

ISSN: 2579-437X



THE 4th ELTT

ENGLISH LANGUAGE TEACHING AND TECHNOLOGY
National Conference 2018

*“ISSUES IN ESP AND Digital Learning to
ENHANCE ENGLISH LANGUAGE LEARNING”*

Kediri, May 5th, 2018

PROCEEDINGS

Held and Organized by:

ENGLISH EDUCATION DEPARTMENT
Teacher Training and Education Faculty, University of Nusantara PGRI Kediri

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PROCEEDINGS



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Language Learning**

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English Education Department

H Building, 1st Floor, Campus 1 University of Nusantara PGRI Kediri
Jl. KH. Achmad Dahlan No.76 Kediri. East Java

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Volume 4, May 2018

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Published by:

Adjie Media Nusantara Publishing

<http://adjiemedianusantara.co.id/>

In collaboration with:

English Education Department

Language Center Building, 1st Floor, Campus 1 University of Nusantara PGRI Kediri

Distributed by:

English Language Center and ELTT Conference

H Building, 1st Floor, Campus 1 University of Nusantara PGRI Kediri

II. KH. Achmad Dahlan No.76 Kediri, East Java

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PREFACE



Dear presenters and participants

On behalf of the organizers and committees, it is pleasure to welcome you to 4th National Conference on English Language Teaching and Technology (ELTT) hosted by English Education Department, Teacher Training and Education Faculty, University of Nusantara PGRI Kediri. This annual conference was conducted to provide an opportunity for the teachers, students, lecturers to take part in academic forum as presenters and participants.

The theme of this year's annual conference is *Issues in ESP and Digital Learning to enhance English Language Teaching*. It was chosen to accommodate thoughts and experiences of teachers and lectures in developing English Language Teaching and Research. Further, it can equip the students to build their pedagogical knowledge and research so that they can contribute in national and international academic forum. Thus, the sub- theme of this conference were English language teaching in schools of EFL/ESL contexts; English for Specific Purposes, English for Young Learners, Testing and Assessment in ELT, Technology and Digital Learning, English Language Teaching in Schools of EFL/ESL Contexts, 21st Century Language and Communication Skills, Translation and Interpretation, Improving Students' Digital Literacy, Literature in English Language Teaching

Your presence and contribution for 4th National Conference on English Language Teaching and Technology (ELTT) 2018 is helping to further develop this meaningful forum and 4th National Proceeding is published. This collection of articles involve theoretical review and research based related to the issues of ELTT themes.

Finally, we would like to express our sincere gratitude and appreciation to all presenters for the willingness to share the latest research and experience related to English Language Teaching. Without your effort this conference and the 4th proceeding would not be possible. We look forward to joining the 5th conference next year.

Khoiriyah, M.Pd

Chair of ELTT Committee

English Education Department

Teacher Training and Education Faculty | University of Nusantara PGRI Kediri

Welcome Note from The Head of English Education Department,



Welcome to the proceeding of the fourth ELTT National Conference 2018 with the theme is *Issues in ESP and Digital Learning to enhance English Language Teaching*, held in University of Nusantara PGRI Kediri on May 5th, 2018.

All the selected articles in proceeding this year has been peer-reviewed and edited by our reviewers and editors. so I would like to extend our gratitude to all presenters especially Dr. H. Langgeng Budianto, M.Pd from UIN Maulana Malik Ibrahim Malang and Dr. Hj. Diani Nurhajati, M.Pd as the keynote speakers.

Many thanks to chairperson Khoiriyah, M.Pd, steering committee and our sole sponsor Adjie Media Nusantara Publishing for their hard work to make the conference ran well and the proceeding is completed on time.

Agung Wicaksono, M.Pd

Head of English Education Department,
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

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ENGLISH LANGUAGE TEACHING AND TECHNOLOGY
National Conference 2018

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Kediri - East Java - Indonesia
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ISSN: 2579-437X



9 772579 437006



INNOVATIVE TEACHING TO MILLENIAL GENERATION

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Abstract

Millennial Generation, also known as Generation Z, Millennials or KIDS JAMAN NOW is considered as individuals who reached adulthood around the turn of the 21st century. They are considered as EMAS (Energetic, Multitalented, Active, and Spiritual) generation. They are the future of Indonesian generation that must be prepared through education. It is a big challenge for English teachers as those persons have unique characters: their life cannot be separated from gadget, especially smart phone, and they use this gadget for various reasons. Moreover, they trust User Generated Content (UGC) more than one way information. Realizing the facts, the teachers must adapt the ways of teaching. They have to prepare this generation in order to have not only academic competence, but also ability to learn, adapt, and innovate. This paper is intended to discuss and share ideas the characteristics of innovative teaching, how to develop materials to teach English for millennial generation, and roles of the English teachers. The characteristics of innovative teaching English cover the goal, providing the exposures how the materials are used in real context, giving various learning activities, and IT-based teaching. Furthermore, teachers must understand the principles and the procedures of developing material. Finally, the teachers have some roles to give inspiration to the students, facilitate their learning, and to be models on how English is used in digital era.

