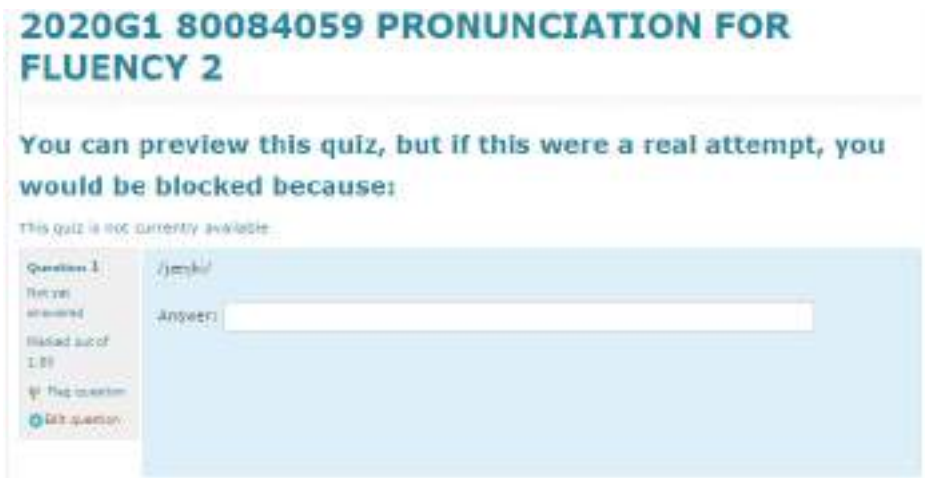


Figure 3: Answer the [jæŋkɪ] question

In addition to devising the essay quiz, cyber.unika.ac.id also gives opportunities to having multiple-choice (see Figure 4) and a drag-and-drop (Figure 5) quiz. In the facility, a sample of the quiz questions is like selecting which out of the six vowel sound choices a student would choose for the word *glad*.

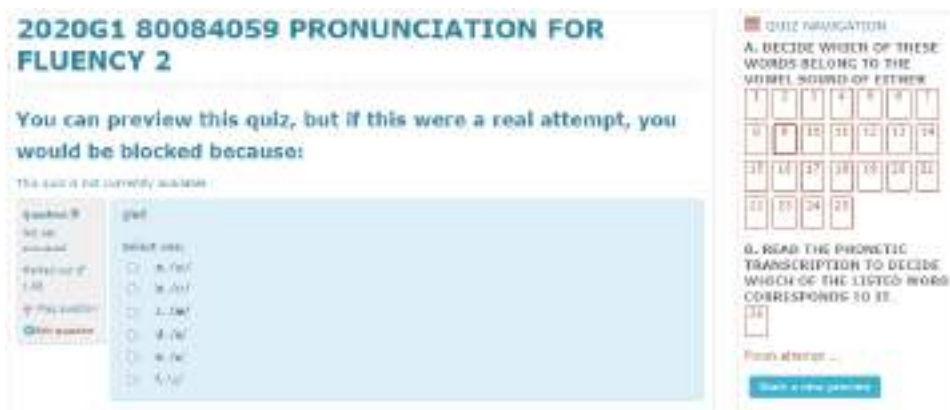


Figure 4: Multiple-choice



Meanwhile, for the drag-and-drop, the question can be in this way: *Which words have the long /i:/ sound?* Here a student will see six words in individual boxes, and he or she could choose three to pick from and drag them in the empty box provided.



Figure 5: Drag-and-drop

The multiple-choice and drag-and-drop facility is tiresome for the teacher to make because sometimes it cannot be exported directly from a MsWord file without giving certain coding to them. But when already uploaded to the system, the grading is satisfactorily fast. As seen in Figure 6, grades are automatically recorded. An extra nice facility is the probable download of the recorded grades in an Excel file, thus becoming easy to save and file.

Student ID	Name	Completed	Score	Time
2020G180084059-01	Student Name	Completed	10.00	11:00
2020G180084059-02	Student Name	Completed	10.00	11:00
2020G180084059-03	Student Name	Completed	10.00	11:00
2020G180084059-04	Student Name	Completed	10.00	11:00
2020G180084059-05	Student Name	Completed	10.00	11:00
2020G180084059-06	Student Name	Completed	10.00	11:00
2020G180084059-07	Student Name	Completed	10.00	11:00
2020G180084059-08	Student Name	Completed	10.00	11:00
2020G180084059-09	Student Name	Completed	10.00	11:00
2020G180084059-10	Student Name	Completed	10.00	11:00



	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10
1	100	100	100	100	100	100	100	100	100	100
2	100	100	100	100	100	100	100	100	100	100
3	100	100	100	100	100	100	100	100	100	100
4	100	100	100	100	100	100	100	100	100	100
5	100	100	100	100	100	100	100	100	100	100
6	100	100	100	100	100	100	100	100	100	100
7	100	100	100	100	100	100	100	100	100	100
8	100	100	100	100	100	100	100	100	100	100
9	100	100	100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100	100	100

Figure 6: Overall students' grades exported to an Excel file

There are endless ways of providing Pronunciation worksheets to students. If not in a lecture type where a lecturer would show the questions on the BBB screen, the lecturer can show off some kind of media on the camera for students to see, or have the worksheet available as a quiz. Content-wise, when making questions for the Indonesian student, it wise to use local culture when the opportunity exists. A discussion on the use of local content can be read more fully in Dukut's "Responding to the Disruptive Era of Digital Native Centennials with Cultural Hybrid Teaching-Learning Materials" (Dukut, 2019). This way, the Pronunciation online class can be lectured interestingly.

## CONCLUSION

People's education is developed under the setting provided by the earth's environment. The occurrence of the Covid-19 pandemic has changed the usual campus instruction into working at-home instruction for students. This condition is experienced by the English Department, Faculty of Language and Arts' Soegijapranata Catholic University students. Although there are disadvantages of using the cyber.unika.ac.id digital media, this article has shown that the facilities provided by the media have made the Pronunciation class interesting. Although more time preparation is needed to devise an interesting class, which may use a video link, or camera with a shown media; the quiz as a way to evaluate students' understanding is made lively with the interactive quiz that included essay, multiple-choice and drag-and-drop worksheets.

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# Benefits and the Drawbacks of Using Cyberlearning for Writing Classes

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**Abstract:** Cyber learning is a platform that has been developed by Unika Soegijapranata. Due to the Covid19 pandemic, all teaching and learning are conducted online. Using this platform is not new as it is the development of E-learning. However, this has been used maximally as there is no offline teaching. This article is aimed to explore the benefits and drawbacks of using Cyber learning for writing classes based on the teaching writing classes. There are three main activities that can be conducted using this platform, teaching, having discussion, and reviewing. Based on the activities done, it can be explained here that there are more benefits than the drawbacks of using Cyber learning for writing classes. The teachers can do the teaching activity classically and giving assignments to the students to develop their writing skills. This platform can be used to have peer review using breakout classroom which is under the teacher's control. Students can discuss in pairs on their essays. The most important use of this platform for teaching writing is the plagiarism that can be checked automatically. Whereas, the main drawback of this practice is the internet connection that can make students get misunderstanding.

**Key words:** cyber learning, writing class, online writing

## INTRODUCTION

Due to the Covid19 pandemic, all the teaching and learning activities are done online. In the university where the writer is teaching, online teaching is conducted in cyber learning. Using this platform, teachers can have any activities

that they usually do in the real classroom. This platform has been developed to be done and can be used to change from offline to online courses.

Keith Boran, a writing teacher (in Boran et al., 2010), confessed that he did not feel he was doing a good job being a teacher, but then one of his students emailed and thanked him for his teaching online. He knew that he could help learners to be in a virtual classroom. Another teacher, Dixon Bynum, stated that online class could help him to be more productive. He explained that a teacher should not always physically clear up any confusion for the students every two or three days. He wanted his students to enter a dependable space each time they encounter a new lesson during the semester. He emphasizes that a dependable and simple structure also reassures non-traditional students (Boran et al., 2010)

Some questions emerge when teaching writing in online environment: how the teacher builds effective communication with the student and how the teacher ensures that the students engage in the classroom. When teachers can ensure this, the students may get the advantages of this online course. This article explores the benefits and drawbacks of using Cyber learning for writing classes.

## **CYBER LEARNING**

E-learning platform has been started to prepare a platform for online learning called the E-learning platform and has been developed into Cyber learning. This platform can be used for Hybrid Learning because it is connected to the system and equipped with various means that can parallel to face-to-face lectures, such as discussion rooms, attendance, and plagiarism prevention (Perpustakaan; & MSI Unika Soegijapranata, 2020).

As an online course platform, cyber learning can be used to run online learning. However, Muilenburg & Berge (2005) explain that there are eight barriers to online teaching. They are a) administrative issues, (b) social interaction, (c) academic skills, (d) technical skills, (e) learner motivation, (f) time and support for studies, (g) cost and access to the internet, and (h) technical problems. These barriers are

the challenges that teachers, including writing teachers, should face.

Cyber learning can be used to have activities like attendance, assignment, live chat, forum, quiz, and it also prepares some teaching platforms like Big Blue Button, Jitzy, zoom, and Google Meet.

## **PRACTICES IN WRITING**

Learning writing needs a long process, and it is considered the most difficult one among other language skills, while writing is an essential form of communication. It is a useful tool for discovering and thinking. Writing is the vital connection on which education, culture, and commerce in our society.

Moreover, writing helps learners gain independence, comprehensibility, fluency, and creativity in writing. However, writers need specific abilities to put their thoughts into words in a meaningful form and to interact with the message mentally as what Elbow (1998) explains on the concept of writing as follows that writing is not as a way to transmit a message but as a way to grow and cook a message. Writing is a way to end up thinking something people could not have started out thinking. Writing is, in fact, a transaction with words whereby people free themselves from what they presently think, feel, and perceive. Thus, writing is delivering meaning to readers. Therefore, at the end of the writing process, writers have to present meaningful articles with appropriate grammar.

### **A. Writing Process**

This focuses more on the process of writing. This approach sees writing primarily as the exercise of linguistic skills and writing development as an unconscious process that occurs when teachers facilitate writing skills (Badger & White, 2000). In terms of feedback, this process approach can facilitate the students to gain their writing ability. Berg (1999), Zhang (1995), and Keh (1990), as cited in (Grami, 2010) for instance, believe that peer response is part of the process

approach to teaching writing and feedback in its various forms is a fundamental element of this approach. The process approach allows students to understand the importance of all activities during the writing process, including peer review, which will improve their writing skills. Peer review will teach the students that writing is a process.

## **B. Technology on Writing**

The use of technology in the 1990s was still ineffective. It did not give any clear conclusion on whether it could help students to reach their success. According to Ruschoof (1993) said that the use of technology cannot be proven effective yet. However, some people believe that it can be helpful.

In this era, the use of media technology in foreign language teaching or learning has developed continuously, primarily due to the covid19 pandemic when all teaching-learning activities are conducted online. Teachers have tried to make use of the technology. People may now be familiar with communication technology such as email, text through Whatsapp or line, video, conferencing with Zoom platform, or Google -Meet.

According to Liu ( 2010), the advancement of modern technologies tries its best to accommodate people's needs, especially the younger generation that has been labeled as Digital Natives by Marc Presky (2001). He defined today's students as "they spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age," as cited by Liu (2010). These new generations always follow the development of gadgets that can be called communication technology.

These facts may be made used by the teachers to help them enhance their teaching-learning activities. Based on his research, Liu (2010) suggests that teachers can use these communication technologies to help them in the teaching process. Teachers can integrate social media in their education system as the teaching source that can help them deliver the teaching material. Besides social media, the teachers also enrich their students with the real world by using social media.

Technology has developed so fast, and it has influenced the teaching-learning activity. It has changed the way writing is taught. According to Weigle (2009, p 222), using technology in writing classes ranges from asking students to submit a final draft using word process to teaching in networked classrooms. More teacher-student and student-student interaction take place online rather than face to face.

### C. Teaching Writing Online

Teaching Writing online can give new opportunities—new ways of writing—that students in a traditional classroom would never have the opportunity to experience (Boran et al., 2010). Further, they also explain that online courses afford flexibility that the traditional classroom might not. However, it is necessary to have a standard online course.

In their syllabus manual, the Department of Writing and Rhetoric University of the University of Mississippi provides their professors manual (Boran et al., 2010). It is explained that they can create a welcome video for new students. This online course is an entire online course, where the students may have demanding schedules, and they have to balance work, school, and families. Thus, professors can meet their students by appointment. That way, the students will know they can still meet the professors at a mutually convenient time.

## DISCUSSIONS

This discussion, online course using Cyber learning, is slightly different from what is mentioned above, where the students can have an appointment with their professor. Here are the teaching and learning activities using Cyber learning, and the time is already scheduled for all students. However, the students can join the class and have some activities prepared by the teachers. The following will present the benefits and the drawbacks of using Cyber learning in general and especially in writing.



## A. The Benefits of Using Cyber Learning

In general, Cyber Learning has been prepared for online teaching by the administrative staff. The schedule has been made, and the lecturers can log in and prepare their teaching there before the class. There are many activities that they can do. In teaching writing, interaction can be done. First, all the material can be uploaded, and the students can get the material shared. When teaching, the material can also be presented. These are the benefits that other lecturers of different subjects can make use of it. In terms of writing, the process of learning writing using Cyber learning can be done through BBB. With this, BBB lecturers can present teaching materials while providing explanations and classical discussions. Lecturers can appoint students to present their writing on the screen and then ask other students to review it. Through this BBB, lecturers can control this virtual classroom's activities by asking students to become moderators so that students can provide input to each other. The activity can then be continued by asking students to find their partners to do a peer review in the breakout room. After that, they can present the result of their peer review activities in the virtual classroom. In writing lessons, peer review can be done synchronously or asynchronously. Peer review is a process that involves collaborative learning in which students assess each other's essays and provide mutual feedback (Pearce et al., 2009). Through this peer review, students carry out a communication process where students enter into dialogue related to performance and standards "(Liu & Carless, 2006).

With this Cyber learning, students can also have a forum to give a comment or review an essay. Being accustomed to reviewing their partner's writing, students can improve their essays before becoming the final draft and uploading them in an assignment file. Through a student forum, they can also get a review from other students, not only their peers.

One of the essential things in writing is plagiarism. Using this cyber learning platform, both the teachers and students can see the percentage of their plagiarism. To encourage students to produce their essays, the plagiarism level allowed is 5%. At first, the student plagiarism rate reached more than 50%. However, through the learning process, the level of student plagiarism decreased. There are two things

students can learn because of the plagiarism process with this auto check. First, they learn to paraphrase sentences from their sources, such as books and journal articles. After that, all the writing process can be uploaded in one folder. Second, they also learn to be more creative in expressing their ideas in essays from various writing genres, such as descriptive, argument, comparison, and cause-effect essays. This paper's results can be downloaded from one folder so that this is beneficial for lecturers who can download all essays that have been written by students, then provide evaluations and ask students to improve them as the final drafts.

