



Indonesian Journal of English Language Studies

Vol. 5, No. 2, September 2019

Indonesian Journal of English Language Studies

Using Short Stories to Teach Vocabulary in Basic Reading 2 Class at Sanata Dharma University

Theresia Rosana Eklesia and Particia Angelina

The Use of Webpage in English Teaching

Ananda Taqwa, Florence Evelin Masumbauw, Fika Widya Christy Hoogendyk

The Use of Edmodo for Teaching Reading in a Blended-Learning Classroom

Desy Rizki Lukitasari, Valentina Andantin F., Earlyn Gloria

The Use of Kahoot! as Formative Assessment in Education

Fennie Karline Rosario Tenau, Yunda Anissa, Bernadetha Wahyu Widyaningrum

Development of the Learning Module Book of English for Specific Purposes Course to Realize Relevance and Meaningfulness

Carla Sih Prabandari, Gregorius Punto Aji



THE GRADUATE PROGRAM
IN ENGLISH LANGUAGE STUDIES

SANATA DHARMA UNIVERSITY



Indonesian Journal of English Language Studies

©2019 Sanata Dharma University

p-ISSN 2442-790X (Printed)

ISSN 2175-0895 (Online)

EDITORIAL BOARD

Chief Editor:

Dra. Novita Dewi, M.S., M.A. (Hons), Ph.D.

Associate Editors:

Dr. J. Bismoko

F.X. Mukarto, Ph.D.

P. Sarwoto, S.S., M.A., Ph.D.

Dr. B. B. Dwijatmoko, M.A.

Dr. E. Sunarto

Managing Editors:

Angela Kurniawati Joice Paila

Johan Tobias Kristiano

Layout Editor:

Aditya Cahyo Nugroho

IJELS, an Indonesian Journal of English Language Studies is intended for enthusiasts in English Language Studies (ELS), chiefly graduate students, to express themselves. They do so in trying to contribute to human progress and development by way of English Linguistics, Literature, Education, and other relevant sub-disciplines. IJELS focuses but not limited to ELS in Indonesia and neighboring countries, including English in Asia.

IJELS is an online and print journal, published at least twice a year, and managed by the Graduate Students of ELS Study Program, Sanata Dharma University. The academic editors are ELS lectures of Sanata Dharma University and its collaborators. IJELS gratefully accepts qualified articles from contributors of different universities and institutions, domestic and

Editor and Administration Address:

Graduate Program in English Language Studies

Sanata Dharma University

Jl. Affandi, Tromol Pos 29, Yogyakarta 55002

Ph. +62-274-513301, 515352 Ext. 1501

E-mail: ijels@usd.ac.id, Website: www.usd.ac.id/jurnal/ijels

GUIDELINES FOR ARTICLE CONTRIBUTORS

Indonesian Journal of English Language Studies (IJELS) welcomes articles and research reports from enthusiasts of English Language Studies, chiefly from graduate students. The articles and research reports focus on issues related to English Linguistics, Literature, Education, and other relevant sub-disciplines which have never been published elsewhere. The writing guidelines are as follows:

1. Manuscripts must be written in English, in Ms. Word doc. format, double-spaced on A4 paper, font 12, Times New Roman, and 15-20 pages in length, with two hard copies and the soft copy.
2. Articles should be written in essay style with a subheading for each part, except for the introduction. The subheading system is as follows:
LEVEL ONE : ALL CAPITALS, BOLD, LEFT JUSTIFICATION
Level Two : Capitals-lowercase, Bold, Left Justification
Level Three : Capitals-lowercase, Italic-bold, Left Justification
3. Research report articles should include:
 - Title
 - Full name of the contributor(s) without title(s) and institution (affiliation)
 - Abstract (± 100-150 words)
 - Keywords (4-6 words)
 - Introduction
 - Methods
 - Findings and discussion
 - Conclusions and suggestions
 - References
 - Appendix, if any.
4. Non-research articles should include:
 - Title
 - Full name of the contributor(s) without title(s) and institution (affiliation)
 - Abstract (± 100-150 words)
 - Key words (4-6 words)
 - Introduction
 - Body text
 - References
5. Articles will be reviewed by subject reviewers, while editors have the right to edit the articles for format consistency without altering the substance.
6. All manuscripts should conform to the APA Style Manual, for example:
ALvesson, M. & SKoldberg, K. (2000). *Reflexive methodology: News vistas for qualitative research*. London: Sage Publications.
Dewi, N. (2006). As simple as ABC. *Phenomenology Journal of Language and Literature*, 10(1), 49-57.
7. Manuscripts, as well as contributor's brief CV, and two hard copies, should be submitted to <https://e-journal.usd.ac.id/index.php/IJELS/index>
8. For more information or inquiry, please send an email to ijels@usd.ac.id

Indonesian Journal of English Language Studies

Volume 5, Number 2, September 2019

CONTENTS

CONTENTS.....	i
Using Short Stories to Teach Vocabulary in Basic Reading 2 Class at Sanata Dharma University <i>Theresia Rosana Eklesia and Particia Angelina</i>	43
The Use of Webpage in English Teaching <i>Ananda Taqwa, Florence Evelin Masumbauw, Fika Widya Christy Hoogendyk.....</i>	56
The Use of Edmodo for Teaching Reading in a Blended-Learning Classroom <i>Desy Rizki Lukitasari, Valentina Andantin F., Earlyn Gloria</i>	66
The Use of Kahoot! as Formative Assessment in Education <i>Fennie Karline Rosario Tenau, Yunda Anissa, Bernadetha Wahyu Widyaningrum</i>	75
Development of the Learning Module Book of English for Specific Purposes Course to Realize Relevance and Meaningfulness <i>Carla Sih Prabandari, Gregorius Punto Aji.....</i>	85