Keywords: Innovative teaching, Millennial generation, Materials Development

Introduction

In this globalization era, the development of science and technology changes very fast which has a huge impact for each individual today. Now days, every person is required to have knowledge and skill to face this globalization. Teachers in this era face different problems compare with those who taught before 2000. Their students are called millennial generation who have different characters from the students in the previous era.

According Minastiti (2018), Millennial Generation, known as G-generation, is a term which refers to the individuals who reach adulthood around the turn of the 21st century. They were born in 1980s – 2000s. Now they are at the age between 15 – 38 years. Some of them are still study at schools and become students of the active teachers. The generations have unique characters as they have different characters from their teacher.

Millennial Generation is the future generation of Indonesia. In one hand, they live in very vast development of science and technology. Their life is very easy because they can make use of the technology for their daily life. By having only a smart phone, they can get information about health, fashion, commerce, politics, sport, and many others. They can also buy goods, order food, and even they can involve in game online. So, everything is on their hand. On the other hand, it is challenges for all teachers, including English teachers. They face such unique characters. Therefore, they have to know and understand the students' characteristics.

There are some characteristics of millennial generation which are different from the characters of the teachers. First, they are very creative to solve their problems because

they trust User Generation Content (UGC) more than one way information. This generation is very familiar to use internet. If they have problems on the materials they study, they will find the solution through the internet which provides many ways which they need. For example, they can solve the problems in mathematics in their homework. They can search in Google easily without asking to their teachers. The other characteristic is that they are more skillful in using gadget. Winastiti (2018) explains that millennial generation prefers having smart phone than watching television. They are very skillful in using various applications in the internet. Furthermore, they must have social media, such as face book, instagram, twitter, etc. They even have more than one social media. Then, they do not like reading conventional texts. They prefer to read any kinds of texts in their smart phones.

The government has predicted the condition before, so the preparations are made. The G-generation must have some competences. One of them is that they have competency in communication to actualize Golden Generation 2045. This competence can be reached through teaching and learning at schools. Communication competence here means competence in expressing ideas through international language which can be understood by global citizen. As a result teachers must adapt English teaching with the students' needs and characters.

This paper is intended to discuss and share ideas the characteristics of innovative teaching, roles of the English teachers, and the materials for millennial generation. The characteristics of innovative teaching English cover the goal, providing the exposures how the materials are used in real context, giving various learning activities, and IT-based teaching. Furthermore, the steps of developing materials are identifying students' need, formulating the teaching objectives, designing how the competence will be assessed, covering all of the skills which will be trained, providing various learning activities, and selecting the appropriate materials which are suitable with their characters. Then, English teachers have some roles to give inspiration to the students, facilitate their learning, and to be models on how English is used in digital era.

Innovative Teaching

Before explaining about innovative teaching, it is important to understand the definition of teaching. There are some experts who define this term. One of them is stated by Brown (2007:7) who defined that teaching is activity of showing or helping someone to learn how to do something, giving instruction, guiding and facilitating learning, enabling the learners to learn, setting the condition for learning, providing with knowledge, causing to know and understand. In other words, teaching is activities done by teachers to students in which the teachers help the students to learn by transferring knowledge, giving some instruction to do something by certain methods to achieve certain performances.

In more specific, Cremin (2009:1) stated that teaching English is, at its richest, an energizing, purposeful and imaginatively vital experience for all involved, developing youngsters' competence, confidence, and creativity as well as building positive attitudes to learning. He added that teaching English focused on instruction of assessable skills, and paying little attention to students' affective or creative development as language learners and language users. In this case it focuses on the four language skills, namely listening, speaking, reading, and writing.

In this paper, the definition of teaching is various activities done by the English teacher to educate and facilitate students in order to master certain knowledge, to perform certain skills, and to build certain characters so that the students can compete

in globalization era. Therefore, teaching means educate students to change their ways of thinking, behavior, and skills.