Through a quiz, the writer can give a test about the material they have received. This quiz is to find out how far they understand the theory given, for example, about reference writing, grammar, and writing techniques. With this quiz, students can immediately get input because they can see the quiz results so that they will then proceed to become more independent in the essay writing process.

Besides, the material from web links can also be shared in one class so that at any time, they can open the link and study it, for example, the web about specific problems of academic writing, such as grammar and punctuation.

## **B. The Drawbacks of Using Cyber Learning**

Besides the benefits described above, many drawbacks of using Cyber learning are discussed here. Based on the barrier explained by (Muilenburg & Berge (2005), the first challenge that causes disadvantages is access to the internet. It is a common problem, but there is a problem caused by internet access as students cannot do peer review activities in terms of teaching writing. When one student cannot have good internet access, the partner or the peer cannot do asynchronous peer review, but asynchronous where nature will be different. Due to this problem, the deadline will not be fulfilled, and the lecturers should tolerate this.

Internet connection also causes problems in writing class as writing needs complicated things. Thus, when there are some seconds of lost connection, students may understand differently.

## CONCLUSION

This online learning process does provide positive results where all writing assignments can be controlled because all of them have a time limit so that everything becomes controlled. However, not all students benefit from this online learning process. Some students did not show any progress made through this learning process because their writing was far from adequate. The drawbacks of online learning are the reasons for this. A poor internet connection and insufficient quota have hindered them from performing their best. However, the goal of teaching writing, to make students can write, can be achieved.

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# Interactive Classroom Rituals in Online Speaking Classes

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**Abstract:** Considering the fact that an EFL class is supposed to be the major source of comprehensible input for students, teachers are challenged to present their lessons in such a way to boost students' participation in the classroom. Language classrooms rituals which are conventionally framed by stages to promote meaning negotiation through teacher-student interaction can be seen as one of the profound strategies of teaching. Does this notion also well applied in online classes? This paper is a reflective paper on the practice of interactive classroom rituals in online speaking classes during the time of pandemic. It will show how the switch of teaching mode from face-to-face classroom to fully online mode demands teacher's creativity to create interactive classroom rituals and how students engage and participate in all stages of classroom rituals.

**Key words:** interactive, classroom rituals, online speaking classes

## INTRODUCTION

The integration of technology in languages classes has been around for decades (Dudeny & Hockly, 2007). In line with the development of foreign language teaching methods, the use of computers in the foreign language learning process also experiences interesting development. The term CALL (Computer Assisted Language Learning) has been known since the fifties with the introduction of the "Grammar Translation Method" and "Audiolingual Method" in teaching foreign languages. For two decades, CALL was applied as a Structural / Behaviorist CALL where computers were mostly used in the process of learning foreign

languages in language laboratories (Stevie, 2020). In the eighties to the nineties, foreign language teaching methods were more directed at learning a communicative foreign language. Therefore, the use of CALL in language classes is also known as Communicative CALL where technology can help students take lessons interactively. The advancement of technology has enabled teachers to integrate teaching materials and technology since the year of 2000. Since then, technology has become an integrated part of language teaching and learning process in which teachers can provoke students to make use of technology as the sources of learning and knowledge enrichment.

In the time when a language class must be conducted online, teachers are not only challenged to integrate technology in their class but also make use of technology as the teaching mode. Some reflective questions of online class practices are often addressed lately to teachers and educators: do teachers really integrate technology in their classes? Do teachers only switch the teaching mode from offline to online classes without adjusting their teaching strategies and materials? What does it really mean to have an online class? Those questions can be a wake up alarm for teachers who do not bother with their teaching materials and strategies. To some extents, foreign language teachers must adjust themselves with the new platform and new ways of language skill teaching.

In a speaking class which is a part of productive language skill class, teachers are supposed to prepare their class by considering some learning activities which include rehearsal; feedback; and engagement (Harmer, 2001). Teacher's choice of materials and activities will determine the success of her or his class. In traditional class (face-to-face class), teacher and students can engage in an interactive interaction while in online class, teacher is challenged to create natural class like. Teachers should be aware of the challenges they face in online classes such as the students' readiness to study with this platform and some technical problems which teachers and students may encounter in the learning process.

With the switch of teaching mode from face-to-face to online mode, teaching strategies including classroom rituals can be changed and adjusted with the online learning platform. Teacher's creativity is challenged to create interactive classroom

rituals which make a two-way communication happens. Another challenge of online teaching is dealing with interaction between teacher and students. During an online session, students commonly not open their camera for some reasons such as bad internet connections or other technical problems. In fact, some of those reasons are cliché in online classes. This situation often makes teacher finds it hard to see how students engage in the classroom. Therefore, teachers need to find a way to maximize students' participation in all stages of classroom activities. This paper is a reflective paper on the practice of interactive classroom rituals in online speaking classes.

## **CLASSROOM RITUALS IN LANGUAGE CLASSES**

Rituals have been defined in various ways depending on how they are seen from different angles and purposes. In relation to rituals in teaching and learning practices, Maloney (1997) mentions that rituals in the classroom setting are seen as sets of repetitive and culturally specific performances in which rituals are parts of the culture and considered as the expressions of ideas, attitudes, and values. In the writer's opinion, classroom rituals are seen as sets of activities which are understood by teachers and students in the classroom. Traditionally, the classroom rituals in language classes are comprised of some stages.

### **A. Stages in Language Classroom**

Language classrooms are supposed to be the trusted sources of comprehensible input for students. Krashen (2008) stresses that classroom is of benefit when it is the source of comprehensible input. It is the input which is optimal for language acquisition. The input will promote language acquisition with the help of setting or extra linguistic information. With this proposition, teachers must provide setting to optimize the comprehensible input for students. The setting created or provided by teachers should be integrated in the learning activities organization.

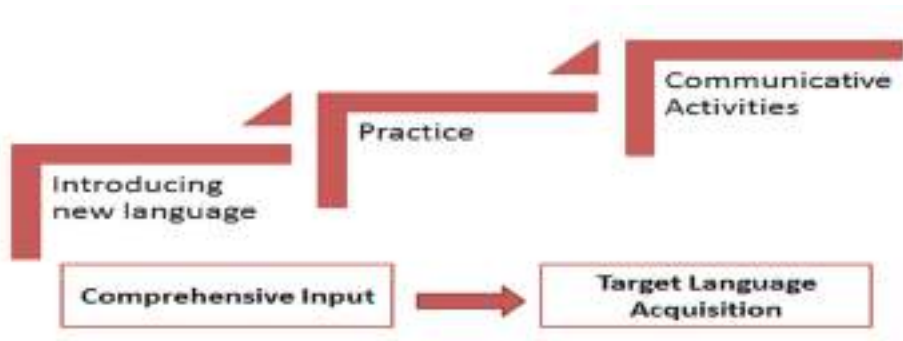
Since language class is dealing with receptive and productive skills or input and output, teachers must consider activities which promote language use for

communicative purposes. Students need to be involved in the communicative activities in the classroom. This paper concerns with speaking classes which are parts of productive language skills. There are at least three stages of productive skill learning or teaching (Harmer, 2010) so called introducing new language, practice, and communicative activities.

In the first stage, introducing the new language, the teachers present to the students information about the language they are learning. Teachers can explain the new language functions, expression, new words, forms, and meanings of the new language they are introducing to their students. Students are also explained how to use the language through examples and context as extra linguistic information. Harmer (2010) suggests three kinds of contexts to support the introduction of the new language. Those contexts include the students' world which refers to the physical surroundings or classroom and students' lives; the outside world by creating situation close to the real natural discourse, and formulated information or information presented in the form of tables, notes, charts, etc.

The second stage is practice when students are asked to have practices with their partners or in small groups. In this stage do the tasks given by the teachers with their peers. The last stage is communicative activities which make students use the new language to communicate or express their ideas. In other words, it is the time for the students to practice using the language for communicative purposes. Through the communicative activities, teachers can access their students' competences in the target language. Moreover, if during the three stages students receive comprehensible input from teacher talk and interlanguage (other language learners' language), target language acquisition may take place. Basically, those three stages explained are the common classroom rituals in language classes. The following figure describes the stages in language classroom.

Figure1. Stages in Language Classroom



## B. Speaking Classes Activities

In speaking classes, the classroom rituals are commonly set up in three teaching sequences as the following: [1] engagement [2] study [3] activate. In the first sequence, students are engaged with the topic, in the next sequence, students will be brought further to the lesson. In this sequence, teacher explains the lesson and gives examples or language models. In the activate sequence, students will use the knowledge they get from the previous sequence into practices (Harmer, 2007).

Following the sequences described above, there are some stages of classroom activities organization (Harmer, 2010). Those stages are:

1. Lead in stage  
This stage functions to bridge students' previous knowledge to the new topic of the day. Students will be introduced to the new topic through several activities depending on the topic, student level, and the materials.
2. Set the tasks  
In this stage teachers explain exactly what the students are going to do. In other words, teachers give instruction to the students in this stage.
3. Monitor the tasks  
Teachers monitor how the students do the tasks and help them when students face with difficulties.



4. Give Task Feedback

Students receive feedback from teachers on how they have done the task. In this stage, teachers may return back to set the tasks stage when teachers feel it is necessary to repeat the practice.

5. Task-related follow-up

Teachers may proceed to this stage when the time allows and teachers assume that this stage is necessary.

### **C. Online Speaking Classes**

In conventional or face-to-face classes, those stages above are applied in the classrooms where direct interaction can be clearly monitored. All the learning process in speaking classes is supported by extra linguistic properties such as context and non-verbal communication. However, when the speaking classes are conducted online, teachers are demanded to provide context which can engage students, give students space to practice, and reduce students' affective states such as anxiety and boredom. To achieve those goals, the writer tries to apply the online classroom rituals in such an interactive way. The following paragraphs will share some of the writer's classroom experiences with the students.

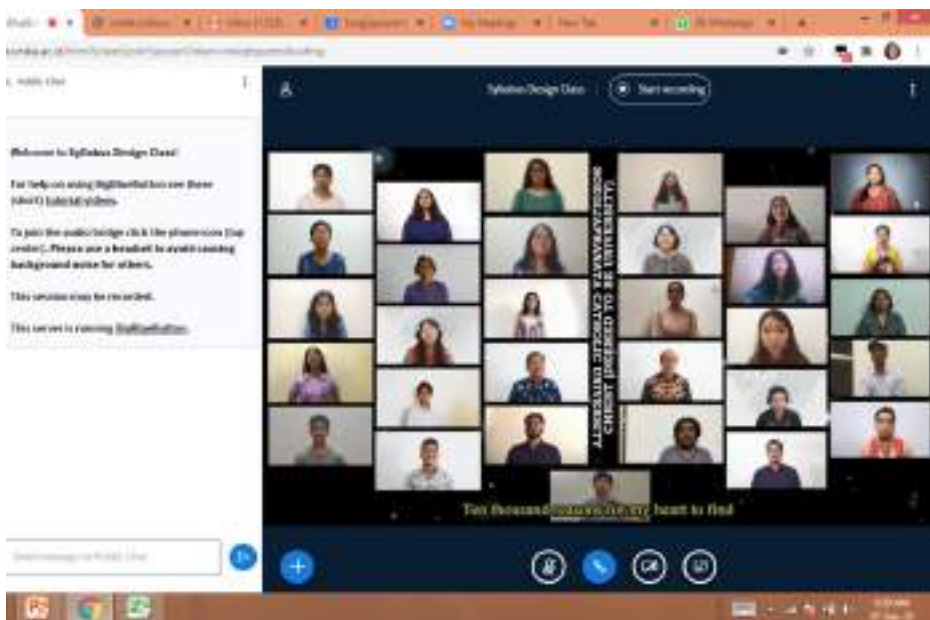
#### **1. Interactive Online Classroom Rituals**

As it has been outlined above, it is challenging to apply the sequences and stages in an online speaking class. One way to keep students' spirit and improve their motivation to join online speaking classes is by having activities which are appropriate with their learning styles but are able to accommodate the objectives of the lesson. Some of the teaching methods applied in these classes are small group discussion, shared notes, using poll, role-play, and speech practices.

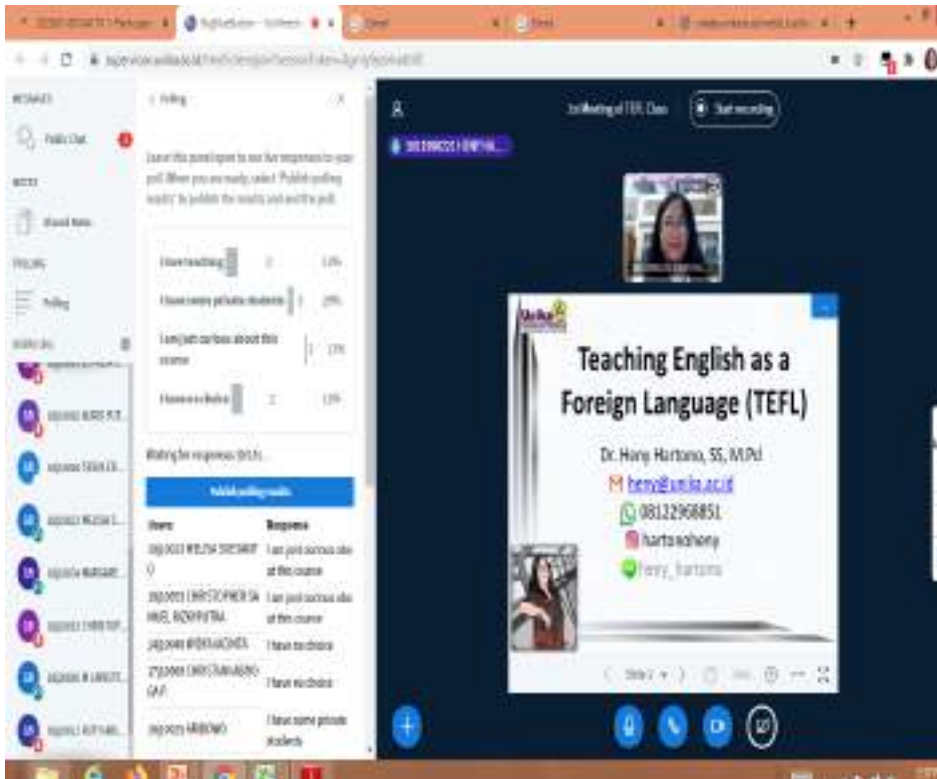
To begin the class, the writer usually starts with some activities which can engage students such as playing a song from youtube followed by a brief discussion about the song. Another technique in this engagement sequence is having a poll.

Using the tools in the LMS application, a poll can be set up and the results of the poll can be used to lead students to the topic of the day.