Using Short Stories to Teach Vocabulary in Basic Reading 2 Class at Sanata Dharma University

Theresia Rosana Eklesia and Particia Angelina

Sanata Dharma University

e-mail: sanaeklesia@gmail.com and patricia@usd.ac.id

<https://doi.org/10.24071/ijels.v5i2.2823>

ABSTRACT

Vocabulary is one of the most important parts of language acquisition. Without vocabulary, people will not be able to deliver the message of the conversation. Therefore, students need to develop their vocabulary in order to be able to communicate in English. This research was conducted to investigate on how short story helped students on acquiring English Vocabulary in Basic Reading 2 Class. Therefore, the researcher had formulated two research questions: “How do short stories help students to learn vocabulary in Basic Reading 2 class?” and “What are the activities using short stories that can be applied to teach vocabulary in Basic Reading 2 class?” Theories from Nation (1990) and Parvareshbar & Ghoorchaei (2016) were used to answer the research question formulated. Survey method was conducted in this research. The data were collected using observation sheet and field notes that were used to note the activities conducted in the class of thirty second semester students who were enrolled in Basic Reading 2 class, also an interview with the lecturer of Basic Reading 2 class. The result of this research is that there are five activities conducted by the lecturer. Two of the activities are stated in the theory by Nation (1990) and the other three were found in the teaching and learning process. Future researchers are suggested to explore more methods that will benefit the students of Basic Reading 2 class in their process of learning new vocabulary.

Keywords: *ELESP, short story, survey research, vocabulary*

INTRODUCTION

English as an international language is important for people to master because it is spoken in so many different countries especially in some developed countries like The Unites States, The United Kingdom, Australia, and many more.

The experienced second language teacher and scholar Keith S. Folse stated that the most common error in communication happened when people did not know the right vocabulary to be used in the sentence. (Keith S. Folse, 2004).

Therefore, vocabulary is one of the most important parts of language acquisition. Without vocabulary, people will not be able

to deliver the message of the conversation. Therefore, students need to develop their vocabulary in order to be able to communicate in English.

There are many ways on how to develop ones' English vocabulary, including listening to English songs, watching English movies, reading English books, and practicing with English native speakers. Nation (1990) stated that Learners of English as a foreign language usually begin their reading with specially simplified texts (p. 115). Reading English texts allows the students to collect new vocabulary used in the text that are unfamiliar in the spoken

English. Unfortunately, Indonesian students do not have high interest in reading. The low interest in reading is because they are not accustomed to reading since childhood.

The low interest in reading of Indonesian students is because the culture of the society tends to be accustomed to hearing and speaking. People are more likely to love listening to lectures and speeches rather than having to read. In addition, in the history of Indonesians during the colonial era noted that the people who were allowed to learn to read were only nobles. Therefore, reading culture in Indonesia in that era was considered as an elite culture (Puspita & Irwansyah, 2018). Reading is a skill that must be learned, yet the process of learning to read can become boring, unattractive, and complicated for some students. They avoid reading because they find it complex and they struggle at doing it. (Zurina Khairuddin, 2013)

Furthermore, rather than reading thick and complex books like novels or other encyclopedia, short stories can help the students regain their interest in reading because short stories are shorter than novels. Also, short stories can also help the students to build their reading habit because short stories are simple and practical. In addition, they are available for all levels from the beginner to advanced learners as well as from young learners to adult and the language used in short stories is simple that students can engage on guessing the meaning of the words.

VOCABULARY

Vocabulary is obviously a very important element in a language cause the majority of the meaning in a sentence is carried out lexically (Richards & Renandya, 2002). Vocabulary is also “a core component of the language proficiency and provides much of the basis for how well learners speak, listen, and write” (p.255).

According to Hornby (1995) as written in *Advanced Learners' Dictionary*,

vocabulary is a list of words with meanings (“Vocabulary”). However, people often find new vocabulary not just in a form of a single word, but in a form of phrase which contains more than a word. For example, phrases like *never mind*, which means to be upset, *break a leg*, which means good luck, and *a piece of cake*, which means that something was done very easily.

1. Types of Vocabulary

There are two types of vocabulary, active vocabulary and passive vocabulary (Weigl, 1919). Active vocabulary is the vocabulary which people actively use either in writing or in speaking. On the other hand, the passive vocabulary is the list of words that people understood, but rarely used in conversation or in writing (Weigl, 1919). The use of active vocabulary is lesser than the passive vocabulary because the passive vocabulary is often written in a text and people tend to not using the written vocabulary in a daily conversation. For example, the word *dance floor* is an active vocabulary because it is often mentioned in several occasions instead of using the term *the space for people to dance*, which is a form of passive vocabulary.

Another theory from Nation (1990) stated that there are two types of vocabulary, the low-frequency word and the high-frequency word. The low-frequency word is the words that are rarely occur on a text. *Rogue*, *dale*, and *kith*, are the examples of low-frequency words while the high-frequency words are the words students commonly found, like *thief*, *hill*, and *friend*. The rarely occurred low-frequency words have several characteristics which are,

First, the number is not little. The low-frequency words are not just hundreds but hundred-thousand and it is more than the high-frequency words that are just around two or three thousands.