To face the globalization era teachers must change their point of view of teaching English. They must innovate the ways of teaching by adapting the materials, the methods, and media which are appropriate with the characteristics of G-generation. In other words, innovative teaching is changes in teaching which cover adapting teaching activities, materials, and media so that the students have certain competences needed in the vast development and technology era.

First, innovative teaching can be seen from the activities provided by the English teachers which train the students to have critical and creative thinking. First, critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Then, creative thinking is to create fast, precise, and low-risk solution. Those two things can be built through the process of the teaching and learning English.

The Indonesian Ministry of Education and Culture (2013:153) has formulated the teaching learning process which builds the students' critical thinking and creative thinking in the 2013 Curriculum. It is by applying the scientific approach which focuses on the three aspects: attitude (affective), skills (psychomotor), and knowledge (cognitive). Attitude aspect refers to the students know why; skill aspect refers to students know how; and knowledge aspect refers to what students know. Students who have the three aspects, will have good characters, are creative, innovative, and productive. In order to achieve the goal, the teachers can follow the following steps in scientific approach:

1. Observing

In this step, teaching and learning process focuses on the meaningful process. Teachers can provide students with objects, real objects, or phenomena. They are directly involved in learning and it helps the teachers to contextualize the students' learning in the classroom. They can learn based on what they see to construct their knowledge. This experience facilitates them to fulfill their need of knowing something.

2. Questioning

This step has some functions:

- a. to build up students' curiosity, interest and attention toward the topic,
- b. to encourage and motivate students to become actively involved in lessons, to check students' understanding and problems during teaching and learning process,
- c. to encourage students to speak or use the language.

3. Experimenting

Students have to do experiments to get the real or authentic learning. For example, they should understand the concepts of science and its relation to everyday life. They must have the skills to develop knowledge about the environment, and be able to use the scientific method and scientific attitude to solve the problems they face in everyday life. The application method is intended to develop various learning objectives, the attitude, skills and knowledge.

4. Associating

In the 2013 Curriculum, the term associating is close to 'reasoning'. Associating is the process of thinking logically and systematically over the empirical facts that can be

observed in the form of knowledge to obtain conclusions. It refers to the ability to group diverse ideas and associate diverse events as experiences. When the experiences are stored in the brain, they will interact with previous events or experiences.

Teachers can follow the steps to implement the association activity:

- a. prepare the materials based on the curriculum,
- b. avoid to use lecturing technique, just give a brief and clear instructions with some examples to students,
- c. arrange the hierarchal materials, starting from the simple to complex,
- d. measure and observe every student' work as soon as possible provide feedback;
- e. provide feedback as the results of checking students' works,
- f. repeat the activity to give more practice so it becomes students' behavior and habit,
- g. do authentic assessment,
- h. record all students' progress.

5. Communicating

Communicating is activities to deliver the result in conceptualize of spoken and written forms, such as demonstrating, writing article, and giving presentation which can be published in school newspaper, journals, wall magazine, or even in social media.

There are some teaching models which are appropriate with scientific approach. They are Inquiry-based Learning, Project-based Learning, and Discovery Learning. The steps in the three models are suitable with the ones in scientific approach.

First, Inquiry-based Learning is a form of active learning that starts by posing questions, problems or scenarios – rather than simply presenting established facts or portraying a smooth path to knowledge. Teachers plays very important role as facilitator to assist students. Inquirers will identify and research issues and questions to develop their knowledge or solution. This model is principally very closely related to the development and practice of thinking skills.

Then, Stripping et al. (2009:8) explain that Project-Based Learning is the instructional strategy of empowering learners to pursue content knowledge on their own and demonstrate their new understandings through a variety of presentation modes. In addition, this model is a way to teach students to solve challenges and create successful products on their own. The students have to think in original ways to come up with the solutions to the real world problems. It helps with their creative thinking skills because is an individual or group activity that goes on over a period of time, resulting in a product, presentation, or performance generally done by groups of students working together to reach same goal. In conclusion, this model provides students with various activities to practice their high order thinking.

Finally, Problem-based Learning is a student-centered teaching method that uses problem scenarios to encourage and engage the students in learning process (Baden and Majo, 2004: 3). The process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. It involves working in small groups of learners. Each student takes on a role within the group that may be formal or informal and the role often alternates. It is focused on the students' reflection and reasoning to construct their own learning. In short, in this model students are given experience to identify what they already know, what they need to know, and how and where to access new information that may lead to the solution of the problem.