In the study sequence, the writer sometimes uses video or slides to help students understand the lesson. Meanwhile, to manage student practices, students are sent to small groups by using the breakout room tools in the LMS. The small group activities are effective to make students participate in the class activities. In their small groups, each student also gets a chance to practice. Teacher can monitor them by moving around from one small group to other small groups. The writer herself prefers to randomly assign students in the small groups. This way will give students experience in working with different team in every session.



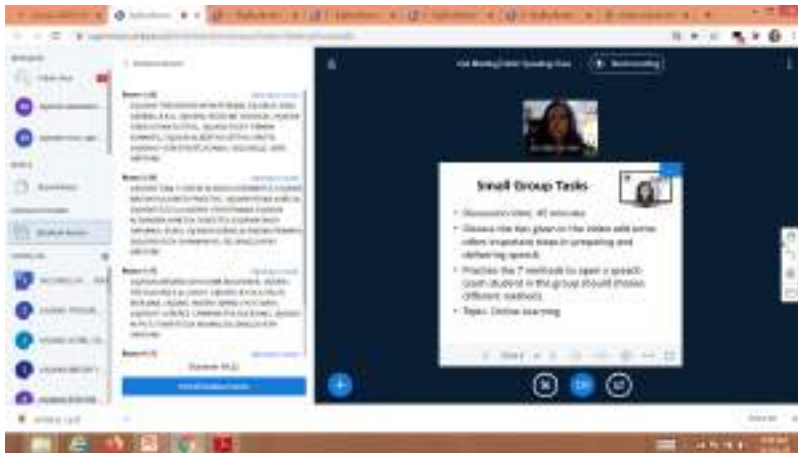
Picture1. Playing a song in Engagement Sequence (lead in stage)



Picture2. Having a poll in Engagement Sequence (lead in stage)

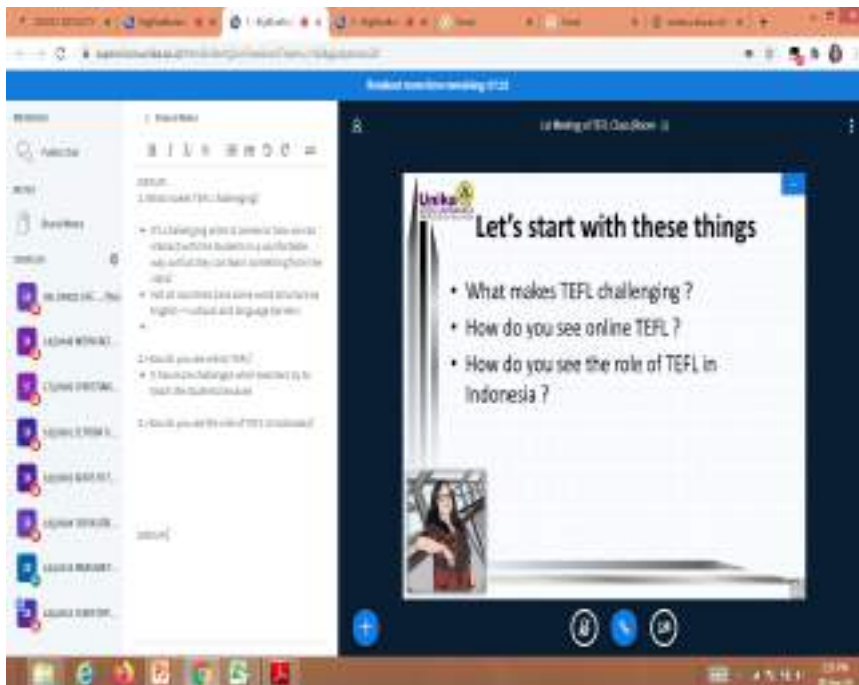


Picture3. Using video in the Study sequence



Picture4. Small Groups in Practice stage (doing tasks)

The Feedback stage is usually done with shared notes. Teacher asks students to write what they have learnt on that day. With shared notes, all students can work at the same time which can save the time. Teacher can pick up some of the students notes to be shared or clarified with the students.



Picture5. Shared Notes in assessment (Feedback stage)

Various teaching techniques help students keep their focus in the lessons and class activities. Applying various techniques can avoid students' boredom. As a matter of fact, students will be curious to know 'what next' in their sessions. Additional materials which can be taken from various sources such as from youtube can also increase their understanding of the lessons especially in speaking classes. Teachers can use video so that students can learn from the native speakers. Video also helps student get better understanding because they can access the audio visual aids. With the audio visual aids, learning process will be easier and more fun for students.

## **2. Student Engagement**

Students' participation and engagement in all class activities are good or even better compared with the offline classes. There are students who are more enthusiastic and brave to express their opinion in online classes rather than if they are in offline classes. The writer also observes that students are engaged in all stages. They also tend to be more punctual because they know they will work in small groups. If they come late, they will not get the small groups.

To be able to prepare all the speaking class activities, teacher needs to revisit, revise, create, and prepare his or her teaching materials. Teaching materials will be the most effective when they are presented in interactive way. Therefore, teachers should be creative in all stages of classroom activities. Teachers are also demanded to adjust their lesson plans according to the mode or teaching platform. Another important aspect is teachers' readiness to use the online platform. To ensure the class scenario can be run effectively, teachers must train themselves how to make use the tools and other supporting systems for their online classes. It is highly recommended for teachers to practice before they run their classes. Teacher's ability to use and operate the online system is important to build students' trust in teacher's ability to handle the online classes. If students trust their teachers, generally they will have positive attitude towards the class.

Although online classes require more preparation, once everything is well set up and prepared, the learning process will go smooth. Reflecting from what the

writer has been doing in a half of the fully online semester, she is quiet happy and satisfied with the results. In the beginning, it can be frustrating because teachers themselves still have to struggle with the new way of teaching. On the students' side, they should also adjust themselves and make themselves familiar with the new classroom rituals. Once the rituals have been well understood and implemented by both parts, students and teachers will feel comfortable with the online classes.

## CONCLUSION

Based on what have been written above, there are some points that can be concluded as the following:

- Online language classes need adjustment and different teaching strategies to engage students in the communicative activities.
- Online speaking classes can adapt the conventional classroom sequences and stages by modifying the activities, materials, and teaching techniques.
- Teachers also need to upgrade themselves with skills to use and integrate technology in their classes.
- Interactive classroom rituals in online speaking classes can increase students' engagement in the classroom activities.

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# Free Online Learning Platform

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**Abstract:** The purpose of this paper is to inspire the reader especially teachers on conducting online learning with a limited budget and describes how Microsoft Teams (MS Teams) can be used for online learning. The paper is based on the writer's teaching experience during the covid-19 pandemic. The writer uses a free platform named MS Teams to conduct online learning. This paper uses a descriptive qualitative research method to explain the related matter. It involved the students of English bachelor's degree in the language and culture faculty of 17 Agustus 1945 Semarang University as the participants on using the platform. The paper discusses how to use the free version platform for online learning, the advantage and the disadvantage on using this platform for the online teaching and learning process. The finding of this paper shows that free online platforms such as MS Teams can still be used for online teaching although it is actually not meant for education purposes. Therefore, some features need to be adjusted to suit the online teaching activities.

**Keywords:** Microsoft Teams, application, online teaching, platform

## INTRODUCTION

According to World Health Organization (WHO) (2020), Covid-19 has been declared as an international disaster by WHO since early 2020. The report of the statement from WHO can be found here: <https://www.who.int/news/item/27-04-2020-who-timeline-covid-19>. The president of Indonesia, Mr. Joko Widodo, announced the pandemic as a national disaster in April 2020. The article can be read on



<https://www.loc.gov/law/foreign-news/article/indonesia-spread-of-covid-19-declared-a-national-disaster/>. It causes major changes in human kind's life in many fields such as economy, lifestyle, and even educational field. Everyone has to work from home and hold themselves for not doing outdoor activities as they normally do. This situation forced most of all aspects of life including the educational environment to find the best way to overcome this situation. One way to keep the education running but without having the students and teachers at school is by conducting online learning. However, online learning needs additional budget such as for the gadget, the internet service, and the platform service. On the other hand, the Covid-19 pandemic influences people's economy life and makes some people lost their regular income. Therefore, an alternative and creative solution are needed for online learning with low budget, for example by making use of a free online learning platform.

As an educator, the writer also faced the same problem. Since everyone was suggested to stay at home in order to prevent the virus from spreading, the writer then explored to seek for a platform that suitable for the online class. There are many online platforms, especially those that have conference features that can be found these days. However, choosing the best and suitable one needs many considerations. The consideration includes the features that the platform offers and more important considering the impact of the pandemic specifically in economic sector is whether it is a paid platform or a free one. For the low budget online learning, people can use a platform that offers free version. In this paper, the writer talks about a kind of free of charge platform from Microsoft or people knows as MS Teams.

The writer decided to use MS Teams for some reasons. They are the features and the cost. The paper discusses what MS Teams is, the implementation, the advantage, and the disadvantage on using MS Teams free version for online learning. Among other platforms, the writer finds that the MS team has some specification needed for online learning in one platform although it is actually not meant for education purposes.

The need of having a platform that provides a complete feature but free for

conducting online learning motivated the writer to use MS Teams as an alternative solution. The application offers features that can replace the offline class activities such as face to face conversations to using the video conference tool for that purpose. This tool makes face to face teaching quite possible in a way the teacher and the students can see each other's face during the running class although in distance. No charge for using this platform makes it even better.

## LITERATURE REVIEW

### A. What is Microsoft Teams?

Judging from the name, people will easily recognize this application developed by Microsoft. It is a communication platform that offers workspace chat and videoconferencing, file storage, and application integration. It provides three major categories. They are Microsoft Teams for work (business), for home, and for education. Each of them has slightly different features, one among others. The features are meant to suit the needs of each category. Namely, for the education category, users can find a feature that is specifically used for submitting assignments and giving score.

Microsoft Teams offers two kinds of service version. They are paid version and free version. The paid version, of course, has better and more features compared to the free one. However, the free version also provides features that can be used for online learning although with some limitations. Let us have a look at the differences between those two versions.

The feature differences between paid version and free one are as follows (Microsoft Team, 2020):

- Maximum members (users)

Teams paid allows unlimited number with an enterprise license. Team free only allows maximum of 500.000 per org.

- Storage

Teams paid provides 1TB per user and Teams free only 2GB per user, and 10GB of share storage.

- Meeting recording

It is only provided in Teams paid even it is available with Microsoft Stream.

- Guest access, screen sharing, channel setting, 1:1 and group online and video calls

Both paid and free allow those features.

- Scheduled meetings

Although both versions enable this feature but only paid version that can be integrated with exchange calendar.

## **B. Online Learning**

Internet is not a new thing these days. Everyone uses it for many purposes, namely entertainment, business and also education. The implementation of online learning is very necessary avenue for training and implementing programs across the global network (Bartley & Galek, 2004).

Bartley & Galek state that online learning is a subset of a collection of learning tools collectively referred to as flexible learning. It is flexible because people can do it everywhere as long as they have got internet connection and the gadget. The development of innovative and effective methods made possible by advanced technologies are constricted by the narrow perspective of online education held by many who think only of static online tutorials and online books (Kilby, 2001).

Online learning involves some aspects such as the use of the gadget and also the readiness of both the students and the teachers. The readiness includes the tool, the knowledge of using the technology, the preparation to deliver the material in as interesting as possible way, and the willingness to do the learning activity differently. An interesting opinion about online learning especially from

the teachers' perspective mentioned by Shelton & Saltsman. It is as follows:

Teaching online is a little like gardening. Like plants, students need a healthy and fertile environment if they are going to mature and thrive in their online courses. It takes planning, preparation, hard work, and enough knowledge to know what to do (and what not to do) for your labor to yield an abundant harvest. Online instruction is new to many instructors in higher education, and for good reason. In just a few years, it has grown from an academic experiment to a recognized alternative to traditional classroom learning. In fact, even traditional classes have embraced many of the teaching methods popularized by online education. (2004)

## METHODOLOGY

The descriptive qualitative method was chosen to analyze the information about the topic. Lambert & Lambert (2012) state that the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

The writer involved the students of bachelor degree of English Department at 17 Agustus 1945 Semarang University. They are in their first, third and fifth semester, academic year 2020/2021. There are 60 students all together. The writer asked the students to fill in a questioner. The questioner is meant to find out their opinion on using this platform and the questions are as follows:

1. Did the platform run well? A. Yes, B. No
2. Are you satisfied on using this platform? A. Yes, B. No
3. Do you have any objections to keep using this platform for the online learning? A. Yes, B. No
4. Will you suggest other platform for the online learning? A. Yes, B. No
5. If you have any suggestion, mention here.

## RESULTS AND DISCUSSIONS

### A. The Implementation

The syllabus and material were prepared for the first step. Each material was designed to fulfill 14 meetings for delivering the material, 1 meeting for mid-term test, and another meeting for final test. So there are 16 meetings all together.

It began by assigning the students to place their Gmail or Outlook mail on a list. The writer registered to MS Teams but instead of choosing for school, she chose for work category. This kind of category was chosen because it is free of charge. Once the account is ready, the writer adds the students' emails in the MS Teams. When one is added to MS Teams, he/she will receive an invitation to join in the email. Just check the email and click join the Teams. There are two choices to join an MS Teams, browser or application installed. After adding the members, the writer created classes and then asked the students to join in the classes as they are scheduled.

The class can be conducted using conference feature which is easy to start. The teacher just needs to click 'meet' on the right top of the screen to start the meeting. The other way to start the meeting is by creating a scheduled meeting and then share the link on the chat. Once the meeting is started, the teacher can share the material by using share content feature. The share content can also be done by the participant after they are authorized by the host. There is also whiteboard feature that allows the all participants of the meeting to write on it. However, for this feature, the user needs to use high level processor on his laptop in order to make it run well. The users can also do other fun thing such as setting the background effect to any pictures they like. The platform provides some background pictures that the user can choose and use. But they can also use their own picture which needs to be uploaded before it is used.

After the class, the teacher can download the attendance list provided by the platform before hang up. It will show the time when the participant login and logout. This feature can help the teacher to see who is present that day.

The meeting activity or any activity such as texting in the chat forum during the meeting will be shown up on the main screen. So that the user can check the previous activity. Besides that, the meeting can also be recorded that will allow the students who are not present at that time can learn by watching the video.

## **B. The Advantage**

The writer finds several advantages after using the MS Teams for her classes. Those advantages are:

1. Free and unlimited video conference

The learning is more lively by using video conference. MS Teams provides that feature with no time limit and for free of charge.

2. All features in one platform

The users can have chat forum, video conference, files sharing and other additional app for supporting the online learning in one platform. Therefore, we just need to install one platform.

3. Interesting appearance

The platform shows an eye catching appearance for each feature in it. For example, users can use back ground effect setting to make the meeting more fun.

4. Easy to operate

It is very easy to operate especially for the beginner user. It shows simple icons which the function is easy to be recognized.