Second, although the number is not few, low-frequency words will only be met once

or twice in a 2000-word passage. Within the passage, only half of three-quarters are low-frequency words that are not repeated.

Third, words that are not commonly used and infrequent sometimes became frequent and repeated when they are used in a specialized area, for example, in a research paper, and therefore the low-frequency words have a very narrow range.

2. Vocabulary Learning-Strategies

The researcher used the theory from Nation (1990) to elaborate more information related to the vocabulary learning. Nation (1990) also mentioned that students are basically learning low-frequency words rather than the high-frequency word.

In order to effectively learn the rarely-occurred words, teachers should help the students using learning strategies instead of spending time on each word. These strategies from Nation (1990) are guessing words in context, using mnemonic techniques, and using prefixes, roots, and suffixes. The techniques mentioned will be elaborated as follows,

a. Guessing Words in Context

Once the learners know or familiar with two or three thousand words, they can apply the strategy by inferring the meaning of the unknown words they encounter while reading a text.

There are five steps on how to apply this strategy. The first step is to look at the word found and try to guess what part of speech the word is in. Second step is to identify the part of speech of the words around it, whether or not the target word goes well with the words modifying it. Third step is to look at the relationship between the word in the clause or the sentence with the clause or sentence before or after it. If it is related, it will have conjunction such as *but*, *because*, or an adverb like *however*, or *as a result*. Beside the conjunction, punctuation like dashes or semi-colons can also help. Fourth step is to use the knowledge gained

from the three steps above and students may try to guess the words they found in the text. The last step is to check whether the guess is correct or not by looking at the part of speech of the guessed word with the unfamiliar word found. The part of speech of the guessed word must be in the same part of speech with the guessed word. Replacing the guessed word in the unfamiliar word's place can be used to confirm the accuracy of the strategy.

The practice of guessing the word from the context can be done individually in a form of homework or also can be done in class exercises. As an addition, guessing words in context obviously leads into dictionary work to really make sure that the word the students guessed is correct.

b. Using Mnemonic Technique

Using mnemonic technique is by looking at the key words of the unfamiliar words. Mnemonic is a word or sentence, that help students or learners remember something ("Mnemonic"). This technique is quite effective because the students will use an unusual way to deal with the unfamiliar word by memorizing the learnt words. They learnt it by matching the English pronunciation with the students' native language which has similar pronunciation with the target language.

For example, for Indonesian students the word *parrot* sounds similar to an Indonesian word, *parit*. Next, the students will imagine a parrot in a ditch or by the ditch or even imagining it in some unusual ways. Another example, the word *pintu* sounds similar to English word *into*. These two words are surprisingly related in terms of meaning, because *pintu* means door and students can use it in a sentence like, "A *pintu* is used for going *into* something".

c. Using Prefixes, Roots, and Suffixes

This strategy can also be used to check whether or not the words that were already been guessed by the students were related to the known prefixes and suffixes. For

example, the prefix *auto-* in *autobiography*, *re-* in *rewrite*, and *un-* in *unfriendly*.

After identifying the prefix, students can also identify the suffix, at the end of the word if there is one. For example, in the word *unfriendly*, the suffix *-ly* makes up an adverb and *-y* in *jealousy* makes up an adjective.

SHORT STORY

As the source used by the lecturer to teach vocabulary to the students, the researcher would elaborate some description about short story. Jakob Sumardjo (2004) as cited in Kette, E. S. S., Pratiwi, Y., & Sunoto, S. (2016) states that short stories can be distinguished between entertainment short stories and literature short stories. The difference between the two is mainly in terms of quality. Entertainment short stories are stories that tend to emphasize the aspect of entertainment and less attention to other aspects such as teaching, information, useful, moral, philosophy, and so on. Unlike the entertainment short story, the literature short story emphasizes the content and message to be conveyed in the story.

Although the entertainment short story does not pay too much attention to the messages it conveys, the short story also contains the moral values in the story but not as the main focus of the story like the literature short story. It entertains the readers but also have a value that can be learned. The short stories used in Basic Reading 2 were included in the type of entertainment since they were light, easy to be understood, and not too focused on the moral value but they still have the moral value.

Short story is usually written with a single effect that is delivered in just few significant episodes or just in a single episode, and not as elaborate as a novel. Typically, a short story ranges from 2000 to 7500 words in length. Therefore, people often finish reading short story in one sitting or in one time unlike a novel that is usually thick and has several chapters or

episodes and people need to finish it in days or maybe weeks. (Kurtus, 2007)

There is also a type of short story which is not as long as short story, called short-short story. This type of short story formed mostly only by 500-1500 words in length. (Kurtus, 2007) this type of story usually appeared in a magazine that has a special space for the stories, and also in the online websites. Short-short story is not going to be elaborated further since the main focus of the thesis discussed about the use of a specific type of story, which is short story.

In order to answer the research questions which are, "How do short stories help students to learn vocabulary in Basic Reading 2 class?" and "What are the activities using short stories that can be applied to teach vocabulary in Basic Reading 2 class?", the researcher will use theories taken from the book *Teaching and Learning Vocabulary* by I.S.P Nation (1990) about teaching vocabulary to foreign students and *The Effect of Using Short Stories on Vocabulary Learning of Iranian EFL Learners*, a journal by Fatemeh Parvareshbar & Behrooz Ghoorchaei (2016).

