



BICOLE Proceedings 2018

ACTIVE AND AUTONOMOUS LEARNING FOR MILLENNIAL GENERATION

Proceedings of

12th Biennial Bandung International Conference on Language and Education (BICOLE)
Bandung, Indonesia July 23-25, 2018



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INSTITUT TEKNOLOGI BANDUNG



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FOREWORD

This collection of papers represents a selection of those presented at the 12th Biennial Conference on Learning English (BICOLE) at the Institute of Technology Bandung (ITB), in cooperation with the British Council (BC) and the University of Leeds in the UK. The conference was held on July 23 -25, 2018 in Bandung under the theme of 'Active and Autonomous Learning for Millennial Generation.' This sequence of conferences, one of the longest in any field in Indonesia, has been sustained because of its reputation for quality. All presenters have to meet strict criteria for acceptance, which means that attendees are guaranteed presentations of a high academic standard and practical relevance. These qualities are evident in the contributions in this volume too.

The writers/presenters come from a range of institutions, secondary and tertiary, state and private, but all share a deep interest in active and autonomous learning for the native digital generation and the opportunities that technology offers for language learning and teaching (and especially English, given its widespread use on the internet).

The collection is organized into four sections. The first is Making Classroom Active, focuses on students' engagement in the classroom. In this section, eight papers are elaborating the use of assisted-technology instructions and Problem Based learning method in making classroom active. The second section is Language Learner's Autonomy and Motivation exploring learners' attitude and perception. In this part, one of the papers presents the potency of Bahasa Indonesia for non-native speaker program to produce autonomous learners and another writer discuss peer learning to foster motivation in learning. The third one is Active and Autonomous Language Teacher that emphasizes on language teacher professional development. In this point focuses on teacher's belief in using the digital platform in teaching instruction and the last section is Technology and Language Learning focusing on digital pedagogical tools, that is, technology explicitly designed to support teaching or applications of mainstream software like Kahoot. However, as the writers show, social media has immense educational potential, not least because that is where many young Indonesians are exposed to English, or even use it themselves in expressing their online identities. In all these fields, it is probably safe to say we are on the cusp of a technological revolution which will transform practice in the coming decades.

We hope you enjoy reading these papers in this volume of the BICOLE Proceedings.

Editor Team

Twelfth International Conference 2018
ACTIVE AND AUTONOMOUS LEARNING
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SECTION 1

MAKING LANGUAGE CLASSROOMS ACTIVE

1.1 CREATING VLOG AS THE LEARNING OUTCOME OF TEACH SPEAKING

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Abstract

The advance of science and technology cannot be separated from people's lives, including the millennial generation. Technology is a part of their everyday needs as if they would die without it. One of the products of technology is social media in which the millennial generation is very actively involved. They can do many things in their social media; for example, they cannot only share their experience through Instagram, Twitter, Youtube, etc., but also they can make money through those applications. They become a new profession for them. Teachers should adapt their teaching models accordingly. They should prepare their students in order that they become productive generation. Realizing the facts, the research is conducted in order to answer the question: "How is the application of teaching speaking to produce Vlog to the first year students at Nusantara PGRI Kediri University?" To answer the question, the writer employed Lesson Study in which she cooperated with one lecturer and two senior students. She became the teacher model while the other lecturer and the students work as observers and evaluators. There were some steps as one cycle to carry out repeatedly; they were Plan, Do, and See. Besides, she chose Project-Based Learning as the model of teaching. The results show that the students can apply their speaking competence (introducing themselves, describing objects, explaining something, and persuading audience) in their Vlog. The speaking performance is better as they express themselves freely as they produce the Vlog outside the classroom.

Keywords: *Learning Outcome, Teaching Speaking, Vlog*

INTRODUCTION

In this globalization era, the development of science and technology changes very fast which has a huge impact for each individual. Now days, every person is required to have knowledge and skill to face this globalization, especially for university students. They should be creative in order to face this globalization. To prepare qualified human resource, the Indonesian government creates the qualification framework, known as a framework of academic qualification Indonesia (*Kerangka Kualifikasi Akademik Indonesia/KKNI*). This framework relates to National Education System, National Training System, and Assessment of equality of learning achievement (Learning outcomes) because those three aspects are quality achievement that Indonesia has for improving human resource. Learning outcomes is internalization and accumulation of science, knowledge, skill, affection and competence that reach through structural educational process and include a certain field of science or work experience.