## **C. The Disadvantage**

It was mentioned earlier that the writer used a free version MS Teams that is actually meant for work not for educational purposes. As a result, there are some disadvantages on using this platform. Although the features are varied but the user has to make some adjustment on the feature to be able to suit the class needs. Those features are:

1. Assignment folder

The free version of MS Teams does not have a particular folder for assignment as we can find in the paid version. There is only regular channel to be adjusted as a folder. But still it is not enough, since other students can open and see the work of other. The user will need another application such as Google Classroom for having students' private folder.

## 2. No school email

MS Teams provides school email for the paid version, which allow the user to name the email address as they wish for example by their school's name. There is no such service for the free version. The emails that can be registered are those from Microsoft such as Outlook and Hotmail and Google such as Gmail.

## 3. Limited members

The free version is not suitable for big school like the whole university since it is limited only for maximum 500.000 members per org.

## CONCLUSION

The year 2020 becomes a difficult year since Covid-19 virus effected everyone's life. Many people lost their jobs and income. In educational sector, this pandemic also forced the changing, one of them is the learning method. People who normally can go to their school building has to stay at home and change to online learning. The situation pushed the educators to search for tool that can be used to teach their class. There are many platforms for online, however not all of them suit to the situation and condition. Therefore, the educators need to select the suitable one. There are some considerations on choosing the platform namely whether the platform is easy to use, the cost and the feature. The cost becomes the biggest consideration for some people due to the economic situation mention earlier. Fortunately, there are platform that provides free service. One of that platform is MS Teams. Although it is free but the feature is enough to conduct an online learning.

## SUGGESTION

As it is mentioned earlier that this platform is managed by Microsoft, the writer suggests to use email under Microsoft management as well, such as Outlook and Hotmail. It is because there were some experiences on facing troubleshooting when the non-Microsoft email address user trying to join in a team. The writer also suggests to use laptop which has good quality processor so that the platform can run smoothly. And at last, to get rid the boredom of starring at the laptop screen while online learning, it is strongly suggested that the teacher use different technique of teaching in every class. For example, the teacher uses an interesting power point presentation one time and the other time uses the whiteboard for explaining the material. Using the extended application such as Kahoot! will make the class more fun and interesting join in.

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# Digitizing Pronunciation Practice Using Moodle LMS toward Intelligibility

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**Abstract:** The current study reports the implementation of the online teaching amid COVID-19 Pandemic, regarding ‘Pronunciation Practice Class’ using Moodle LMS. One shot experimental design was employed in the class under study due to the constraints of class size and current teaching mode obligation. Some theoretical issues with respect to the phonetics and phonology were also highlighted to strengthen the research stance that intelligibility has been very much stressed in any foreign language setting for the students to be able to participate in discursive practices later on upon completion of the learning process. In the study, a pretest was administered to measure the intelligibility prior to the treatment while a posttest was administered to measure to what extent the students’ English pronunciation has intelligibly developed upon the treatment. The findings reveal that the students’ phonological awareness and practice pronouncing exercises can significantly develop the students’ competence in producing intelligible fricatives, affricates, diphthongs, consonant clusters, and mute sounds as realized in different phonological contexts. The study concludes teaching phonological awareness and practice pronouncing exercises via Moodle LMS contributes significantly to the students’ pronunciation intelligibility, and thus improving their speaking proficiency. It is recommended that e-learning shall be presented in a variety of ways to avoid boredom

**Key words:** digitized pronunciation practice, intelligibility, phonological awareness, speech sounds, speaking proficiency,

## INTRODUCTION

The learning outcome of teaching English is to achieve English competence, one of which is competence in speaking English. Proficient speakers of English have knowledge of sounds consciously or unconsciously. Native speakers have this phonological knowledge, yet they are not aware of it. This knowledge makes them able to speak accurately. It is argued that the native speakers' knowledge of the language system is acquired or learnt through naturalistic settings, through communication that takes place in naturally occurring social situations, while the EFL learners should learn it through study or classroom instruction (Ellis, 1994).

Thus, to be proficient English speakers, EFL learners should master the sound system of English in order to be able to produce English speech sounds more accurately, to produce meaningful and intelligible utterances. But unfortunately, some teachers feel that pronunciation is the least important aspect of language teaching. Consequently, pronunciation teaching is often ignored that will impact on EFL students' poor pronunciation that may cause confusion and misunderstanding on the interlocutors. It is arguably true that intelligible pronunciation is very important for EFL learners since unintelligible pronunciation inhibits successful communication with native speakers, even for utterances with sizeable vocabularies and with correct grammar (Li, 2016). In addition, it goes without saying that the important reasons for teaching pronunciation, i.e. to improve intelligibility, to create favorable impression. Employing the wrong speech sounds can cause the interlocutors fail to grasp the message or to misinterpret the meaning of the message. The speaker's pronunciation may, consciously or unconsciously, influence the hearers' opinion of the speaker they are listening to (Poedjosoedarmo, 2003).

Phonetics teaching is often applied at the university level to raise the EFL students' awareness of the English sound system since English orthographic writing does not represent the phonemes consistently. And it will be more effective if the phonetics teaching is supplemented with phonological analysis such as contrastive phonological analysis practices as said argued (Seidhofer, 2001) that mature students benefit from phonetic training, comparison of the native and the target

language sound systems. This is important especially for EFL students whose native language graphemes represent the phonemes consistently, i.e. have straightforward relationship. Without having awareness of the English sound system, they may not acquire accurate English pronunciation. Thus, raising students' awareness of the target language sound system is one of the aims in foreign language teaching.

Awareness of the target language sound system will be acquired if the EFL learners study the features of the target language sound system in depth, so the knowledge will be implanted deeply in their mind. This awareness will enable them to have a habit to apply their knowledge to solve pronunciation problems they face in communication. One way to implant the phonological knowledge is through phonological analysis such as contrastive phonological analysis, error analysis, self analysis, peer analysis, L2 transcribing practices and analysis.

Phonological analysis refers to awareness-raising tasks (Rustipa, 2013). It is argued that language analysis promotes noticing and understanding because it requires the EFL learners to process the language more deeply (Sheen, 2007). Meanwhile, Ferris states that analyzing and editing engage learners in reflective learning processes that in turns will raise the learners' awareness (Ferris, 2006). Thus, it is logical to say that phonological analysis forces the students to process the sound systems more deeply with more mental effort that will result in the increase of their phonological or sound system awareness. This in turns affects the students' capability in producing more accurate and intelligible pronunciation.

It is arguably true that awareness or consciousness, i.e. becoming aware or noticing certain features of the target language, is essential in language learning. According to noticing hypothesis, students have to firstly notice features of the target language before input can become intake (Khusnia, 2017).

Awareness of linguistic features is acquired through 2 types of instruction: explicit instruction (intentional learning) and implicit instruction (incidental learning), through explicit explanation, input-based practice activities, output-based practice activities. Teachers should expose learners to oral and/or written input and require them to analyze verbally or non verbally. For learning to take

place, learners need to notice specific features. Thus, noticing is important. In order to learn from input, learners need to consciously attend and analyze the examples of linguistic features in the input to which they are exposed (Ellis, 2016).

The explanation above indicates that the raising of the students' English sound system awareness, i.e. by doing phonological analysis, is badly needed to facilitate the students in achieving pronunciation accuracy. Based on this reason, this study focuses on the effect of the phonological analysis on the students' awareness of the English sound system and in their pronunciation accuracy. The main aim of this study is to know the correlation between the students' English sound system awareness and their pronunciation accuracy. The research result is beneficial to develop better understanding of how pronunciation can be effectively taught to an EFL class.

This study was conducted during the COVID-19 Pandemic in an online class of Pronunciation Practice at Universitas Stikubank (UNISBANK) Semarang, Indonesia. The research subjects were 32 students of the first semester of English Department.

Some previous related studies on teaching pronunciation to EFL learners are as follows. Khusnia (2017) investigated the effect of phonetics and pronunciation teaching on the students' awareness of the target language sound system and evaluation of their pronunciation problems. The research results revealed that their awareness increased through teaching and this more awareness of phonetics and pronunciation affected their ability to evaluate their pronunciation problems.

This current study enlarged the previous study by adding the variables. The effort to raise the students' awareness of the target language sound system was not only done through phonetics and pronunciation teaching, but also added with phonological analysis. The aim of this study was also enlarged, not only to know the effect of the students' awareness of the target language sound system on the evaluation of their pronunciation problems, but also added with the effect on their pronunciation accuracy.

The second previous study explored the phonological fossilization of adult learners in Javanese context. The study found out that the phonological fossilization occurred because of the influence of Javanese features (Senowarsito & Ardini, 2015). Meanwhile, the sound-spelling systems in English and Persian were contrasted to reveal that mother tongue interference and overgeneralization are among the sources of pronunciation problems (Soozandehfar & Souzandehfar, 2011).

This current study partly supplemented the two above studies; finding out that the phonological fossilization and the mother tongue interference were among the goals of this current study. Most importantly, compared to the previous studies we have reviewed, the current study dealt with an online teaching of English pronunciation, making the best use of Moodle LMS.

## **THEORETICAL HIGHLIGHTS**

### **A. Phonological Awareness**

Phonological errors are indispensable from EFL learners since they have spoken their own native languages which have been deeply implanted in them as part of their habit, and it is difficult for them to change their habit. These phonological errors occur because they haven't acquired sufficient phonological knowledge. Once they acquire and aware of their phonological knowledge, they will be aware of their errors and they will be able to correct their errors using their knowledge. This idea is supported by a study that the Iranian learners' pronunciation problems are because they do not have a fixed idea of English sound system and unfamiliarity with the English phonological rules (Akbar, 2012).

Sound system or phonological awareness is defined as the area of oral language that relates to the ability to think about the sounds in a word (the word's phonological structure) rather than just the meaning of the word. It refers to the

understanding of the structure of spoken language—that it is made up of words, and words consist of syllables, rhymes, and sounds (Fitzpatrick, 1997) . Thus, the teaching and learning of phonological rules cannot be ignored in EFL class.

The effective technique to develop sound system awareness is started with making EFL learners aware of individual English speech sounds: consonants, vowels, diphthongs. Therefore, teaching Articulatory Phonetics should not be delayed.

### **B. Teaching Articulatory Phonetics**

Articulatory Phonetics is concerned with describing speech sounds, what these sounds are, how they fall into patterns, and how they change in different circumstances (Bauer, 1982). Phonetics teaching is essential to raise the students' awareness of the target language sound system. The English phonetics mastery will facilitate and make the English pronunciation learning more efficient.

The materials taught in Articulatory Phonetics are among others: How the speech sounds are produced by human's speech organs; phonetic transcription. The class activities in a course in Articulatory phonetics are among others: pronunciation training session and other phonetic exercises.

To master the English speech production, some materials are taught, i.e. places of articulation, manner of articulation, the articulation of vowel sounds, consonant and vowel charts, phonological rules, suprasegmentals. Phonetic symbols are introduced from the beginning of the lesson. It is argued (Bauer, 1982) that phonetic transcription is a useful tool used to describe speech. It is argued (Ramelan, 1999) that an EFL learner should acquaint and familiarize himself with phonetic symbols and the values assigned to them so that in case they find difficulties in pronouncing an English word, he will be able to consult a dictionary to see how it is pronounced, which is indicated in the phonetic transcription part. The EFL learners are also trained to make broad and narrow transcription in which they should consider the principles of phonology in transcribing utterances.

Pronunciation training session and other phonetic exercises are done from the very beginning of the lesson, verbally and non verbally. The exercises done by the students are among others: 1) defining or describing English speech sounds by explaining the place and manner of articulation, the activity of the vocal cords, 2) identifying certain English speech sound in a word, 3) drawing speech organ in producing certain English speech sound, 4) imitating and responding various pronunciation drills.

### **C. Phonological Analysis**

Phonological analysis can be done with contrastive phonological analysis, error phonological analysis, self and peer analysis. The students themselves do the analysis. This refers to student-center-learning model which places the student in the center of the learning process; the teacher provides the learners with opportunities to learn independently and to learn from one another. It is argued (Collins, John W. III and O'Brien, 2011) that properly implemented SCL can lead to increased motivation, greater retention of knowledge, deeper understanding, and positive attitude.

Many language teachers find contrastive analysis useful, especially in phonology because L1 transfer occurs more in phonology than in any other areas (Rahimpour and Dovaise, 2011). Meanwhile, it is also argued (Schackne, 2002) that contrastive analysis may be the most predictive at the level of phonology. Although contrastive analysis hypothesis has been criticized, it is a good starting point in language teaching.

Contrastive analysis was extensively used in the 1960s and early 1970s as a method to predict learning problems, however, not all the problems predicted appear to be difficult for the students. This prediction failure leads to the criticism to the contrastive analysis hypothesis. To overcome the shortcoming, it is suggested that teachers supplement contrastive analysis with error analysis, i.e. to identify the errors actually made in the classroom.

The students' doing phonological contrastive analysis between L1 and L2

sound system is not to predict and to avoid pronunciation problems, but to achieve L2 phonological or sound system awareness. To create comfortable learning atmosphere, the students do the analysis individually, in pairs, in groups. Knowing the similarities and differences between L1 and L2 sound system will facilitate learning. The similar elements can be transferred while the different elements should be adjusted. Rahimpour and Dovaie (2011) claim that recent years have seen some revival of interest in contrastive analysis practices though sometimes under new names. Most importantly, Ellis (1994: 341) explains “No theory of L2 acquisition is complete without an account of L1 transfer.”

It is argued (Ho, 2003) that errors are indispensable to EFL learners. Making errors is the route that the student must pass to achieve the target language. It is also stated (Freeman, Larsen, Diane and Long, 1992) that at this stage, the student produces interlanguage, i.e. language which is in the continuum between the first language and the target language. This interlanguage can fossilize if there is a permanent cessation of progress toward the TL. This fossilization can be minimized by self, peer, and teacher feedback, and also by various pronunciation practices referred to as pronunciation diagnostic analyses (Li, 2016). Teacher’s and student’s performing pronunciation diagnostic analyses can have a great effect on changing the speech of learners toward increased comprehensibility.

To achieve L2 sound system awareness, the students’ doing phonological contrastive analysis is supplemented with error phonological analysis, i.e. to make the EFL learners aware of the actual pronunciation problems they face. It is suggested (Soozandehfar & Souzandehfar, 2011) that the students do self analysis by recording their speech, find their problems in each area, and practice the correct pronunciation. They can also have consultation with friends to help each other. Another suggestion is that collaboration also encourage spoken interaction by discussing and comparing analyses (Rustipa, 2017) .

Sheen (2007) and Ferris (2006) explain that engaging language analysis promotes noticing and understanding because they process the language more deeply and engage learners in reflective learning processes. Rustipa’s study (2017) found out that the students taught with teaching strategy covering language analysis



made better progress than the students taught with teaching strategy without language analysis.

