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English Language Teaching
in the Mainstream of Industrial Revolution 4.0:
Challenges and Opportunities

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English Education Department
Faculty of Tarbiyah and Teacher Trainings
UIN Alauddin Makassar

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English Language Teaching in the Mainstream of
Industrial Revolution 4.0: Challenges and Opportunities

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FOREWORD

From the Chair of the Committee of
The 2nd International Conference on English Education

All the praises and thanks are to Allah who has accomplished His grace to us. So, we could undertake the Second International conference of English Language Education (ICONELE). Shalawat and Salam to the prophet Muhammad, his family members and his friends. I write this foreword of the Proceeding of this conference with my deep satisfaction. Many thanks to all of the people who have made this international conference to become true. Congratulations to the English Education Department, Faculty of Tarbiyah and Teacher Trainings, Universitas Islam Negeri (UIN) Alauddin Makassar for conducting the second international conference of ICONELE. This was a great achievement. I really expect English Education Department of UIN Alauddin Makassar will continue ICONELE in the future as an academic tradition which will be effectively gather the prominent English language researchers, English teachers and lecturers, trainers, policy makers, administrators, textbooks/materials writers, educationist, and technologists related to English Language Teaching/Learning/Testing/Administration to present and to share their expertise and knowledge of English education.

The 2nd ICONELE organizing committee particularly encourages academic interactions among delegates (guest speakers, presenters, as well as participants) in both plenary and parallel sessions to present and to discuss a new and current academic works. Their contributions helped to make the Conference as outstanding as it has been. The contributed papers, from seven ICONELE guest speakers, were given by:

1. Prof. Dr. Muhammad Yaumi, M.Hum., M.A. from UIN Alauddin Makassar, Indonesia,
2. Dr. Kaharuddin, S.IP., M.Hum. from UIN Alauddin Makassar, Indonesia,
3. Dra. Hj. St. Azisah, M.Ed. St., Ph.D. from UIN Alauddin Makassar, Indonesia,
4. Dr. Ali Gholamreza Zahabi from Walailak University, Thailand,
5. Dr. Anne Keary from Monash University, Australia,
6. Dr. Manshour Amini from UCSI Malaysia University, Malaysia, and
7. Steve Bolton from IALF Bali, United Kingdom.

In addition, there are 101 selected papers for the ICONELE presentations. Those contributions relatively have contributed the most recent scientific knowledge known in the field of English Language Education specializing in Planning in English Language Education, English Language Teaching, Evaluation in English Language, English Language Education and Intradisciplinary Approach, and COVID-19 and English Language Pedagogy.

This proceeding will furnish both national and international language practitioners, researchers, students, and teachers with and excellent English Language Education reference. I trust also that this will be an impetus to stimulate further study and research in the area of English language teaching in diverse contexts all over the world.

Finally, on behalf of The 2nd ICONELE organizing committee, I would like to thank all guest speakers, authors, and participants for their contributions, for sharing their bright

and inspiring ideas at the conference. My special thanks also goes to editors and the board of reviewers who have given their meticulous attention in screening all the submitted abstracts and eventually selected the abstracts for presentations at this international event.

Gowa, March 30, 2020

Dra. Hj. St. Azisah, M.Ed.St., Ph.D.
Conference Chair

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CAPTIVATING ADULT LEARNERS THROUGH BLENDED ONLINE CREATIVE WRITING COURSES

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ABSTRACT

During the outbreak COVID-19, the learning environment has shifted from the traditional classroom meeting into distance online learning. This condition imposed the instructor to stumble on the using technology to support the teaching and learning process. This study proposes on the use of blended modes on synchronous and asynchronous online platform to engage students in creative writing course. The main research question of this study was how the blended modes relying synchronous and asynchronous platform can optimize the students' engagement in their online learning environment. 50 university students participated in the online discussion activities and in the learning content platform. The researcher tallied the experiences during designing and teaching the course using the instructional technology and connect the results with the students perception about their insights on blended synchronous and asynchronous modes. The results showed that the teacher- students and students- students' engagement environment appeared during the discussion and chatroom session with the synchronous platform. Together with the asynchronous modes, the students present positive responses with the technology used in enriching their writing skills. It can be concluded that the use of blended online learning is truly effective in maintaining the engagement environment throughout the distance online learning. Some suggestions to cover the problems over the online learning are also provided.