This program focuses on higher education because in higher education, the quality of human resource becomes the key of sustainability and achievement of the quality of education. It refers to National Standard of Higher Education, Article 5-7 (2015), the formulation of learning achievement in graduate competency standard is stated into three elements, they are attitude, knowledge and skills that are divided into special and general skills which are suitable for high education graduates. The framework of academic qualification Indonesia becomes the important aspect in high education to create graduates that have soul of competence and competition so it can create Golden Generation in 2045.

One of the competences needed by students of university to actualize Golden Generation 2045 is that they have communication competence in speaking English because there is no boundary among nations in the world. It means English becomes the dominant communication means to win the global competition. As a result, they have to improve English competence to take a part in global competition.

In learning English students should learn speaking. Speaking is part of productive skill in which students express their ideas orally. According to Nunan (2003:48), speaking refers to productive of oral skill. It consists of producing systematic verbal utterances to convey meaning. In other words, speaking is a skill that a learner should perform his/her ideas orally to others.

There are some aspects that should be considered in learning speaking. It includes fluency, pronunciation, grammar, accuracy, appropriateness' and etc. It means, speaking is not only talk about knowing about features of language such as grammar and so on but also about to process the idea. Thornbury (2005: 11) stated that the kind of knowledge that speakers bring to the skill as speaking comprise extra linguistic knowledge such as background knowledge of topic and culture, and linguistic knowledge, including discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary, and phonology. Background knowledge of topic and culture become very important. When the speakers have the same background knowledge, they

will be easier to make communication. Besides, speech act knowledge is also necessary. Speakers understand each other when they deliver their idea in good grammar, understandable vocabulary and also right phonology.

Speaking for Informal Communication is one of the subjects that the students of University of Nusantara PGRI Kediri must take. The learning outcomes of this subject are students are able to communicate orally on the following functions: "Introducing Oneself", "Asking and Giving Information", "Asking and Giving Direction", "Asking and Giving Opinion", "Asking and Giving Suggestion", and "Describing Objects" in various situations fluently. To reach the learning outcomes, the lecturer must create certain situations and activities in which the students can apply those expressions.

The students who take this subject are considered as millennials whose characteristics are very unique. In Hitss.com it is stated that millennial generations always have connections with media social, such as instagram, WhatsApp, Facebook, etc. All of them have some accounts in social media application. Next, those generations are more skillful using gadget than their parents. Moreover, they are very creative in terms of solving problems. Then, they have different opinion about their future, especially their jobs. For example, if there is no progress in their jobs, they will resign and get other jobs which are more challenging and promising. Finally, they like collaboration more than competition and emphasize on the quality of the work results. Those characters are very different from the ones of the previous generation.

There are some problems faced by most students who speak using foreign language. They have problem in pronunciation, fluency, and find words to express their idea. In fact, Thornbury (2005: 6) says that in order to achieve any degree of fluency, some degree of automaticity is needed. Automaticity allows them to focus their attention on the aspect of speaking task that immediately requires it, whether it is planning or articulation.

Realizing those facts, the lecturer must do innovative teaching to accommodate the students' needs and find the solution of their problems in speaking. Nurhajati (2018) states that in innovative teaching a teacher makes some changes in teaching learning process which covers adapting teaching activities, materials, and media so that the students have certain competences needed in the vast development and technology era. In this case, the writer as the lecturer of this subject selected the teaching models and materials which are suitable with the characters of millennial students.

The writer made some innovations in teaching Speaking in Informal Communication starting from the formulating the learning outcome, the materials, and the learning activities. She decided that the students must be able to create vlogs to perform their speaking ability. Vlog is a video that contains about information to be shared with the viewers as they upload it in their social media. Usually the creator of vlog communicates his/her ideas orally. Therefore, the ability of speaking is needed in order to make the vlog interesting.

There are some reasons why the writer chose creating vlogs as the learning outcome of the subject. First, vlogs are familiar for the millennial students that encourage them to

be creative. It also accommodates the students' character that they like using gadget and have social media account. By creating vlogs, they would collaborate with their friends how to create their product interesting.