In this research, short story is used as the source of learning for the students of Basic Reading 2 class. It provides the vocabulary that the students needed to learn, and the context that the students also needed in order to be able to guess the meaning of the unfamiliar words they encountered in the reading activity. The lecturer chose the context that is suitable and related with the student's daily life.

In terms of deciding what kind of text should be given to the student for them to learn new vocabulary, a theory taken from the *Teaching and Learning Vocabulary* book by Nation (1990) stated, "Learners of English as a foreign language usually begin their reading with specially simplified texts" (p.115) can be used as a criterion of selecting a kind of text. By providing simplified texts for the students to read, it will help them learn faster rather than

giving them the non-simplified ones. After giving the students the text, the teacher will give time for them to read and guess the difficult or unfamiliar words.

Another theory from Nation (1990) that really takes a crucial role in the process of learning vocabulary also stated in the book. This theory can guide the writer on the application of the learning process from reading a short story to gaining as many vocabularies as possible. "In guessing words from context, reference to a dictionary was one of the steps used to check if a guess was correct" (p.136). After reading and underlining or guessing the difficult words, the students need to check using the dictionary whether or not their guessed words are correct. After checking, the students need to write down the meaning and try reading the text once more.

The journal also stated that guessing the words by context is also possible, as what cited here, "EFL learners have to learn words in context to comprehend the meaning. This can be possible with the use of selected short stories by the EFL teachers." (Parvareshbar & Ghoorchaei, 2016).

A finding was also stated in the journal that many studies have also proven that contextualized vocabulary learning using short stories can lead to an increase in word usage compared with word-list instruction. Not only that, another argument was also stated in the journal according to Parvareshbar & Ghoorchaei (2016), words should not be learned through memorization or separately without comprehending.

METHOD

The researcher used qualitative paradigm because the researcher used survey research and the researcher conducted an observation on the implementation of vocabulary teaching using short story as the media.

According to Ary, D., Jacobs. L. C., & Sorensen, C. (2010) surveys are very much like censuses, differing primarily in that a survey typically examines a sample from a population while census generally implies an enumeration of the entire population (p.41). It is also stated in the book that there are six basic steps involved in survey research. The steps are planning, defining population, sampling, deciding the instruments, conducting the survey, and analyzing the data that each are elaborated in the following sections.

The research setting begins with planning the population. This step is very important because the researcher has to define to whom the survey will be distributed or conducted. The survey might be for the elementary teachers in the state, or in the province, or in certain elementary school. If the population is specific enough, it will be easier to identify the appropriate subject to select and to whom the result can be leveled. After having the idea for whom the research would be conducted, the researcher then decided the setting for the research. The setting for this research is Basic Reading 2 class of ELESP Sanata Dharma University, conducted in April 2018 for three weeks, and in each meeting the researcher implemented the survey by observing the way the lecturer teaches the class.

The participants of this research are classified into two classes, the first one is the lecturer of Basic Reading 2 class as the interviewee, and the second one is the thirty students of Basic Reading 2 class in ELESP Sanata Dharma University, from the academic year of 2017/2018.

According to Ary, D., Jacobs. L. C., & Sorensen, C. (2010) the major work that the researcher should do is to construct the instrument that will be used to gather the data from the selected sample. Questionnaires and interviews are two instruments used in gathering the data. In this study, the researcher used a field note, an observation sheet, and an interview as the data instruments to gather the data

needed to answer the research question. The researcher chose an interview as one of the instruments instead of questionnaire because interviews involve direct contact between the researcher and the people in the sample group. Survey by interview can be applied by using different methods like in person, by telephone, and by mail. (Backstrom, 1963). The interview in this study was conducted through e-mail with the lecturer of Basic Reading 2 class.

For the data gathering technique, Ary, D., Jacobs. L. C., & Sorensen, C. (2010) stated that planning is the first step before later continued by sampling and finally conducting the survey. Planning starts with forming the research question. The question that can be solved or answered by the survey method mostly concerns about the beliefs, or other self-reported behaviors of people. For example, *"How do elementary teachers feel about retaining students?"* Therefore, in this study, the research questions are, "How do short stories help students to learn vocabulary in Basic Reading 2 class?" and "What are the activities using short stories that can be applied to teach vocabulary in Basic Reading 2 class?" as stated in Chapter I.

After the planning of the study and the population already decided, sampling is the next step to do for the researcher. The sample will provide results which would be similar to the one the researcher conducted if the researcher picks the whole population. In other words, the result from the sampling can represent the result from the whole population. In this study, the sample was the lecturer of Basic Reading 2 class for the interview, and the students of Basic Reading 2 class for the observation.

Once the instruments are already and prepared it must be distributed in order to gather the data. Later on, after conducting the survey the next step will be processing the data. In this study, the researcher conducted the survey in Basic Reading 2 class, in E.Corner classroom. For the next step, processing the data includes coding, statistical analysis, interpreting the result,

and reporting the findings. In this study, the researcher did not make a statistical analysis because the researcher used a qualitative paradigm and used a field note, an observation, and an interview instead of questionnaire because it focuses more on the process on improving the students' vocabulary knowledge. The detail on how the researcher analyzing the data gathered is stated in the next section.