Keywords: Synchronous learning, asynchronous learning, online creative writing

INTRODUCTION

The many new challenges posed by the educators during the distance online learning reshape the education movement into some ways of innovations. Providing a meaningful learning to promote autonomy and at the same time maintaining students motivation can be slow and difficult. However, the good perspective on the new forced dependence on education technology might accelerate some changes that has already begun. It may cause educators to think harder about current educational provision models, to learn more quickly about which technology uses are effective and which are not (Thomas & Rogers, 2020). And this is the fact what the education conditions must encounter.

The twenty first century global learning environments is being transformed and influenced by the use of digital communication technologies and online networked applications, along with the characteristics, demands, and challenges of teachers and students (Mcloughlin & Lee, 2010). Educators are struggling to find options to deal with this challenging situation. This is a situation that accosiated with accesibility, affordability, flexibility and learning pedagogy with e- learning (Dhawan, 2020). Indeed, managing learners at a distance using digital tools requires that instructors develop alternative teaching strategies from those used in traditional classroom.

Giving some considerations to the improvement of students creative writing in online learning situation draws severe attentions to the kinds of creative collaboration afforded through digital platform. Integrating the writing process through the use of computer platform considered will be more amusing and entertaining for students (Kaleci & Korkmaz, 2016). That is because another students can improve the current product, and even can make changes on it. Innovative and creative thinking of the students is promoted through this path. With this, students who lack the courage to use their writing skill effectively overcome with this obstacle with writable method, in so this students overcome their lack of trust and grow as authors (Carolan & Kyppö, 2015). As such, the students will get the chance to control themselves to be responsible with the process as they become more confident (Beck, 2004).

Relating to the factors that effect students' performance in online creative writing, the effective use of the technology platform should be taken as the attentation to support the acquisition in writing ability. Relationship between the use of sequencing synchronous and asynchronous tools may influence the effectiveness learning (Ene & Upton, 2018). The effect of synchronous as well as asynchronous use of technology indicates that, as a negotiation-based and dialogic process, will support the writing acquisition. Therefore, this study attemps to investigate how the use of the blended modes of synchronous and asynchronous tools affect the students' learning engagement and proficient in their online creative writing.

REVIEW OF LITERATURE

Globalization and developing knowledge set new standards for all aspects of social life, including higher eduction. In the modern digital age educational climate, online learning has become an essential instrument that enables student-centered learning and educational practice, providing new more versatile new learning methods (Kumar Goyal, Malhotra Assistant Professor, & Goyal Associate Professor, 2013). Various technologies are applied to

the environment in order to make learning easier and in a form of collaboration. The online learning environment is supported with technology platform both synchronous and asynchronous.

Synchronous Learning

Synchronous learning is the kind of learning that happens in real time. This means that students and the instructor interact in a specific virtual place, through a specific online medium, at a specific time. In other words, it's not exactly anywhere, anyhow, anytime. Methods of synchronous online learning include video conferencing, teleconferencing, live chatting, and live-streaming lectures. Synchronous learning has a number major benefits such as direct input, greater encouragement and the responsibility to participate and be present (Redmond, Parkinson, Mullally, & Dolan, 2007). Further, in carrying out teamwork for courses involving community interactions, synchronous online conferences can be quite useful and even advantageous for students when they resolve their space constraints, time limits, and scope (Tabak & Rampal, 2014). Moreover (Hyder et al., 2007) define the key advantages to using synchronous online learning include:

Connecting dispersed learners: Synchronous approaches are particularly useful for organizations that have geographically scattered learning populations.

Real-time interaction and collaboration: Synchronous tools let the users communicate with others which allows a spontaneous and flowing learning session in real time. Responses immediate questions may be answered, and clarification may be given directly. Synchronous tools also lend themselves well to structured collaborative assignments. The social dimension of synchronous tools creates a learning synergy.

Sense of immediacy and co-presence: Synchronous devices are suitable for late- breaking transmission and time sensitive news. Since the human presence is so "front and centre" when using these technologies, the resulting learner experience that is generated allays anxieties about the mechanical or depersonalized essence of technology-enabled learning.