#### **D. Pronunciation Accuracy**

The desire to communicate effectively is one of the main goals of EFL learners. To achieve this goal, the students should have intelligible pronunciation. However, many of them have problems with pronunciation that inhibits successful communication. This is because teaching correct or accurate pronunciation is still widely neglected. Navehebrahim (2012) explains the impact of inaccurate pronunciation as follows: learners with inaccurate pronunciation may be intelligible, but understanding them needs more effort, or they may be unintelligible in the sense that they are often misunderstood. Hall (2007) as cited in Navehebrahim (2012) shares that on many occasions Iranians complained they were often asked by native speakers to repeat themselves in conversations, or treated impatiently by their interlocutors who could not understand their utterances. This impact of unintelligible pronunciation urges the teachers to become more aware the critical need to train pronunciation.

Gilakjani (2016) states that the goal of pronunciation training is not to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose. James (2010) as cited in Gilakjani (2016) explains that acceptable and intelligible pronunciation can be understood based on the following basic levels. In level 1, what the speaker is saying is not understandable to people because the speaker uses the wrong sounds when producing English words. In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. In level 3, people understand the speaker and the speaker's English is acceptable to listen to. It is called as comfortable intelligibility and it should be the aim of English pronunciation training.

The more accurate the pronunciation, the more intelligible it is. Therefore, producing English speech sounds accurately is vital in teaching pronunciation. Pronunciation training includes micro-level skill (accuracy-based learning), macro-

level skill (fluency-based learning) and awareness-raising classroom activities. It is argued that pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language (Gilakjani, 2016).

## **RESEARCH METHOD**

This present study was carried out in a classroom context amid the COVID-19 Pandemic, exploring the effect of explicit theoretical articulatory phonetics teaching supplemented with phonological analysis practices on the students' awareness of the English sound system and in their pronunciation accuracy. It mainly correlated the mastery of the students' phonological knowledge or the students' awareness of the target language sound system and that of the students' English pronunciation accuracy.

### **A. Participants**

The participants of the study were thirty-two first-year English Department students who had just begun their university study taking Pronunciation Practice subject. The students were of 18-20 years old. From the 32 research subjects, only 14 of them were male. They have started learning English since they were 13-14 years old when they were at the first year of Junior High School. Although they have learned English for 6-7 years, mostly their English pronunciation was still poor. It was revealed in the pretest results held by the writers before the lesson began, i.e. their average score was 56. This low proficiency level is possibly caused by the Junior and Senior High School teachers in Indonesia tend to ignore pronunciation teaching.

### **B. Pretest**

The pretest was carried out to reveal the actual pronunciation problems the research participants faced, through the e-learning program (Moodle LMS).

The participants were asked to record their reading of especially-written English sentences containing phonemes typically problematic for Indonesian students. They had to upload the recordings to the system for scoring. As mentioned above the average score of pretest was 56.

### **C. Treatment**

In our e-learning system, the students have to get access to the system on a weekly basis according to the schedule. Each session consists of at least three parts, (1) reading materials or watching a video tutorial followed by assignment to be completed within a certain period of time, (2) quizzes (essays or multiple choices) to strengthen the theoretical issues, (3) chatting and forum to discuss problems and feedbacks of the students' performance for the on-going week. The assignments may ask the students to repeat utterances, to pronounce individual words or in connected speech. The materials as a whole are systematically selected and graded to achieve intelligible pronunciation.

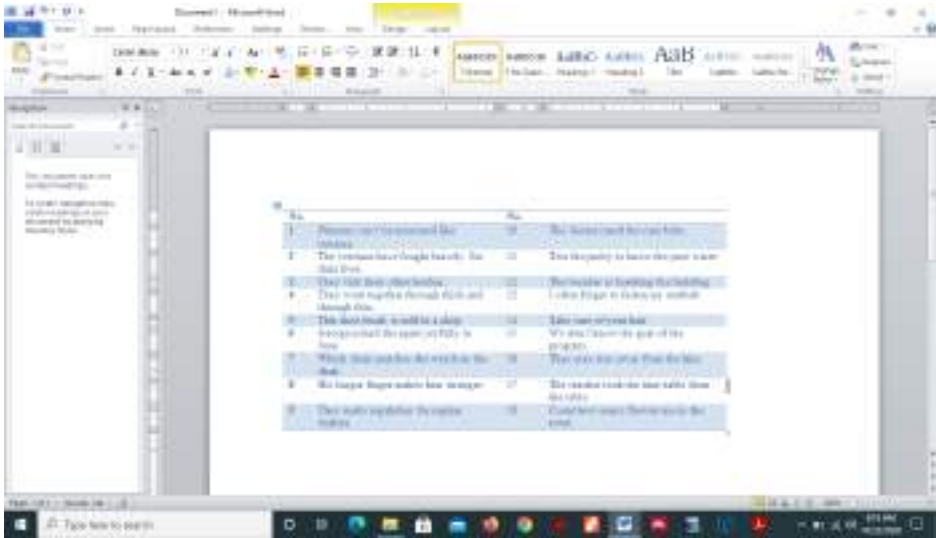
### **D. Posttest**

The posttest was administered to measure to what extent the students had improved their pronunciation in accordance with the set goals of teaching. The re-ordered pretest became the posttest as the aims were to test the same production of utterances. The students were asked to record their voices and submitted (uploaded) their recordings to the systems for scoring. The average score of the posttest was 76.

### **E. Pretest and Posttest Correlated**

Statistical calculation (t-test) was performed to measure if there was significant difference between the scores of the pretest and those of the posttest. Effective teaching was proved by higher scores for the posttest, further justified by statistical calculation. Below is a list of sentences for the students to read aloud (and recorded). The sentences were adapted from Ramelan (1999), containing English speech sounds [ʒ] [v] [ð] [θ] [ʃ] [dʒ] [tʃ] [t].

Table 1 Sentences for Performance Test of Pronunciation



The t-test was statistically calculated as follows:

Table 2 Results of Statistical Calculation

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	-1.93750E1	1.31370	.23223	-19.84864	-18.90136	-83.430	31	.000

## FINDINGS AND DISCUSSION

### A. Students' Lack of Phonological Awareness

Revealing the students' awareness of their pronunciation problems was firstly done in this research. This is important to arouse their effort to improve their pronunciation problems. This was done by interviewing the students and asking them to do self-evaluation. The researcher asked them concerning their pronunciation problems by asking open questions: 1) What English speech sounds

are difficult for you to pronounce? Do you know the way of producing English speech sounds? Most of them hesitated to answer the questions. It seems that mostly they were unaware of the actual problems they faced.

This is because they did not have sufficient knowledge of the English phonology. Following the interview, the researcher presented a list of words, and the research participants were asked to do self-evaluation by identifying the problematic sound of each word, i.e. by underlining the letter(s) of the word. The result was similar to the interview, i.e. that they hesitated to underline the letter(s); many words were left not underlined. This is because they were not sure to what sound the letter(s) of the word were referred to. It is understandable since Thus, they could not identify their learning problems completely because they were unaware of their problems. It indicates the students' low competence in doing self-evaluation of their own skills.

This is understandable because of the inconsistent system of English spelling. One sound may be represented by more than one symbol, also one symbol may represent more than one sound. The same letter may represent different sounds in different words. This deep orthography creates challenges for EFL students whose native language has a shallow orthography where graphemes and phonemes have a more straightforward relationship like Indonesian.

## **B. EFL Students' Pronunciation Problem**

The pretest revealed the EFL students' actual pronunciation problems. Problems related to fluency and supra segmental features were excluded since this present study focused on segmental features. The pronunciation problems comprised consonants, consonant clusters, silent letters, and diphthongs. Presented below is a table demonstrating the students' pronunciation problems of individual speech sounds and their clusters.

**Table 3 Problems in Individual Speech Sounds and their Clusters**

No	Speech Sounds	$\Sigma$ of Students	$\Sigma$ Facing Problems	%
1	[ʒ]	32	21	65.625
2	[v]	32	18	56.25
3	[ð]	32	17	52.125
4	[θ]	32	15	46.875
5	[ʃ]	32	14	43.75
6	[dʒ]	32	13	40.625
7	[tʃ]	32	12	37.5
8	[ŋg]	32	12	37.5
9	[pj]/[kj]/[gi]	32	12	37.5
10	mute [b] / [t]	32	11	34.375
11	[t]	32	9	28.125
13	[aʊ]	32	8	25
14	eɪ/ eə/oʊ	32	7	21.875

The table above shows that voiceless and voiced dental fricative sounds [θ, ð], voiced and voiceless palato-alveolar fricatives [ʒ, ʃ], and a voiced labiodental fricative [v] were the most problematic sounds for the students, even from year to year. Based on the analysis, they tend to replace [θ] with Indonesian [t], [ð] with [d]. This is a mistake in manner of articulation, [θ, ð] are fricatives while [t, d] are plosives. And they tend to replace [ʒ] with [z], [ʃ] with [s]. This is a mistake in a point/ place of articulation; [ʃ, ʒ] are palato-alveolar fricatives while [z, s] are alveolar fricatives. And they tend to replace the voiced labiodental fricative [v] with the Indonesian voiceless labiodental fricative [f].

This finding supports the research findings of Senowarsito and Ardini (2015), Soozandehfar and Souzandehfar (2011) that phonological fossilization occurred, that mother tongue interference is among the sources of pronunciation problems.

That Indonesian students learning English found difficulties to pronounce [θ, ð, ʃ, ʒ, v] is understandable since those sounds do not exist in the Indonesian language, thus, they are new and strange to the students. The Indonesian EFL students tend to replace those sounds with the other sounds of the Indonesian language which resemble to those strange sounds. This supports Navehebrahim's study (2012) that EFL learners may find some speech sounds difficult to pronounce because such sounds do not exist in their own native language that leads them to mispronunciation.

The English affricate consonants [tʃ, dʒ] constitute the second pronunciation problems faced by the EFL students. Both English and Indonesian languages have affricate consonants but they are different. English affricate consonants are palato alveolar and accompanied with lip rounding, while Indonesian affricate consonants are more fronted (alveolar) and not accompanied with lip rounding. Indonesian students tend to replace English [tʃ, dʒ] with their Indonesian affricates such as in the words *cari* (search), *jual* (sell). This finding supports Gilakjani's study (2016) that some EFL students' difficulties result from the first language

The third learning problems are [ŋ, g, p, k, j]. Actually, these sounds have the same qualities in Indonesian and English, but they often constitute learning problems when they occur in a cluster in the target language: [ŋg, pj, kj, gj]. Based on the observation, the students often omit the second sound, e.g. [kʊə, pʊə, ŋlɪʃ, rɛgʊlə(r)] instead of [kjʊə, pjʊə, ŋglɪʃ, rɛgʊlə(r)] and this omission may cause in different meaning, e.g. [pʊə] and [pjʊə]. [pj, kj, gj] were treated as one unit since students having problem with [pj] also had problems with [kj, gj].

Mute [b] / [t] are also problematic for Indonesian students, they tend to pronounce the mute [b] / [t], e.g. in the words *bomber*, *often*. They tend to pronounce [bɒmbə(r)], [ɔftən] instead of [bɒmə(r)], [ɔfən].

The fifth pronunciation problems is the English alveolar [t]. Both English and Indonesian have [t], but the [t] is different. Indonesian [t] such as in *tidur* (sleep) is dental, while English [t] is alveolar. English [t] is problematic for Indonesian students since they tend to replace it with too fronted Indonesian [t].

The next pronunciation problems are English diphthongs [eɪ, εə, oʊ]. Indonesian students tend to replace English diphthongs with intentional glide [eɪ, εə, oʊ] with pure vowels found in their own native language, e.g. *kereta* (cart), *ejek* (mock), *obat* (medicine). While in producing English diphthong [aʊ], Indonesian students mostly replace it with similar diphthong in Indonesian, i.e. [ɔʊ] such as in the word *kerbau* [kərbəʊ] (cow).

The findings above supports Feng's study (2016) that L2 learners tend to substitute L1 speech sounds for similar L2 ones. Rather than create a new sound category, L2 learners substitute the L2 speech sounds with the closest L1 counterpart.

Meanwhile, the study found out that through phonological awareness and untiring practice, the research participants managed to improve their pronunciation upon online treatment. The posttest average score was higher than the pretest average score, raised from 56 (classified as bad performance) to 76 (classified as good performance). The t-test calculation presented in Table 2 signifies that there was a significant difference between the pretest and posttest scores. The p-value 0.00 is lower than the significance value of ( $p < 0.05$ ). Thus the treatment was successful and efficient to improve pronunciation.

The research participants did phonological analysis from the beginning of the lesson. Phonetic symbols: consonants, vowels, and diphthongs were introduced and drilled to the students. The production of the English speech sounds was trained repeatedly. Then, in groups, they were asked to list Indonesian consonants, vowels, and diphthongs, and asked to find out the similarities and differences between English and Indonesian speech sounds: (1) the speech sounds that exist in English but do not exist in Indonesian, (2) the speech sounds that exist in Indonesian but do not exist in English, (3) the similar speech sounds between English and Indonesian. I also asked them to find out the similarities and differences of the speech production. I observed that their curiosity led them to do the phonological contrastive analysis enthusiastically. These practices made them aware of the English speech sounds and their production by the vocal organs. This supports Sheen (2007) and Ferris (2006) explaining that engaging language



analysis promotes noticing and understanding because they process the language more deeply.

This contrastive phonological analysis was not to avoid errors because as Selinker (1992) in (Ho, 2003) explains that errors are indispensable to EFL learners. Making errors is the route that the student must pass to achieve the target language. It is to make students aware of the English sound system.

This contrastive phonological analysis was to make them aware of their old habits of the L1 because as said by Dually, Burt, and Krashen (1982) cited in Feng (2016) that interference is the result of old habits. And this activity was also to make them aware of the occurrence of positive and negative transfer as said by Ellis in Feng (2016) “Where the two languages are similar, learning can take place easily through the positive transfer, but where they are different, learning difficulties arise, and errors resulting from negative transfer are likely to occur.”

In order to strengthen their English sound system awareness, I asked them to analyze their own utterances. I asked them to record their speech, to transcribe it, to read the transcription, to find the errors, and then to practice the correct pronunciation. By this, they practiced doing error analysis critically that increased their ability to evaluate their pronunciation problems.

The self error analysis above was also supplemented with peer and group analysis. I also asked the students to exchange recording. So, every student transcribed a friend’s recording, transcribed the recording, found out errors, and corrected a friend’s pronunciation errors. In this way, they practiced to help each other, to be successful together.

Working in groups was also encouraged, by asking each group to transcribe a recording, found out errors, and corrected the pronunciation errors. Cho (2015) cited in Rustipa (2017) states that working in groups is useful to achieve cooperation skills because collaboration also encouraged spoken interaction by discussing and comparing analyses. For this purpose, WA group was used for interaction making the best use of video calls and or audio-messages.