In order to answer the research question, the researcher analyzed the data gathered from the field note, observation sheet that was conducted in three meetings of the Basic Reading 2 class and an online interview with the lecturer on January 25th, 2019 and June 10th, 2019. The process of analyzing the data from the three instruments involved categorizing and summarizing. Categorizing is mostly applied to observation and interview data, while for the field note analysis process will include both categorizing and summarizing.

The first instrument used to gather the data is field note. The field note was written by the researcher to record the activities held by the lecturer during the teaching and learning process. The elaboration from the field note is used to support the data from the observation sheet since the note provides more detailed picture of the teaching and learning activity happened in the Basic Reading 2 class. The field note consisted of three parts, first day, second day, and third day, and the transcript of the field note will be presented in the appendix. The data from each elaboration from each day's note will be summarized and used to answer the research question.

Secondly, the researcher used a checklist table as an observation sheet. The lists on the table are based on the theories that were used to guide the researcher on making the points that were needed to be answered related to the vocabulary teaching and learning activities in the class. The checklist contains thirteen (13) points that were needed to be observed in the class. Whenever the activities did not match with the statement, the researcher gave the

symbol *dash* (-) on the column next to the statement under the Yes/No columns. Meanwhile, if the activities that were conducted matched the statement, the researcher gave the *tick mark* (v) on the column. The checklist data will be summarized by reducing the unmatched points and put the matched points data to answer the research question.

Table 1. Observation Checklist Template

No.	Target Items	Yes	No
1.	The lecturer uses reading material as a teaching media.		
2.	The lecturer uses short story as a teaching media. The lecturer tells the		
3.	students to find any difficult or unfamiliar words.		
4.	The lecturer gives time to the students to read and guess the unfamiliar words they find in the text.		
5.	The students use the unfamiliar words in context.		
6.	The students use the words to make new sentences in a different context.		
7.	The students analyze the unfamiliar words according to the context by themselves.		
8.	The students discuss the unfamiliar words according to the context with their friends.		
9.	The lecturer discusses the unknown words with the students.		
10.	The lecturer explains the unfamiliar words using mnemonic technique		
11.	The lecturer explains the unfamiliar words using prefixes, roots and suffixes		
12.	The lecturer asks the students to use dictionary to check the meaning of the words.		

The students use dictionary to find the meaning of the unfamiliar words.

Lastly, other than the instruments mentioned above, to support the data from the observation sheet and the field note, the researcher also used the data taken from the interview that were conducted twice with the lecturer of Basic Reading 2 class. The interview questions were formed based on the theories guide that was also used to form the observation points above. The blueprint of the theories is in the appendix and the questions for the interviews are stated below,

1. Why do you use short stories to teach vocabulary to the students?
2. What are the criteria of the short stories that you use in the class?
3. How do you use the short story as the learning materials for the students?
4. What are the learning activities that you use in teaching vocabulary using the short stories and why do you decide to use the chosen learning activities?

Based on the theory of Backstrom (1963) that the interview can be done in many ways including e-mail, the researcher conducted the interview with the lecturer via e-mail. The interview was about the variety of activities applied by the lecturers in the vocabulary teaching and learning practice in Basic Reading 2 class.

RESULT AND DISCUSSION

The questions “How do short stories help students to learn vocabulary in Basic Reading 2 class?” and “What are the activities using short stories that can be applied to teach vocabulary in Basic Reading 2 class?” has been answered through the process of collecting data by three different instruments that were conducted.

The implementation of short stories to help Basic Reading 2 students on the vocabulary learning will be discussed in the elaboration that refers to the theories stated in chapter

two, followed by the real data that the researcher got from the observation sheet, the narration from the field note, and the result of the interview that are also going to be discussed in each section for the activities.

In this research, as stated in the objectives of the Basic Reading 2 class, the lecturer chose short story for the students to read. The answer for the first question which is “How do short stories help students to learn vocabulary in Basic Reading 2 class?” is that the short stories the lecturer chose were used as the source of teaching and learning activity. The short stories as the source provided the words for the students to learn new vocabulary, and also the context for the students to use for helping them guessing the new words they found in the text. Not only providing the context and words, the short stories also provide moral values for the students to also learn.

For the second question which is “What are the activities using short stories that can be applied to teach vocabulary in Basic Reading 2 class?”, the answer would be stated based on the result from the three data gathering instruments. The results from the observation sheet, field note, and the interview show that there are two main activities out of three stated by Nation (1990) on how the usage of short story through activities helping the students learn new vocabulary. The first activity is guessing the words in context and the second one is using dictionary to check the answer. Two of the three main activities that were not applied by lecturer are using mnemonic technique and using prefixes, roots, and suffixes. However, other than the two main activities, the researcher found that there are three additions of the activities applied in the classroom that are not stated in the theories that were used to support the two main activities. The other three addition activities are ignoring and underlining the unfamiliar words the students encountered during their reading, quiz, and book of vocabulary.