Fostering a learning community: Apprentices benefit from exchanging thoughts and experiences with their peers. A major benefit of synchronous online learning platforms is the creation of a sense of link between learners and group. Long-term impacts may include strengthened teamwork and organizational skills, better retention of workers, higher morale, and creation of group identity. In particular, adult learners respond favorably to peer support and opportunities to connect with their co-workers. Polling tools and other synchronous

features may be used to create a sense of unity, or to establish interest within a workforce for the difersity of ideas.

Balancing learning dynamics: Synchronous e-Learning will reduce the imbalances and create a learning environment that is more equitable. The power dinamic of face- to- face learning environment can be avoided, where extroverts can dominate, and where gender and other personal characteristics can affect group activities. Effectively used, synchronous learning tools can resolve some of those obstacles and level the field (though technical literacy can create imbalances among learners if it is not properly accounted for). Using anonymous feedback tools (such as polls and surveys) can improve online participants' comfort level by reducing the concerns that adult learners frequently have about reacting inappropriately in front of peers. On the other hand, using tools that do recognize the originator (such as Text Chat) can allow participants to shine before their collegues and build a healthy competition. More generally, the variety of tools and communication choices available in synchronous e-Learning (text Chat, audio, polling, etc.) provides numerous options for connecting with diverse learners with different learning styles.

Unique functionality: Many synchronous e-Learning tools include features and functionality that offer unparalleled opportunities for fast and effective learning. Whiteboarding and markup tools can permit class exercises that can be easily saved and recalled. Application sharing allows for rapid and easy group work.

Asynchronous Learning

Asynchronous learning is general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. (Swan, n.d.) identified three main factors that contribute significantly to the success of online courses on; a clear and consistent course structure, an instructor who interacts frequently and constructively with students, and a valued and dinamic discussion. However that discussion strategies requiring learners to take a perspective in an authentic scenario facilitate cognitive presence, and thus critical thinking and higher level of learning (Darabi, Arrastia, Nelson, Cornille, & Liang, 2011). Accordingly, (Swan, 2002) suggeted that three factors are associated with the student perceptions of satisfaction and learning in online courses- interaction with course content, interaction with course instructors, and interaction among course participants. Moreover, (Garrison, n.d.) pointed out that to understand learning effectiveness for asynchronous online learning is to first appreciate what is unique about this medium. That is, it is how to combine

and integrate the reflective and collaborative possibilities that model the inseparable private and public worlds of the learner that will make the learning experience effective for all concerned.

Online Creative Writing

To create an experience that will be mutually beneficial to the online writing process needs collaborativelly planned of the overall online writing process. (Saine & West, 2017) find that virtual writing experience are influenced by nine specific experiences. These experiences include (a) giving feedback, (b) working with students, (c) becoming a tech-savvy teacher, (d) gaining insight into student writing, (e) recalling previous experiences, (f) gaining knowledge of online resources for teaching writing, (g) appreciating teacher support, (h) becoming conscious of their own emotions, and (i) gaining confidence to respond to students. The best advantage of technology reveals to better understand the cognitive, social, and affective influences teacher responses exert on students as they write (Kim, 2004). Furthermore, (Beck, 2004) proposes a five- stage model in designing online teaching as access and motivation, online socialisation, information exchange, knowledge construction, and development. It is up to the teacher to design a cooperative learning environment that motivates the students and facilitates their learning efforts (Carolan & Kyppö, 2015).

RESEARCH METHOD

The researcher used the methods of triangulate data concerning to the objective of the research. The adoption of the methods used to investigate how the synchronous modes in zoom platform followed by the WhatsApp group chatroom blended with asyncronous modes in edmodo platform ensued with Wattpad as the writing tool. The data collected in this qualitative study was the observation along the a/synchronous setting, a survey questionnaire concerning with the blend platform used and an informal interview to gather the opinions from the students about their experiences culvivate the technology platform.

Population and sampling

In relation to the two virtual learners in synchronous and asynchronous modes, the researcher selected the second semester students who took writing online class. 50 e-learners who have adhered in several activities through synchronous zoom platform and WhatsApp chatroom along with asynchronous edmodo and Wattpad platform appointed as the sample size for the study. The class was acquiring the creative writing study in a/synchrounously during administering of the distance online learning.