Furthermore, there is an important note taken from the scientific approach above. The English teachers can innovate their teaching by connecting what the students learn with the application in the real world. As the millennial generation cannot be separated from using social media, they can bring the real condition into the class, for example, teachers can have flipped classroom. It is an instructional strategy and a type of bended learning that reverses the traditional learning environment by delivering instructional content, often online, outside the classroom. In a flipped classroom, students watch online lecturer, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of teachers as mentors. They can make use of Edmodo, Facebook, WhatsApp, and many other applications to carry out flipped classroom. In this case the use of Information Technology cannot be avoided. Thus, it meets the characteristics of millennial generation.

Material Development

Materials are anything which used by teachers in the classroom in order to reach the objectives of teaching English. According to Tomlinson (2013:66), materials include anything which can be used to facilitate learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or CDROM, DVD or the internet. They can be instructional, experiential, or explanatory, in that they can inform students about the language, they can provide experience of the language in use, they can stimulate language use or they can help them make discovery about the language for themselves.

The materials can be in the forms of written and oral texts in which English is used for communication. Besides, the materials can be explanation of language rules. Therefore, they can be taken from various sources as long as they are suitable with the competence mentioned in the curriculum. For example, in one of the basic competence of teaching English to senior high school, students are able to create oral and written descriptive texts about persons, tourist objects, and famous historical buildings by considering the social function of the text, the structure of the text, and language features which are suitable with the real context. From this formulation, teachers must carefully select the suitable materials. The written text can be taken from on-line news or articles written by bloggers, while the oral text from You-tube. The examples of the text can be easily downloaded from the internet. Then, teachers can add some information related with the functions of the text and the language features.

As the materials are taken from many sources, teachers must develop to meet the needs of their students. Material development means activities done by teachers to select, adapt, and adopt the materials to teach English in order to help them facilitate students to learn the language. Teachers can not only reduce the available materials, but they can also add the materials. Sometimes the content of the materials is too difficult for their students, so they can adapt them by reducing some parts which are considered problems. If the materials are too easy, they can add some more exercises to strengthen the students' understanding.

According to Harmer (2001), there are some ways which can be done by teachers in order to adapt the materials in the textbook:

1. **Modifying content.** Content may need to be changed because it does not suit the target learners, perhaps because of factors related to the learners' age, gender, social class, occupation, religion or cultural background. There are some ways in order to modify the content of (materials) in the textbook:

- a. Addressing omission. The text may omit items that the teacher feels are important. For example a teacher may add vocabulary activities or grammar activities to a unit.
 - b. Adding or deleting content. The book may contain too much or too little for the program. Whole units may have to be dropped, or perhaps section of units throughout the book omitted. For example, a course may focus primarily on listening and speaking skill and hence writing activities in the book will be omitted.
 - c. Replacing the content. Teachers can replace the materials in the textbook with one of the teachers' own. It can be useful for students" because the teachers' own materials probably interest him or her more than the textbook and it may well be more appropriate for students" need and ability.
 - d. Recognizing content. Teachers may decide to recognize the syllabus of the book, and arrange the units in what they consider a more suitable order. Or within a unit the teachers may decide not to follow the sequence of activities in the unit but to reorder them for particular reason.
2. Modifying tasks. Exercises and activities may need to be changed to give them an additional focus. For example, a listening activity may focus only on listening for information, so it is adapted so that students listen a second or third time for a different purpose. Or an activity may be extended to provide opportunities for more personalized practice.
 3. Extending tasks. Exercises may contain insufficient practice and additional practice tasks may need to be added.

From the quotation above, it can be concluded that teachers can develop the materials by modifying the content and the tasks as well as extending the tasks.

Teachers can take some consideration to develop materials. There are some principles of developing materials proposed by Tomlinson (1998). Some of them are:

1. **Materials should achieve impact.** Impact is achieved when materials have a noticeable effect on learners. It can be seen from their curiosity, interest, and attention. The materials can achieve impact when they are new, varied, presented attractively, and appealing content.
2. **Materials should help learners to feel at ease.** Materials can help learners to feel at ease in many ways. For example, texts and illustrations rather than just texts help the learners relate with their own culture than those that are culturally bound, materials that include examples rather than without, and many others.
3. **Materials should help learners to develop confidence.** Many learners feel relaxed and self-confident if they think that the materials they learn are not too difficult but just one step further or more difficult than they master.
4. **Materials should require and facilitate learner self-investment.** Materials that enable the learners to be interested in them can draw their attention. They can attract them to learn. They will facilitate them to learn the materials by themselves. Learners must be ready to acquire the points being taught
5. **Materials should expose the learners to language in authentic use.** A lot of instructional materials can provide exposure to authentic input through the instructions, advice they give for the activities and the spoken and the written texts included in the materials. The learners' attention should be drawn to linguistic features of the input. These linguistic features should not become the

main focus in the materials but the learners should be made aware that linguistic features are needed to locate and to make a generalization about the function of the linguistic features in the main materials.