Based on the theories by Nation (1990) which stated that the students can apply the strategy by inferring the meaning of the unknown words they found while reading a text and by Parvareshbar & Ghoorchaei (2016) stating that EFL learners have to learn words in context to comprehend the meaning, the first activity that helps the students to learn vocabulary is guessing in context. The lecturer of Basic Reading 2 class used this approach to teach the students both reading short stories and vocabulary. The data of the answer are stated below,

1. Guessing Words in Context

This activity was conducted by the lecturer as a bigger focus of the vocabulary learning process. There were two short stories given by the lecturer in the first and third meeting. The short story given in the first meeting was “Eleven”. It was about how an 11-year-old girl spent her birthday. The other short story given in the third meeting was “A Blind Date” which tells a story about two people having a blind date. In the first meeting, the lecturer asked the students to guess the words they found in “Eleven” with their friends before continuing the learning process to the next activity. Before guessing, the lecturer asked the students to read the given stories first and gave time for them in order to find the unfamiliar words in the passages.

The supporting data for the guessing activity were obtained from the observation sheet, the field note, and the interview. The first one to be discussed in this section is observation sheet. It was used to support the elaboration of the activities stated in the theory by Nation (1990).

In the observation sheet, there are thirteen points the researcher used to gather the data from the Basic Reading 2 class. From the thirteen points, there are five that are related to the activities stated by Nation (1990). The table below showed the data obtained for the Guessing Words in Context activity.

Table 2.
Observation Sheet Points for Guessing in Context

No.	Target Items	Yes	No
4.	The lecturer gives time to the students to read and guess the unfamiliar words they find in the text.	v	-
5.	The students use the unfamiliar words in context.	v	-
6.	The students use the words to make new sentences in a different context.	v	-
7.	The students analyze the unfamiliar words according to the context by themselves.	-	v
8.	The students discuss the unfamiliar words according to the context with their friends.	v	-

The table shows the relevant points in the theories with the activity applied in the classroom for the vocabulary teaching and learning in the Basic Reading 2 class. From the five points related to the Guessing Words in Context stated in the table, four of them were applied in the classroom. The four points in the table show that the lecturer asked the students to read and then guess the unfamiliar words with their friends. After that, the lecturer also asked the students to use the words to make new sentences in a different context. However, there is one point that was not applied in the classroom. Based on the observation sheet and the field note, the students did not guess the words they found by themselves. Instead, they did the activity with their friends in a form of discussion.

Another data for this activity is from the field note the researcher wrote during the teaching and learning process. In the field note that the researcher wrote, in the first meeting the lecturer asked the students to

read and ignore the unfamiliar words they encountered.

As soon as the reading task completed, the lecturer discussed about the unfamiliar words they found during their reading time. She asked the students on how many words they found. Some students got ten words and there were also students who found more than ten unfamiliar words. She also asked the students to guess the words first with their friends. After the guessing, the lecturer then

Figure 1. Field Note Data for Guessing Words in Context

From the figure above, it shows that after the reading session, the lecturer did a short discussion about how many words the students got from the short story. Some students got below ten unfamiliar words and the others got more than ten unfamiliar words. The lecturer then asked the students to try guessing the words with their friend sitting near them. The results of the guessed words then would be checked in the dictionary to see whether the students' guess were right or not.

The other supporting data for guessing words in context is also stated in the interview with the lecturer of Basic Reading 2 class. The data from the interview stated that guessing the words in context helps students learn how to use the vocabulary in real context correctly. The lecturer also stated that the process of guessing the words in context also considered as a game activity for the students. The lecturer chose the guessing in context activity as a game because it helps students memorize and understand the use in context more easily. The activities and the reason why the lecturer chose the activities conducted in the Basic Reading 2 class are stated below,

Question: What are the learning activities that you use in teaching vocabulary using the short stories and why do you decide to use the chosen learning activities?

1. Quiz: it "forces" the students to memorize the vocabulary used.
2. Games: It helps students memorize and understand the use in context more easily.
3. Book of vocabulary: it helps students keep record on their personal vocabulary learning

4. Vocabulary in context: it helps students learn how to use the vocabulary in real context correctly.

From what stated above, the researcher asked about the variety of activities applied by the lecturer in teaching vocabulary and why the lecturer decided to choose the activities applied in the classroom. There are four activities and two of them are related to the Guessing Words in Context. The answer number four shows that the lecturer was indeed applying the guessing words in context to help the students to learn how to use the vocabulary correctly. While in the answer number two, the game was used to help the students memorizing and understanding the use of the word they found in context easily.

2. Using Dictionary

The next activity stated in the theory is using dictionary to check the answer. Nation (1990) stated that in guessing words from context, reference to a dictionary was one of the steps used to check if a guess was correct. Other than guessing the unfamiliar words and discussing them in the group with their friends, the students were also required to check the answer in the dictionary.

Table 3. Observation Sheet Points for Using Dictionary

No.	Target Items	Yes	No
12.	The lecturer asks the students to use dictionary to check the meaning of the words.	v	-
13.	The students use dictionary to find the meaning of the unfamiliar words.	v	-

From the table above, in the point number eleven can be seen that the lecturer asked the students to check the meaning of the words they found in the passages whether their guess is correct or not. While point number twelve shows that the students were using their dictionary to find the meaning of

the words as what the lecturer asked them to do.

to guess the words first with their friends. After the guessing, the lecturer then asked the students to check the words in their dictionary.

Figure 2. Field Note Data for Using Dictionary

In the field note data, this activity was conducted after the students discussed their guess of the unfamiliar words. The lecturer asked the students to check in the dictionary because through this way, the students would be able to know whether or not their guess on the unfamiliar words were correct. The supporting data for this activity is only by observation and field note data.