Data collection tools

The researcher presented the instrument which is appropriate to determine the students preference of the blended use of the two modes in synchronous and asynchronous platform for their online learning. The instrument has been developed to question among the e-learners about their online experiences. The questionnaire consisted of 20 questions which are correlated to e- learning classroom, tools, preferred e- facilities, attending point, lecturing, and its affiliated modes that are synchronous and asynchronous learning environment. Questions were asked to the virtual students purposefully and indirectly about the preference types, available methods on instruments which were provided and commonly applied by students in online environment. The main purpose of the questionnaire was to assess the e-learners perception about the blended used of syncronous and asynchronous modes in their online learning. The questionnaire included in the survey were both open and close-ended questions to gain maximum insight about students' experiences in a/synchronous circumstances. The informal interview collected via zoom room during the online writing course administered.

The synchronous and asyncronous platform utilization

Students participated once a week in the writing course where they would eventually attach in several activities. The first was preceded by the displaying the subject matter presented in edmodo platform. It offered the students to get the information and new material easily. At this time, the students tackled as the self learners to grasp over the new material. In addition, this activity could bring students to be ready and prepare with the topic.The second was an oral discussion board across the zoom platform to engage in conversation between students and the instructor about the material given in edmodo previously. This helped both the students and the instructor communicating the intention and the problems over the material. The information and explanation provided comprehensibly by the instructor at this session.The third phase was continued into whatsapp group chatroom where it motivated the lower students to talk more freely around the difficulty. This medium helped to creep in the interactions in collaborative learning. The last phase was the usage of the Wattpad application for students as a media to publish their writing product.

FINDINGS AND DISCUSSION

The major focus of this study was to examine how the blended synchronous and asynchronous modes can assist the students in online creative writing. Based on the

clasification of the data collection, the researcher analysed the research questions in two parts. Following is the description of the data compilation.

Perception about a/ synchronous e- learning

The open and close-ended questions about the students awareness on a/ synchronous modes showed that all participants were not aware of the term of a/ synchronous e- learning. In spite of the fact that they have participated their online courses using zoom and some other platform during their distance learning, the terms a/ synchronous were not informed steadily. Nevertheles, they considered that this kind of learning was fit with the current condition in which technology become an important role in the daily life. Also they found its interesting and easy to access the content.

E- writing classroom in a blended a/ synchronous modes

This section was seeking the participants' opinion whether the writing skill could be better learnt a/ synchronously or not throughout the online circumstances. Considering the distance learning situation, the participants were preferred subsequently with the blended modes for their academic performance. The preferrence of the applying blended modes of a/ synchronous platform appeared from the positive attitude from their learning style. The blend mode of synchronous e- learning through zoom and whatsapp group platform facilitated students to the interactions to communicating the problems with the work. The suplementary board gave a positive effect in the online learning in order students participated in new ways (Oztok, Zingaro, Brett, & Hewitt, 2013). In addition, the synchronous online environment helped to develop deeper understanding about the content presented in asynchronous learning, and this would encompass deep learning (Perveen, 2016).While the asynchronous mode served in edmodo platform considered to deliver the learning materials and it also functioned to build self- learning among students.The media provided cognitive activities and it revealed with task- based supported with evaluation process (Riwayatiningsih, n.d.).

Students shared that being part of an online blended synchronous and asynchronous course gave them the opportunity to experience an eminent involvement in a flexible learning environment where they had no time to be an inactive participant. This can be seen from students' respons that through the blended format and seeing how the asynchronous activities built towards the synchronous meetings, they were able to continue participating in the asynchronous activities. This preference equal with (Onlinecourses & Yamagata-Lynch, n.d.)

that through the synchronous communications, students were able to engage in spontaneous discussions while through the asynchronous communications they were able to take the time to reflect and prepare a response for discussion topics that were design for any given week.

CONCLUSION

While this study is a single study investigating whether the application of blended modes in synchronous and asynchonous online platform preserve the students' engagement in their online creative writing, the results indicate that introducing combination discussion board and content materials board can have positive effects. The strong correlation between virtual classroom using zoom

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