Based on the explanation above, the writer did a research entitled "Creating Vlog As the Learning Outcome of Teaching Speaking." The objective is to answer the question: "How is the application of teaching speaking to produce vlogs to the first year students at Nusantara PGRI Kediri University?"

METHOD

This research is a descriptive study which adopts the steps in Lesson Study (LS). Wang-Iverson and Yoshida (2015) state that LS is more than studying instructional materials and developing useful lessons. Furthermore, according to Zahroh and Wardani (2011) the aim of LS is to improve the quality of teaching and encourage students' thinking processes, to help them develop mental image for solving problems and understanding topic, and to expand those skills and abilities. In short, it can be said that LS is collaborative activities among teachers or lecturers to find solution of the problem of teaching and to improve the quality of teaching.

The research was carried out in University of Nusantara PGRI Kediri. The subjects of the research were the lecturer of Speaking for Informal Communication and 33 students who took this subject. The data were taken during the teaching and learning process by observing and presented descriptively.

The steps of carrying out the research followed the ones proposed by Lewis (2002) who stated that in each cycle there are three main stages; they are **Plan**, **Do**, and **See**. The first phase is **Plan**. In this phase the writer created a collaborative team which consisted of two lecturers and two students. Both of the lecturers taught speaking, but they taught to different levels. The students involved were the ones who finished their final project of their study (*skripsi*). In the first activity they worked together to revise the existing lesson plan of Speaking for Informal Communication. They focused on the formulation of the learning outcomes, the learning activity in the classroom, the materials, and the assessment. The next phase is **Do**. In this phase, each person had different role in this research. The writer played a role as the teacher model who taught Speaking for Informal Communication, and the other lecturer played a role as the observer who gave feedback for the improvement. The observer lecturer made some notes on the teaching steps, the developed materials, and the teaching techniques applied by the model lecturer. The students who joined in the team played roles as observer, but each observer focused on different aspects, that were the students' participation in the classroom. The other student helped to take the documentation during the process. The last phase is **See**. In this phase the team met together to discuss the process of teaching. The observer gave feedback based on her notes. The feedback covers the strength and weaknesses of the teaching process in the classroom. Based on the feedback, the team planned the next teaching activity. Those phases were repeated again and again until there were some improvements in the teaching process.

They admitted that creating vlog made them challenging, but happy. Finally, creating video encourages thei students' creativity.

Collaboration in teaching is very beneficial for both teacher and students. This can be seen from this research that employed Lesson Study. The advantage for the teachers is that they can share ideas to make the teaching learning better. They can anticipate the teaching process based on their experience. If they have problems during the teaching process, the collaborator gives solution. The students can take the advantage as the teachers prepare the lesson well, therefore it influences the learning outcome. The idea is supported by Sudrajat (2008) who states that Lesson Study is meant to improve the teacher profession and students' ability through learning community. Furthermore, Project Based Learning is the most appropriate teaching model for subjects which goal is creating *product*. Furthermore, Sahroni & Nurhajati (2017) and Nurhajati (2018) admit that students have various learning experience through this model. They practice some quality such as cooperation, creativity, and critical thinking. Creating Vlog is the learning outcome of speaking, so by applying this model they will get some learning experience and practice the quality above.

Speaking in another language is no easy for most students. Thornbury (20015: 27) identifies one of the problems that they cannot find words when they speak face to face using foreign language. By speaking in video students do not speak face to face with the audience, unlike when they have to speak in the classroom. They feel free and relax expressing their idea in their video, so they speak fluently and feel confident. In short, creating vlog helps the students not only practice speaking, but also encourage them practice various quality they need to interact in daily life.

CONCLUSION

There are three things noted from the research which describe application of teaching speaking to produce Vlog. First, the steps of teaching follow the procedure of Lesson Study; they are Plan, Do, and See. This collaborative activity helps to improve the quality of teaching learning process. Next, Project Based Learning is the appropriate teaching model for subjects which goal is to create a product. Besides, this model gives the students various experiences to train their critical thinking. Finally, creating vlog gives many benefits for students, such as: their speaking performance is good, they can express themselves freely, it encourages their creativity, trains their cooperation, and builds their confidence.

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