As mentioned before, beside the two applied activities that are stated in the theory by Nation (1990), which are Guessing Words in Context, and Using Dictionary, the lecturer applied three more activities to support the learning process of the students.

Out of the three additional activities which are ignoring and underlining the unfamiliar words the students encountered during their reading, quiz, and making book of vocabulary, one of them is quite important to start the process of guessing the words in context.

3. Ignoring and Underlining the Unfamiliar Words

The next activity and also the first additional activity done by the lecturer that is going to be discussed is Ignoring and Underlining the Unfamiliar Words the students encountered during the reading. The supporting data for this particular activity is only from the field note since the lecturer applied it in the first and the third meeting right after the lecturer asked them to read the stories. Nation (1990) did not state this specific activity and the lecturer did not state the activity in the interview but it was important as the first step before the students begin with their guessing, because it was done after the lecturer distributed the short stories.

Before the students proceeded to read the story given, the lecturer asked them to ignore the words they found difficult and unfamiliar and that they could highlight or underline the words. The lecturer also checked the students'

Figure 3. Field Note Data for Ignoring and Underlining the Unfamiliar Words

During the reading activity in the first and third meeting, the lecturer asked the students to ignore any words they found unfamiliar in the passages and put underlines or highlights to the words they found so that the students could go back to the words after they were done reading the passages to discuss the unfamiliar words' meaning with their friends.

4. Making Book of Vocabulary

The fourth activity is Making Book of Vocabulary. The lecturer stated in the interview that using book of vocabulary activity can help students learn how to use the vocabulary in real context correctly. By writing down the unfamiliar vocabulary that the students found in the passages, the book of vocabulary activity would help the students to memorize the meaning and when or where the words can be used in a sentence or in a conversation.

Question: What are the learning activities that you use in teaching vocabulary using the short stories and why do you decide to use the chosen learning activities?

- Quiz: It "forces" the students to memorize the vocabulary used.
- Games: It helps students memorize and understand the use in context more easily.
- Book of vocabulary: It helps students keep record on their personal vocabulary learning
- Vocabulary in context: It helps students learn how to use the vocabulary in real context correctly.

From the interview question above, Making Book of Vocabulary is included in the third number of activities the lecturer conducted in the class. The activity is said to be important because it can help the students on keeping the record of the new vocabulary they acquired. This activity was done during the teaching and learning

process in the third meeting. After the students finished their reading activity and found the unfamiliar words in the passage, the students were asked to voluntarily write the words in a table on the white board in front of the class. The students were not specifically asked to write the new vocabulary down to their books but, some of the students did write the words down in their notes for further learning.

The supporting data from the field note below show the table the students had filled. The table has three categories to classify the students' new unfamiliar vocabulary.

Table 4. Table of the unfamiliar words found by the students

Words those are completely new. (and I don't know the meaning)	Words that I have heard or read before. (that I don't know the meaning)	Words that are rare to be used but I know the meaning
Fragment	Accelerated	Singleness
Yuppie	Acquaintances	Cab
Unobstructed	Solitude	Minor
Constrainedly	Earnest	Fetch

Table 4 above showed the sample of the words found by the students after they read a story titled "A Blind Date". The first category of "Words those are completely new. (and I don't know the meaning)" contains words that were completely unfamiliar for the students. The second category of "Words that I have heard or read before. (that I don't know the meaning)" contains words that were quite familiar for the students but they have not known the meaning of the words yet. While the third category of "Words that are rare to be used but I know the meaning" contains words that were familiar for the students but the words are rarely used or found in any kind of written text the students have read before.

5. Having a Quiz

Lastly, to complete all the progress the students had been doing for the three meetings, the lecturer conducted a quiz to check the student's vocabulary acquisition.

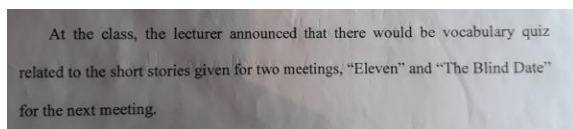


Figure 4. Field Note Data for Having a Quiz

Based on the field note the researcher wrote, the lecturer told the students that they would have a quiz related to the vocabulary the students had acquire. The quiz on vocabulary was done on the next meeting for the Short Story topic, which were going to be held in the fourth meeting while the last day of the research was in the third meeting.

As in the interview, it is also stated that having a quiz is also included as an activity the lecturer conducted for the Basic Reading 2 class to check the student's achievement in learning vocabulary.

Question: What are the learning activities that you use in teaching vocabulary using the short stories and why do you decide to use the chosen learning activities?

1. Quiz: It "forces" the students to memorize the vocabulary used.
2. Games: It helps students memorize and understand the use in context more easily.
3. Book of vocabulary: It helps students keep record on their personal vocabulary learning
4. Vocabulary in context: It helps students learn how to use the vocabulary in real context correctly.

Based on the interview above, the answer given by the lecturer is stated on the first number. The lecturer conducted a quiz for the students in order to "force" the students to memorize the vocabulary they used and acquired during the teaching and learning process.

CONCLUSION

Vocabulary is one of the most important parts of language acquisition. Without knowing the vocabulary of the target language, people would not be able to deliver the message of the conversation. There are many ways for people to learn vocabulary. Especially for EFL students, they need some interesting activities to help them learning English Vocabulary effectively.