The error analysis done by the students was to supplement the contrastive analysis as it is suggested that teachers supplement contrastive analysis with error analysis, i.e. to identify the errors actually made in the classroom.

These phonological analysis practices raised the students' sound system awareness, raised their capability in evaluating their pronunciation problems. Before the lesson began, the students had limited awareness of their pronunciation problems. When asked to evaluate their pronunciation problems, they hesitated to answer. This is because they hadn't got sufficient sound system awareness as a basis to do self evaluation. After phonological analysis practices, the students' competence in doing self-evaluations developed; they were able to evaluate their pronunciation problems better.

The underlying reasons that phonological analysis can raise the sound system awareness are that they learned the sound system in depth, they used the concept of sound system they have learned to solve problems, e.g. to find the pronunciation errors. The deeper understanding or awareness of the English sound system in turns affects the students' capability in evaluating their pronunciation problems and in achieving pronunciation accuracy.

## CONCLUSION AND RECOMMENDATION

E-learning activities, especially regarding the teaching of pronunciation is really challenging. Upon the emergence of the COVID-19 Pandemic, IT engineering has also emerged in response to the need of distant modes of educational practices. Doors for improvements are still wide-open for the betterment of services in education. However, the only challenge is honesty. The students should be encouraged not to cheat in any online activity.

With respect to the current study, the Indonesian students learning English have problems in pronouncing these speech sounds [ʒ, v, ð, θ, ʃ, dʒ, tʃ, ŋg, pj, kj, gj, mute [b] / [t], t, aʊ, eɪ, ɛə. oʊ]. The root of the problems is that they

haven't acquired sufficient phonological knowledge or sound system awareness. This impacts on their low competence in doing self-evaluation, i.e. in identifying their pronunciation problems and on the production of accurate, intelligible pronunciation. In this respect, the solution of the problems is to raise the students' phonological awareness by a course in Articulatory Phonetics supplemented with phonological analysis practices which prove able to raise the students' sound system awareness. Phonological analysis refers to contrastive phonological analysis, error phonological analysis, self and peer analysis. Sheen (2007) and Ferris (2006) explain that engaging language analysis promotes noticing and understanding because they process the language more deeply and engage learners in reflective learning processes. It turns out that the research results reveal that the students' phonological awareness raises their pronunciation accuracy, decreases their pronunciation problems. Furthermore, the correlation calculation shows that there is a significant correlation between the students' sound system awareness and their pronunciation accuracy, meaning that the EFL students' sound system mastery or awareness will affect on their pronunciation intelligibility. Therefore, the pedagogical implication of this study is that revealing the students' awareness of their pronunciation problems should be firstly done in this research. This is important to arouse their effort to improve their pronunciation problems. To raise the students' sound system awareness, a course in Articulatory Phonetics should be supplemented with phonological analysis practices.

It is recommended that e-learning should be used with a variety of activities to avoid boredom. Moodle as one type of LMS is very powerful to be used as a standard of online education. It can be used in companion with other resources such as YouTube, and many more paid application of learning English. Students' performance is easily assessed and various types of tests are practically accommodated. However, it should also be borne in mind that honesty is the key to successful distant education. Some students may be cheating by submitting (uploading) other people's work as a result of copy-pasting. It is also possible to do assignments for others.

## ACKNOWLEDGEMENT

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IN SUBMITTING YOUR MANUSCRIPT, PLEASE ALSO WRITE 15-20 WORDS FOR CELT JOURNAL TO USE AS SUBJECT INDEX. EXAMPLES OF THE CHOICE OF WORDS AND HOW IT WOULD LOOK LIKE IS BELOW:

E-learning

Distant learning  
Download  
Online learning  
Online assignments  
Online quizzes  
Upload

Intelligible

Intelligibly  
Intelligibility  
Intelligible pronunciation  
Intelligible English  
Intelligible speaking

Pronunciation

Pronunciation practice  
Pronouncing dictionary  
Pronunciation drill  
Native-like pronunciation

Phonology

Phones  
Phonemes  
Phonemic  
Phonemic transcription  
Phonological awareness  
Phonological rules

Phonetics

Articulatory phonetics  
Acoustic phonetic  
Auditory phonetics  
Phonetic  
Phonetician  
Phonetic transcription

## Proficiency

- Proficiency test
- Language proficiency
- Proficient

## Performance

- Competence Vs. Performance
- Communicative performance
- Communicative competence
- Linguistic performance
- Linguistic competence

## System

- Language systems
  - Learning management system (LMS)
- Grammar system
  - Morphology
    - Morphological rules
  - Syntax
    - Syntactic construction
- Meaning system
  - Semantics
  - Pragmatics
- Sound system
  - Phonetics
  - Phonology



# The Implementation of Online Learning in Teaching English Drama Course

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**Abstract:** Because of the corona pandemic, the government has changed the system of teaching and learning process. It should be held using online system. From the primary school up to the university level, the teaching and learning process should use online learning. Language and Culture Faculty in 17 Agustus 1945 (Untag) Semarang also applies online learning in teaching language. One of the courses studied for the sixth semester students of English undergraduate students is English Drama. The learning objective in English Drama Course is leading to the performance practice. The students are demanded for understanding the technical and the performance elements in drama. For that, there is a challenge to the lecturer in teaching English drama course using online learning. This research was aimed in answering two problem statements: the implementation of online learning in teaching English drama and the result of the implementation of online learning in teaching English drama. The technique of the research was qualitative research. The data resources were from events, respondents, and documents. The techniques of collecting the data were reducing the data, displaying the data, and drawing conclusion. The result of analyzing displayed that the implementation of online learning in teaching English drama was well conducted by the lecturer. The lecturer had an important role in online learning. Google Classroom was used by the lecturer in delivering the materials to the students. While, the result of the implementation of online learning in teaching English drama was in line with the learning objective in English drama course. The students can perform English drama through video well.

**Key words:** Analysis, Online Learning, Drama.

## INTRODUCTION

In response to campuses moving to online instruction due to the COVID-19 health emergency, the lecturers of Language and Culture Faculty in 17 Agustus 1945 (Untag) Semarang had changed the syllabus of teaching and learning process. One of the courses studied for the sixth semester of English undergraduate students is English Drama. The learning objective in English Drama Course is leading to the performance practice. The students are demanded for understanding the technical and the performance elements in drama. For that, there is a challenge to the lecturer in teaching English drama course using online learning.

The previous study about theater online has been researched by Philip and Nicholls (2007). In their article they analyze and reflect on the design and implementation of an online theatre studies course using theatrical metaphors to consider the *mise-en-scène*, students' entrances and exits into the online space, their solo and ensemble work, and the importance of teaching presence. Attention is paid to fostering a course dynamic that echoes the social world of the learners. The technique used in their research was action research. The result of the action research undertaken indicates that a fully online course can be as engaging, interesting, and innovative as any course designed for more traditional settings.

In this study, the technique used in this research was qualitative research. This research was aimed in answering two problems statements: the implementation of online learning in teaching English drama and the result of the implementation of online learning in teaching English drama.

## THE LITERARY REVIEW

### A. Online Learning

Distance learning is a rapidly expanding environment which allows users the flexibility of operating outside of the constraints of time and place (Chaney, 2001).

Online learning can be defined as learning that takes place partially or entirely over the Internet (U.S. Department of Education, 2010). Online learning has the potential to create educational opportunities for individuals who may have faced unsurpassable barriers prior to the expansion of online educational programs.

Gilbert divides the online learning environment as follows:

Online learning environments can be categorized into three central groups, fully web based, blended or hybrid format, and traditional courses using web based supplements. Fully web based courses are conducted entirely on the Internet with no face to face interaction, all aspects of the course being conducted in an online learning environment. Hybrid courses consist of both web based and classroom sessions, with a varying degree of time allotted to the online and in class sessions, depending upon the nature of the class and discretion of the instructor. The last programming format uses online technology as a medium for presenting supplemental material for traditional classroom study. (2015, p. 3)

The above statement from Gilbert shows that web based teaching and learning environments can appear acutely distinctive from one another. It is critical to the understanding of online learning that there is not a single description that would encompass all assets of online learning environments.

Gilbert also mentioned the factors of success in online learning (2015, p. 8). They are environment factors, intrinsic motivational factors, and online course construction. Online course construction is as diverse as traditional classroom settings. Courses should be well organized from the very start, providing the students with detailed instructions and expectations. Instructors should anticipate areas of potential misunderstanding and dismiss unclear directives prior to the start of the course. For those, interaction and communication have been identified as key factors in the success of an online course, leading to enhanced student satisfaction and motivation.

In line with the explanation above, Nguyen stated the positive findings in online learning.

There are a large number of studies that find positive statistically

significant effects for student learning outcomes in the online or hybrid format compared to the traditional face-to-face format. Some of the positive learning outcomes are improved learning as measured by test scores, student engagement with the class material, improved perception of learning and of the online format, stronger sense of community among students, and reduction in withdrawal or failure. (2015, p. 310)

From the explanation above, it is expected that the online drama class in Language and Culture Faculty, Untag Semarang can run smoothly and give a good result.

## **B. English Drama**

Drama may be defined as a form of literature intended to be interpreted to an audience by actors who impersonated the characters, recite the speeches and dialogues and perform the action of the story (Baghfalaki&Mahmoudibaha, 2003). Drama is designed to be acted on the stage. Thus, when we read a play, we have no real grasp of what that play is like unless we at least attempt to imagine how actors on a stage would present the material.

In line with this explanation, Language and Arts Faculty of UNY has been stated in the syllabus of Introduction to Drama Course that:

Literature, in a broad sense, means compositions that tell stories, dramatize situations, express emotion, and analyze ideas. Since drama or play meets those characteristics perfectly, it becomes one of the literary genres which are very popular among readers. In fact, drama is literature designed for stage or film presentation by people- actors- for the benefit & delights of other people- an audience and in this regard, unlike Fiction, the essence of drama is the development of character and situation through speech & action. (2008, p. 1)

It is clear that drama is written to be spoken. We know nothing about the characters except what we are told about them. For those, there is no narration or description in drama. Thus, the playwright automatically must present his ideas and his pictures of the characters almost entirely through dialogue and action. The audience, therefore, can directly observe the ways in which characters are influenced and changed by events and by other characters. However, in a certain way, drama

has much in common with the other genres of literature. As with fiction, drama focuses on one or a few major characters that enjoy success or endure failure as they face challenges and deal with other characters. In view of that, to be able to understand drama, it must be read eventually. Due to its specific characteristics, some suggestions are given to have a better understanding in a play.

In drama performance, the audience must be willing to accept certain things in the imagination. For example, if several years pass between one act and the next while the curtain has been lowered for only ten minutes, the playgoer must accept the 13 passing of time. The audience must also accept the fact that when one character whispers to another, it must be loud enough for everyone in the theater to hear; while it should also be noted that the so-called asides which the other characters are not supposed to hear are obviously delivered in loud enough voices for them to hear. Those are called dramatic conventions, which the audience has to keep in mind to help them visualize mentally the way the play works when performed on stage.

## THE RESEARCH METHODOLOGY

This study includes in qualitative research because it was relying on the collection of qualitative data. This research uses descriptive method as the proper method to describe the implementation of online learning because the descriptive research aims at providing what current practice as accurate as possible; how teacher teach; how learners learn; the classroom looked like at particular moment in particular place.

Brumfit and Mitchell state that the aim of descriptive research as follows:

Descriptive research will aim at providing as accurate an account as possible of what current practice is, how learners do learn, how teachers do teach, what classrooms do look like, at a particular moment a particular place. This thesis collects the data, analyzes them and draws a conclusion based on the data only, without taking general conclusion. (1995, p. 11)

## A. The Data Resources

This research collected the data from events, respondents and documents.

### 1. Events

The events refers to the process of the implementation of online learning to the sixth semester of English undergraduate students in Language and Culture Faculty of Untag Semarang.

### 2. Respondents

The respondents refer to the English Drama Lecturer and the sixth semester students of English undergraduate students in Language and Culture Faculty of Untag Semarang. The respondents were Ms. Kristin Marwinda, S. Hum, M. Hum as the English drama lecturer and the sixth semester of English undergraduate students to take the information about students' score as the data to be analyzed.

### 3. Documents

The documents were the syllabus of English drama, the question sheet from the lecturer and the result of mid-test and final test of the students.

## B. The Technique of Collecting the Data

The technique of collecting the data used in this research were:

### 1. Observation

The observation focused on the implementation of online learning to the sixth semester of English undergraduate students in Language and Culture Faculty of Untag Semarang. The writer interviewed the English drama lecturer about activities and events happened in online learning.

### 2. Interview

The writer interviewed the English drama lecturer. This interview was done to get an explanation about the process of online learning and the objective of English drama course.

### 3. Document analysis

The writer were collected the data from the syllabus of English drama, the question sheet from the lecturer and the result of mid-test and final test of

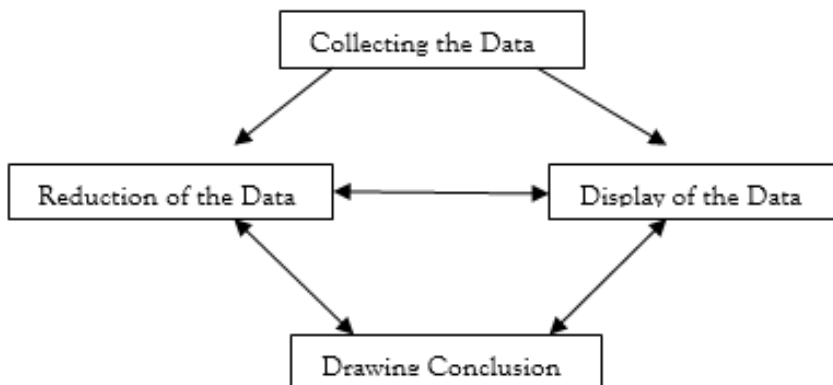
the students during online learning.

### C. The Data Analysis

The writer used an interactive model of analysis that includes three main components, namely the reduction of the data, the display of data, and conclusion or verification. This model is as what Sutopo states that:

An interactive model of analysis that includes three main components, namely the reduction of the data, the display of data, and conclusion or verification. In this system, the writer always moves among three-analysis component during collecting the data. After collecting the data, the writer moves among the three components of analysis by using the rest of the time. (2002, p. 95)

Diagram 1  
Interactive model of analysis



#### 1. Reduction of the data

Not all the result of research is important. It means that the important information must be taken and unimportant information must be deleted. In the process of the reduction, the writer selected, focused, simplified and abstracted the data in the field note. The writer deleted several data in the field note which not related with the implementation and the result of the implementation of online learning in English drama course.