6. **Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.** After learning the materials, learners should be given opportunities to practice the language they have learned for communication in real life situation not just practicing it in the classroom controlled by the teacher.
7. **Materials should take into account that the positive effects of instruction are usually delayed.** As it can be observed in our daily teaching, learners learning a language is not an instantaneous process but a gradual one. In order to facilitate the gradual process of learning or acquiring a language, it is important to give frequent and example to the instructed language features in communicative use.
8. **Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities.** This principle means that materials which encourage the learners to learn the same lesson involving different cerebral processes and different states of consciousness in many different parts of the brain will maximize recall.

There are some procedures to develop materials. According to Jolly and Bolitho (2011) as cited in Tomlinson (2013:97), framework for developing materials which involves the following procedures:

1. Identification of need for materials
2. Exploration of need
3. Contextual realization of materials
4. Pedagogical realization of materials
5. Production of materials
6. Student use of materials
7. Evaluation of materials against agreed objectives.

After understanding the principles of developing materials and the procedures of developing materials, teachers can apply them in the classroom. The materials which are suitable with students' characteristics will make them confident and it will make successful teaching.

Roles of English Teachers

English teachers are persons who teach English subject at all levels of school. The teachers have important roles and tasks in the classroom. According Harmer (2007: 108-110) they have some roles; some of which are as controller and resource persons. As controllers, they are in charge of the class and of the activity taking place and is often 'leading from the front'. Controllers take the register, tell students things, and organize drills, reads aloud and in various other ways exemplify the qualities of a teacher-fronted classroom. While as resources teachers must be ready if students need somebody to help or to ask. For example, when they have to perform speaking in a short drama and they have to upload the performance in a social media, students have problems how to arrange the scene without decreasing the plot of the story and the duration. In this case, the teachers must be able to give some choices as the solution. The teachers can also see

the performance when they practice. These roles are very relevant with the characteristics of the student active learning as suggested in the 2013 Curriculum.

Apart from the roles above, in millennial era teachers have some roles to give inspiration to the students, facilitate their learning, and to be models on how English is used in digital era.

1. Give inspiration

In digital era students can find various software and applications in the internet. They can also get amusement, such as games, movies, music shows, sports, etc. There are many interesting, informative and inspiring vlogs made by Indonesian and other countries people. Those who like reading can access and enjoy various texts in Wattpad application. People who like writing can share their works in this application. Language plays a very important role in those applications. English teachers can encourage their students to get the amusements which use English as the media of communication. They can show the students how English is used in those applications. It will be good if Indonesian students take parts in creating those application rather than they only watch the products as users. Therefore, teachers must inspire them by expose the inspiring applications.

2. Facilitate learning

In order that English learning can take place, teachers must facilitate students with various materials and activities. In digital era teachers must be familiar with the applications in the internet that the students use. They must innovate by exploring the materials which are used in the applications. They can also provide activities which involve the use of Information Technology Based, such as blended learning mentioned above. In short, English teaching can be designed in such a way that not only the materials which are applicable exposed in the applications, but also the process that is IT based.

3. Play as models

Students will not be interested to learn if the teachers do not take a part in the process of teaching. For example, students are assigned to create a text which will be published in social media, teachers must have their own texts as examples for the students. Besides, the teachers must have the account to share the students' works. By doing so, they play a role as a model how to use the language as well as how the works are published.

In conclusion, English teachers who teach millennial generation have a big challenge to innovate the way of their teaching in order that they become persons who give inspirations for their students, facilitate the learning, and become good models in using the language in real context.

Conclusion

English teachers in globalization era face different condition in which they have to teach millennial generation. They are characterized by their life cannot be separated from gadget, especially smart phone, and they use this gadget for various reasons. Realizing the facts, the teachers must adapt the ways of teaching. They have to prepare this generation in order to have not only academic competence, but also ability to learn, adapt, and innovate. They must innovate their teaching by providing various activities which give their students experience to build their critical thinking. Besides, they must develop the materials which are suitable with the students' needs and condition. Finally, in millennial era teachers have some roles to give inspiration to the students, facilitate their learning, and to be models on how English is used in digital era.

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