## 2. Display of data

Display of the data means description of the data. As the second component in analyzing the data, this technique was used in arranging information, description or narration in order to draw the conclusion. The writer displayed the data then described it. After describing data, the writer made analysis about the data. The writer presented data from the online learning in English drama course, then the form and instruction, the lecturer's roles, the evaluation, the result of the test of students and the last the students' response in online learning of English drama course.

## 3. Conclusion or verification

In this study, conclusions were drawn continuously throughout the course of the study. The writer tended to accumulate and formulate her interpretations as she has gone along. The writer took conclusion after presenting data and analyzing data.

# RESEARCH FINDING AND DISCUSSION

## A. The Implementation of Online Learning in English Drama Course

From the result of observations and interviews in online learning of English drama course, it can be taken a conclusion that the lecturer had changed the method in teaching process. Because teaching English drama virtually will be different with online learning. The lecturer organized the English drama course very well.

The course was well organized from the very start. The lecturer provided the students with detailed instructions and expectations. In delivering the material of the course, the lecturer used Google Classroom. Here, the lecturer can very quickly identify and address problem areas, giving unparalleled insight into student understanding during the lesson. The real-time assessment can be used effectively in Google Classroom. Because there is no need to wait to collect worksheets at the end of a lesson or wait to see mistakes in workbooks. It aimed to create an interaction and a good communication with the students.



For those, interaction and communication have been identified as key factors in the success of an online course, leading to enhanced student satisfaction and motivation. The lecturer anticipated areas of potential misunderstanding and dismiss unclear directives prior to the start of the course. The lecturer made a virtual online meeting by using another platform of teaching. The lecturer also gave a chance to the students to make a group discussion. The observation showed that students were allowed by teacher to discuss with other friends about their ideas and thoughts.

### **B. The Result of Implementation of Online Learning in English Drama Course**

From the result of observations and interviews with the English drama lecturer about online learning of English drama course, and also the analysis of 24 students' written work and video drama's group, can be differentiated into three matters.

1. The communication between the students and the lecturer can be established well. The students understood the explanation and instruction from the lecturer well.
2. The students can understand the theory of English drama course. It can be seen from the result of students' mid-test. Most of the students get a good score.
3. The communication among the students also can be established well. It can be seen from the result of the final test. In final test, the lecturer divided the students in some groups and asked them to make a drama videos. The result of the drama videos are as expected.

## **CONCLUSION**

The process of teaching and learning was not far from the lecturer roles. The lecturer as controller, corrector, and motivator help students in any situations. Even, online learning that sometimes makes the students are not interested in the teaching and learning process, the lecturer roles are very important. Here, the lecturer developed the teaching material of English Drama Course well. Not only

the theoretical elements of English drama can be understood by the students, but also the performance elements of English drama that is being the key element of English drama can be showed by the students well. It can be seen from the result of mid-test of the students which showed that the students can understand the theoretical elements of English drama well. For the performance elements of English drama, it can be seen from the result of final test. The students are asked to make a video of English drama in a group. Although it is done by using online learning, the students can organize the task and group well.

Besides that, the choice of media application in online learning has influenced the learning process. Media application can help lecturer to get students' attention back and to make learning process more effective. Therefore, the use of media application really helps both lecturer and students in online learning. Google Classroom is a technology that can be used as a media application in online learning. In Google Classroom, when the results and responses appear instantly on teachers' screens, they can very quickly identify and address problem areas, giving unparalleled insight into student's understanding during the lesson. There is no need to wait to collect worksheets at the end of a lesson or wait to see mistakes in workbooks. So, the real-time assessment can be used effectively here. But, one of the weaknesses using Google Classroom in teaching English drama course is it cannot be used in virtual online teaching. The lecturer should use another media application when the lecturer want to teach online virtually to the students.

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## APPENDICES:

## Part 1

## The Result of the Students' Mid-Test and Final Test

No	Name	Students' Number	Mid-Test	Final Test
1	Naufawati Ihtiasari	171003792020148	72	78
2	Nurul Ravika Pramesthi	171003792020149	74	78
3	Alfa Selkli Indira Supit	171003792020150	84	85
4	Diyanatun Nafiah	171003792020153	84	80
5	Jevon C. G. Tungga	171003792020155	88	88
6	Samuel	171003792020156	84	76
7	Alice Juana Anggara	171003792020157	96	88
8	Toni Aprianto	171003792020158	84	76
9	Raldy Taroreh	171003792020160	84	76
10	Aryo Pujo Seno	171003792020161	80	82
11	Vany Risty Oktavia	171003792020162	80	78
12	Ricky Wangsa	171003792020163	82	76
13	Erima Yulianti	171003792020165	72	78
14	Wildan Mukholid	171003792020167	80	78
15	Nurani Sofiyana	171003792020168	78	88
16	A. Nur Patoni	171003792020170	70	0
17	Johan Andrean Wahyu Nugroho	191003792020203	86	88
18	Novita Ika Nugraeni	171003792020159	90	85
19	Irva Linatin Mina	171003792020169	80	78
20	Jessy Ernes	131003792020018	68	70
21	Ariyani Pangestuti	151003792020099	74	80
22	Maria Novella F. W. Witipo	151003792020077	0	0
23	Narti	181003792020189	74	75
24	Amadea Kamami	181003792020188	80	80

## Part 2.

## The Syllabus of English Drama

## KISI-KISI MATERI UJIAN KOMPREHENSIF

## FAKULTAS BAHASA DANBUDAYA

## PRODI S1 BAHASAINGGRIS

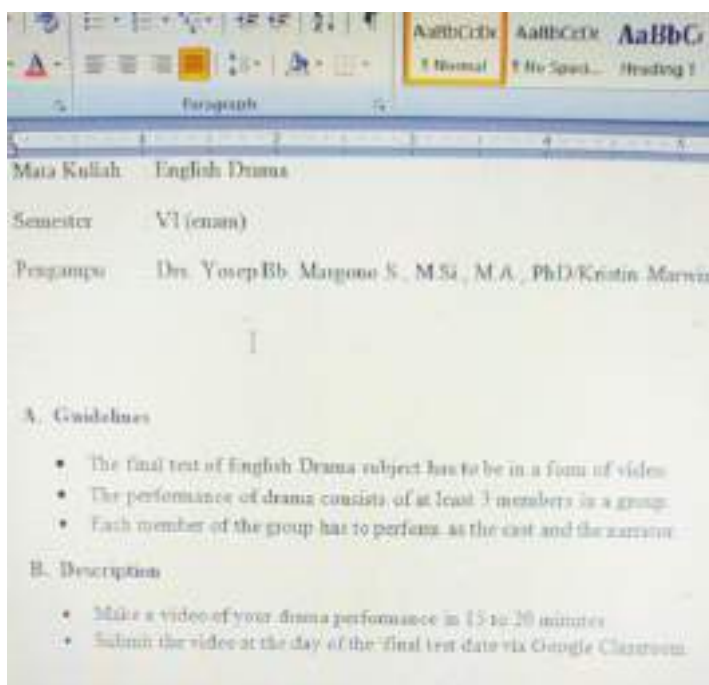
MATERI UJI ♦♦ : ENGLISH DRAMA

PENGUJI ♦♦♦♦♦♦♦♦ : Kristin Marwinda, S.S, M.S

Materi Ujian	Indikator Hasil Ujian	Keterangan Lain dan Sumber Belajar
1. definisi dan jenis-jenis Drama	- mahasiswa mampu menjelaskan tentang definisi drama - mahasiswa mampu menyebutkan jenis-jenis Drama	- materi PPT dan Sumber-sumber lain dari internet
2. elemen-elemen Drama	- mahasiswa mampu menyebutkan beberapa elemen Drama danmenjelaskannya	- materi PPT dan Sumber-sumber lain dari internet
3. Istilah yang digunakan dalam Drama	- mahasiswa mampu menjelaskan beberapa istilah yangdigunakan dalam Drama, seperti: playwright,	- materi PPT dan Sumber-sumber lain dari internet

	act, scene, script, dialogue, cast, dsb.	
4. Contoh-contoh drama klasik dan drama modern	- mahasiswa mampu memberi contoh beberapa judul drama dan pengarangnya	- Sumber-sumber lain dari internet
5. Analisis Teks Drama menggunakan teori sastra Psychoanalysis dan defense mechanism	- mahasiswa mampu menganalisis satu karya sastra baik intrinsik maupun ekstrinsik - mahasiswa mampu menganalisis teks drama menggunakan teori Psychoanalysis dan defense mechanism	- Teks Drama Death of a Salesman - PPT Psychoanalysis - Sumber-sumber lain dari Buku dan Internet

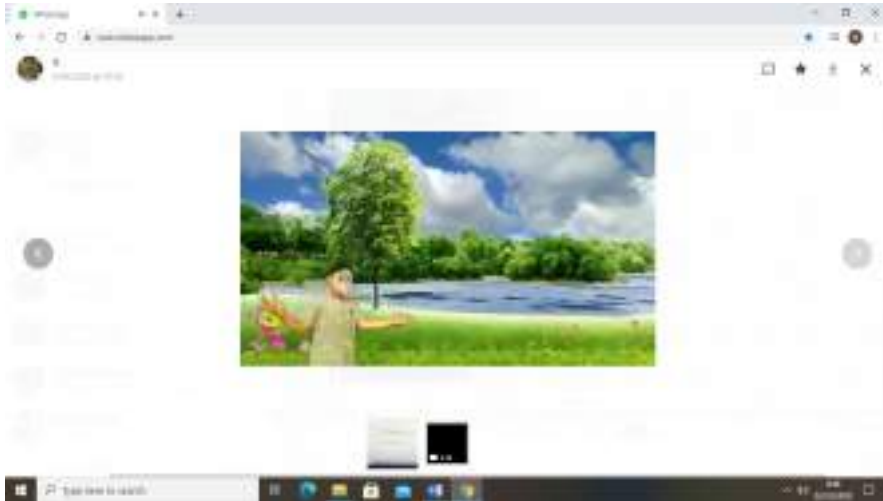
### Part 3. The Final Test Instruction

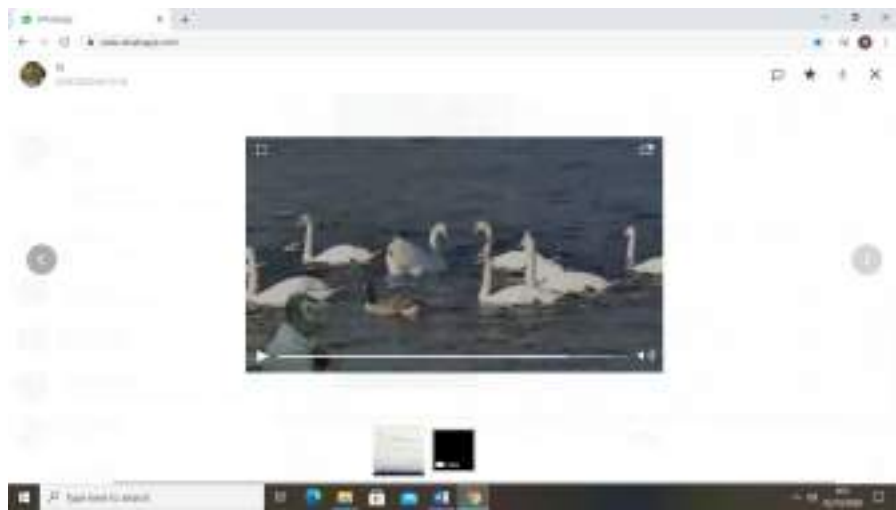
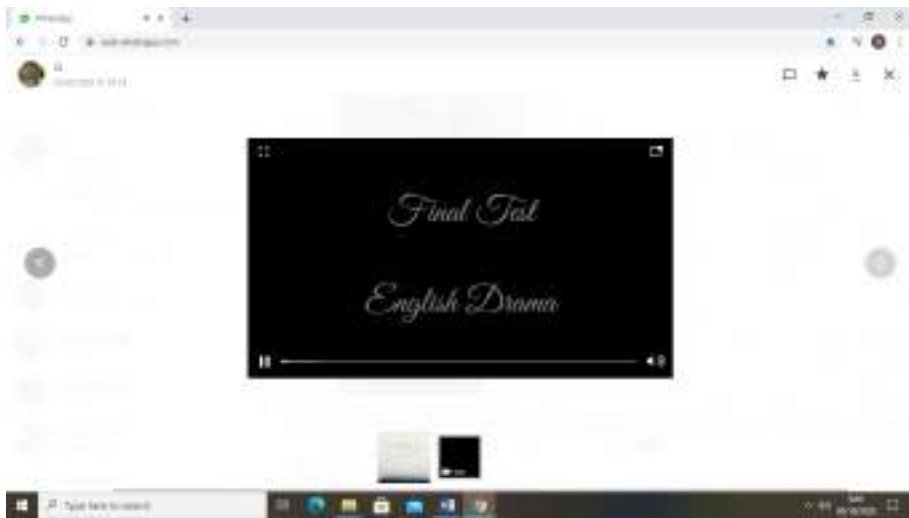


## Part 4. The Result of Drama Video

<https://drive.google.com/file/d/1sbfClMtuWoqD5NXDRWipTBK3uV-yyeZr/view?usp=drivesdk>

<https://youtu.be/NvrOiBS7PGw>







# Maximizing Students' Participation and Competence in Online Interpreting Class

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**Abstract:** This article discusses how to maximize students' participation and competence in online Interpreting class. The Covid-19 has caused unprecedented situation in the English language teaching and learning process. The government decided to stop the offline, traditional process of teaching and learning and encouraged all teachers to teach students in online classes. While this change caused challenges, thanks to technology that in the end online classes become the new norm. In teaching Interpreting course, I found out that online classes are not much different from the offline classes. Despite the challenges that my students and I faced, we finally were able to have joyful interaction so that the process of teaching and learning run well. I maximize the students' participation and competence by giving them intensive practices. In addition, I also gave them weekly assignments in which they had to submit them in the form of voice recordings or videos. Both students and I managed to go through this unprecedented time.

**Key words:** interpreting course, online classes, Covid-19, unprecedented time

## INTRODUCTION

It is an expectation of every teacher to have smart and hard-working students and good teaching environment (good facilities and great academic atmosphere, and so on). Every teacher, however, has to deal with his or her own hurdles in teaching, even in the normal, face-to-face encounter with students. As

an interpreting teacher, I have always been experiencing many problems. During this Covid-19 pandemic, the problems mount. A good teacher is always responsible to give the best to his or her students, no matter what the circumstances are. Even if I am not a good teacher, I always try to be one. This is what I do: how maximize students in during this unprecedented time which forces us to have online classes.

The focus of this article is teaching interpreting online class. However, I feel the need to discuss the offline class as well. To organize this paper, I start with the discussion of the concept of interpreting, followed by the discussion of the interpreting course I teach in which I discuss the traditional and online classrooms, and maximizing students' participation. It should be born in mind that this article is more of personal experiences; it is not meant to be a highly serious, scientific article. Since teaching, and being a teacher, is very personal, such a personal account like this is necessary. In addition to learning from books, research, and journal articles, we also learn from empirical experiences in doing our job as teachers of the English language.

## THE CONCEPT OF INTERPRETING

Interpreting, together with translation, is a language skill that is different from the other skills such as writing, listening, speaking, and reading. While the other language skills do not require transfer of messages from one language to the other (i.e. from the source language (SL) to the target language (TL)), interpreting requires this kind of transfer. The transfer of messages from SL to TL is the most important thing in interpreting because interpreters directly deal with audiences. Bukacek (in Thompson, 2001) emphasizes that translation—together with interpretation—is not only science but also art.

Interpreting is much more than “bilingual people changing words spoken in one language into the same words of another language” (p. xi). Good interpreters need to have broad perspective and extensive knowledge because they do not

just deal with the words they use or are going to use. Instead they must consider non-linguistic aspects too such as communication style, intent, power/authority dynamics, cultural information, mood, tone, objectives, and emotion (Dean & Pollard, 2013; Mindess, 2006).

First of all, an interpreter needs to master both SL and TL in every aspect: vocabularies, grammar, syntax, and other linguistic features. Without mastering these aspects, it will be difficult for an interpreter to deliver the correct messages from SL to TL. In practice, knowledge of these aspects of language mastery or competence will determine the quality of the interpretation. Therefore, good interpreters surely must have good or even excellent knowledge or proficiency of both SL and TL because when they are working as interpreters, they use these aspects simultaneously and very quickly.

Translation, on the other hand, is also a transfer of messages from SL to TL. As interpreters, translators also need proficiency in both SL and TL. In addition to language aspects that they have to master, they also need to know the culture of the society or nation speaking the SL and TL. It is also imperative that translators have extensive general knowledge unless they specialize in certain subjects. Freelance translators and interpreters, however, will do any job offered to them. This means that they have to be ready for whatever subject they translate or interpret. In other words, both interpreters and translators are people who should know every subject a little bit more than those who do not have the profession as translators and interpreters.

Translation is a way of transferring messages in the written form and interpreting is in the oral form. The basic principle of both activities is the same: as long as translators and interpreters are able transfer messages correctly, then they are successful in doing their job. However, the stark difference is that in translating a text from SL to TL, translators have a lot of advantages or privileges that interpreters do not. Regarding the time, for instance, translation can be done in a relatively much longer time than interpreting. With the allocated time they have, translators are able to look up words they do not know in dictionaries; they even have the opportunities to consult other people about the text they are

translating when dictionaries are not enough. In this instance, I can share my personal experiences as a translator.

I was one of the translators for Gramedia Pustaka Utama, the largest publishing company in Indonesia, from 1994-1997. In translating books written in English (SL) to Indonesian (TL), many times I had to go through problems and difficulties and I asked for help to some people who I thought at the time could help me. For translating one book, I had for about three months. The time span given by the publisher was enough for me to finish translating one book. With this illustration, I want to state that knowledge of both TL and SL alone is sometimes not enough to deliver messages in a translation.

On the other hand, the process of interpreting is much different from that of translating. In doing their job, interpreters do not have much time to even think about finding the correct equivalent for certain words. They need to deliver messages as soon as possible to the audience; otherwise, the speaker of SL will have said a lot of things and interpreters will be lost. This cannot happen in interpreting. Interpreters must be able to keep up with the speed of the speaker and there is no one to help. An interpreter always works alone; there is nobody or nothing that can help him or her to deliver the correct messages to the audience. At this point, their language proficiency, knowledge of culture, and extensive general knowledge will be used at the same time to deliver the messages from SL to TL.

To sum up, interpreting is an oral way of transferring messages from SL to TL on the spot in real time. To be able to do this well, an interpreter needs to have a lot of training and practice. Without continuous training and practice, somebody will not be able to become a good interpreter even though he or she has good language proficiency and extensive general knowledge. Real experiences are an important factor in making one become a good interpreter.

## THE INTERPRETING COURSE I TEACH

In the English Department, Faculty of Languages and Culture, 17 Agustus 1945 University, Semarang where I teach, there are two interpreting courses offered to students in two consecutive semesters. Interpreting 1 course is from English to Indonesian and Interpreting course 2 is from Indonesian to English. This division is not without consideration. From the informal survey I did by asking many students, the answer I received from time to time indicates that interpreting from English to Indonesian language is relatively easier than from Indonesian to English. This becomes my consideration to teach and train my students to become English to Indonesian interpreters first. Those who pass Interpreting 1 can take Interpreting 2 course in which they have to interpret from Indonesian to English.

### A. Teaching Interpreting in Traditional Classroom

By the term “traditional classroom,” I mean offline classroom where a teacher and students meet face-to-face and have a direct interaction. Different from other language skill classes, interpreting class looks like a bilingual class. In speaking class, for example, teacher and students will mostly speak English. The medium of instruction is also English. The purpose of this is to make students get used to speaking English which is a challenge for EFL students. This situation also applies to other classes, e.g. writing, listening, and reading. However, the teaching of interpreting must be conducted bilingually because it is about transferring SL to TL. Teaching Interpreting 1 course, I start with a little bit theory or concept as I highlighted above. After introducing the concept of interpreting to students, then I give some examples of how to do the interpreting, both from my own experiences and from videos.

When it comes for students to practice interpreting, I start with a warm-up activity. I point out one student at a time to come up in front of the classroom and I ask some students to say a short sentence in English each. The student in front of the classroom has to interpret the English sentence to the Indonesian language. After one student is finished doing this, then another student comes before the class, and then another student and so on.

The task of the teacher in this beginning exercise is to give correction or feedback to any mistakes made by students. The correction or feedback is best given after the students finish doing the exercise, not during the exercise. This is important because my students still make grammatical and pronunciation mistakes in composing English sentences. Meanwhile, students who have to interpret from English to Indonesian also make various mistakes.

In this activity, students learn from each other and from mistakes they make. At the end of the meeting, I explain to them that for the next meetings, I will use some short videos in which the speakers are the native speakers of English. In using the videos, first I pick videos with the text. Students are watching the videos, listening to what the speaker is saying (speakers are saying) and reading the text at the same time. Then they do the interpretation. In the next phase, I choose videos with no text so that students have to concentrate more to understand what the speaker is saying (speakers are saying) to be able to do the interpreting.

When students already feel comfortable with interpreting from English to Indonesian from short videos, I take them to another level by giving them longer videos. After playing a video, I ask students to have discussion among them for a while and then I start giving them instruction to get ready for interpreting. Each student gets his or her turn by interpreting 3-4 sentences. While one student is doing the interpreting, I ask other students to pay attention and offer help when the student in charge has problems. Problems arising from this activity are in grammar, wrong choice of Indonesian terms, and also wrong messages.

In short, in a traditional classroom, all students work together in the sense that they are willing to help each other. As a teacher, I usually do not do a lot, except giving final feedback or, when necessary, I do interrupt to explain grammar, choice of words, and give general comments. While these activities can be done in an online setting (which I will discuss next), students having interpreting training in this traditional classroom feel good atmosphere because “help” is around, whether from fellow students or from the teacher.

## **B. Teaching Interpreting in Online Classroom**

Nobody, either teacher or student, imagined that in the year of 2020 we would all deal with unprecedented situation because of the Covid-19 pandemic. This pandemic messes up every walk of life, including the process of teaching and learning in all levels of education. Due to the pandemic, Indonesia (also most countries in the world), decided to freeze the traditional teaching and learning in the classroom. Instead, we all turn to online classroom. Not every teacher is ready but, to be or not to be the show must go on. We all teachers from elementary to tertiary educational institutions must educate and teach our students. Otherwise, we are going to have an uneducated generation.

No one is happy with the situation but we have to be grateful that we live in an era of advanced technology. About fifteen years ago, we never thought that we would be able to transfer knowledge to our students without meeting them directly or face-to-face. Now suddenly online classes, G Meet, Google Classroom, MOODLE, and Microsoft Teams become familiar terminologies to all of us teachers and students at all levels. Thanks to technology, we all are able to do our job and our students are able to continuously learning. Palvia et al. (2018) are of opinion that online education will become a mainstream method of teaching by 2025. For Indonesia, the Covid-19 pandemic has a silver lining. Especially for language learning, referring to some experts, Canto and Ondarra (2017), mention that online teaching and learning (Virtual Worlds) has been considered beneficial for language learning because of the experiment and interaction users can have with a variety of norms of social interaction. In my experience, what they mention is true. Even though it was challenging in the beginning, finally students and I get used to it and everything seems to be fine.

I teach some courses every semester, including Interpreting course. Teaching online classes is something new to me. As many teachers do, I learn a lot. Problems emerge here and there. Discussion with and learning from other teachers become a must. On the other hand, students must also learn how to do everything online. For other courses I teach instead of interpreting, where assignments must

be turned in in the written form, everything is alright in the sense that there are no serious challenges from the students' side. They can turn in every assignment in due time and I can examine their works in due time as well. As long as my students read and write on a regular basis, I am a happy teacher.

In the Interpreting class especially, for a few weeks in the beginning of online classes that we just started, I could not meet with my students online. I was not ready at the time and, to make matters worse, all teachers in my department were not ready yet. What we could do was to use Google classroom and what I did at the most was giving my students power point presentation with voice. Unfortunately, for the Interpreting course, I was not supposed to talk; my students should do the talking. Power point presentation does not help in Interpreting class, unless when I explain about the concept or theory. My students must practice. Without doing so, I will not be able to teach and train them to become interpreters. I then gave them videos and they had to do the interpreting individually then they record their voices and send them to me. Different from offline classes where they can work in groups, in online classes—even though it is possible to ask students to work in groups, it is challenging to ask them to do so.

Then, thanks to technology. Teachers at the department I teach started to learn together how to teach real online classes, where each of us can communicate with our students. We use free applications or programs available and I am relieved that finally my Interpreting class can be conducted properly. I can see my students and they can see me, I can ask them questions and they can answer my questions, I can do almost everything as I usually do in the classroom. I have no problems teaching Interpreting class. What I need to do is how to maximize their participation so that they can do the best for themselves.

## **MAXIMIZING STUDENTS' PARTICIPATION**

Teaching Interpreting class online has many challenges. The first and foremost is the Internet connection. Many of my students do not have Wi-Fi at home, so they depend on the Internet connection on their phone. Unfortunately, some students do not live in Semarang but in villages far away from Semarang. When the



connection is down, they cannot see the video and cannot hear the voice. Because I use videos for the teaching material, the stable Internet connection is of the utmost important. When some students experience the Internet connection problem, the class has to go on because those without the connection problem need to proceed to practice.

Another challenge is that I cannot see all of my students because many of them turn off the camera and I cannot ask them all to turn it on because it will also affect our meeting. This makes me unable to make sure that everybody keeps concentrating on the activity we are doing. In addition, some outside, unexpected sound and voices often interfere with our class. In that case, I have to stop the activities and wait until all those sound and voices are gone.

Basically, exercises done in offline and online classroom are the same, i.e. each student takes turn practicing to interpret sentences spoken by the speaker(s) in the video(s). When a student is practicing, other students are listening to him (her) and if the messages are not correct and to be improved, I ask other students to help. If there is no question from students, I go on playing the video(s) until almost at the end of the class. I then wrap up the practice by pointing out things my students should and should not do.

One thing missing from offline classroom activity is the group work. Even though I can ask my students to do work group, it is not as easy as when we have offline class. They all at their own homes and if they have to work in groups, they have to do a lot of work and it needs a lot of phone credits. In the offline class, I ask three students to work together. The first student acts as an English native speaker who does not speak Indonesian; the second student does not speak English; and the third student speak both English and Indonesia and acts as the interpreter. Each of them takes turn acting as the interpreter. Since the focus is on interpreting from English to Indonesian, the student acting as the English speaker speaks a lot and the student acting as the native speaker of Indonesian speaks a little. In this way, I give the chance to students to interpret mostly from English to Indonesian.

To maximize the participation of students, my students do not only do

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the interpreting during the class. In addition, I give them weekly assignments. The purpose of these assignments is to make them do more practice. I prepare a video for each assignment and all students do the interpreting from the same video. I realize that they may activate the caption but I encourage them not to do so because the most important thing for them is to be able to do the interpreting directly. I emphasize that each of them will not get any help at all when they have to do real interpreting.

I have no control of this activity because these weekly assignments are done outside the classroom. It is possible that my students use any way to be able to do the assignment as well as they can. But then I also realize that as long as they learn and work, whatever they do is fine—but of course it is much better if they do as I tell them to do—interpreting without reading the caption or the text of the video(s). On one hand, one may say that it is one of the weaknesses of online classes because teachers cannot control what students do but, on the other, it is also an advantage for students, with their own initiatives, find every way to be able to do the assignments given by teachers.

They have to submit their assignments in the form of an audio, meaning that they have to record their own voices. This is also a challenge for them. Given that I give them enough time to do the assignment, I ask them to do their best. Many students tell me that they have to record their voices many times. The more they record their voices the better because they know that they make mistakes and they want to do better. In giving the weekly assignments, I tell them that there are some criteria for gaining good grades: their interpretation should be in good and effective Indonesian sentences, it should not be done word by word, and they have always to remember that English and Indonesian have different ways of expressing something. For example, Americans say “I cut my finger when I cook.” In the Indonesian language, it is impossible to say “Saya memotong jari saya ketika sedang masak.” If a student interprets the English sentence in this way, then it is wrong. They learn that the right interpretation is “Jari saya terluka (tekena pisau) ketika saya masak.” This is just an example but it makes students aware that both languages have different expressions.

Weekly assignments are rewarding in more than one way. In addition for students to work as hard as they can to get good grades, they also have to learn how to make use of the technology. Some of them express their gratitude that I give them such assignments because they can do trial and error in recording their voice and finally they submit their assignment in the form of mp4. While this is not something new to my students or students in general, the fact that they work so hard—including the many recording attempts they do and the editing—proves that despite many challenges it has, online classes makes teachers and students learn a lot, especially in adapting to the technological age.

With all the things I design and do with my students in online interpreting class—which all teachers and students must do during this unprecedented time—I work hard to maximize students’ participation and their interpreting ability. Usually students do not like working so hard but in this class, many of them tell me that they enjoy the way I run the class. I cannot guarantee if they are honest or not but the fact is that all my students participate in class activities with zest and turn in assignments on time every week. This indicates that this difficult time does not kill their passion to learn.

## CONCLUSION

Nobody wants to have this shocking unprecedented time because of the Covid-19 pandemic. As teachers, we all want to have and the best we can. In reality, we work with whatever resources available and all kinds of students we have. Challenges, difficulties, problems are there for us every day but we have to manage to doing the best we can. Especially for English teachers in Indonesia where English is a foreign language, we have more challenges in teaching our students. The advancement of technology is a great help and while we do not teach technology to our students, we can use them to do our job and encourage them to do better in learning the English language.

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