Short stories in this research were used by the lecturer as a source of learning for the students. The short stories provided context and words for the students to guess and acquire. Beside the two functions of short story, the short stories that were used in the class were also providing moral values.

For the applied activities, there are five activities of using short story in the classroom as the source of learning to help students acquire new vocabulary. First activity is using the unfamiliar words found in a context. The second activity is using the dictionary to check whether or not the guessing of the words is correct. The third one is by ignoring and underlining the unfamiliar words the students encountered during their reading that had to be done before the guessing. The fourth activity is by making their own book of vocabulary by writing down the vocabulary the students found in their own book or journal. The last activity is checking the students' vocabulary acquisition through a quiz. From the five activities mentioned, the short stories were involved directly in the first and third activity. As for the second, fourth, and fifth activity, the short stories were also involved but indirectly.

REFERENCES

- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21-34.

- Ary, D., Jacobs. L. C., & Sorensen, C. (2010). *Introduction to research in education* (8th ed). California: Wadsworth.
- Backstrom, C. H. (1963). *Survey research* (2nd ed). Chicago: Northwestern University Press.
- Folse, K. S. (2004). Myths about teaching and learning second language vocabulary: What recent research says. *TESL reporter*, 37(2), 1-13.
- Hornby. (1995). *Advanced learner's dictionary*. New York: Oxford University Press.
- Kette, E. S. S., Pratiwi, Y., & Sunoto, S. (2016). Pengembangan bahan pelatihan menulis cerita pendek bermuatan nilai karakter untuk guru SMP negeri mata pelajaran bahasa Indonesia se-kota Kupang. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1(4), 698-704.
- Khairuddin, Z. (2013). A study of students' reading interests in a second language. *International Education Studies*, 6(11), 160-170.
- Kurtus, R. (2007). *Tricks for good grades, strategies to succeed in school*. Oregon: Sfc Publishing.
- Meara, P. (1992). *EFL vocabulary tests*. New York: ERIC Clearinghouse.
- Nation. (1990). *Teaching and learning vocabulary*. Boston: Heinle & Heinle Publishers.
- Parvareshbar, F. & Ghoorchaei, B. (2016). The effect of using short stories on vocabulary learning of Iranian EFL learners. *Theory and Practice in Language Studies*, 6(7), 1476-1483.
- Puspita, G. A. & Irwansyah, I. (2018). Pergeseran budaya baca dan perkembangan industri penerbitan buku di Indonesia: Studi kasus pembaca E-Book melalui aplikasi iPusnas. *BIBLIOTIKA: Jurnal Kajian Perpustakaan dan Informasi*, 2(1), 13-20.
- Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. New York: Cambridge University Press.
- Weigel, J. C. (1919). The acquisition of a vocabulary. *The Modern Language Journal*, 3(8), 339-360.

The Use of Webpage in English Teaching

Ananda Taqwa, Florence Evelin Masumbauw, Fika Widya Christy Hoogendyk

Sanata Dharma University

e-mail: anandataqwa3@gmail.com, florencemasumbauw7@gmail.com,

fikahoogendyk@gmail.com

<https://doi.org/10.24071/ijels.v5i2.2865>

ABSTRACT

There has been a change in the realm of education these days. Started with teachers as the center of learning back then, becoming students as the main key of learning, and this has led to an independent learning environment. Technology has been taking an important role of this change happening in the society, with no exception in the language education as well. Moreover, it is the fact that in English language, students are required to master four skills, namely speaking, listening, reading, and writing. There have been many ways of teaching those four skills to students, but unfortunately often those strategies do not meet students' needs. Technology development, therefore, comes to provide new solutions to these issues that both teachers and students could grab the benefits of it. Thereupon in this paper, the authors try to provide insights as comprehensive as possible regarding with technology development, which is webpage, which can be used by teachers to assist the English teaching, especially in the sense of teaching reading and listening skills to students.

Keywords: *CALL, English teaching, listening skills, reading skills, webpage*

1. INTRODUCTION

In educational field, English competences are supposed to be achieved. Competence is understood as a standardized requirement for an individual to properly perform in a specific job. It includes a combination of knowledge, skill, and behavior utilized to improve performance. It can be said that competence is the quality of being adequately, having the ability to perform a specific role. The students' competence in school is based on the empowerment of students themselves and teacher himself or herself. Ability can be related to the competence. Reading and listening are the basic skills of English. It is categorized as input skill. It means when people read and hear something, they will get information from it. Reading and listening are fluent process of reader combining information from a text and their own background

knowledge to build meaning Nunan (2004:68).

The way of teaching reading and listening has been developed to meet students' needs. The teaching and learning orientation has moved from the traditional one which puts attention on teachers' role and the teaching method to the learners' great involvement in the teaching learning process. How learners can maximize their own way to have better language learning is put to the priority. Teacher not only teach traditionally as a teacher center, but also create activities and exercise which can make students active in learning process. The mix teaching method is used by employing technology as a supporting tool to complete the learning. By mixing between the traditional teaching with the teaching using media, students get easier to

understand the lesson because they get involved in teaching learning process.

One of the efforts to teach English especially reading and listening is by employing the technology in learning language. Most educators put efforts to exploit technology in education for developing students' competence. Educators are aware of the existence of a digital technology, which can assist in the language education. They are being presented with a new opportunity to engage students in innovative ways. Technology can be employed as a toll to support the teaching learning process.

The development of technology has already resulted friendly computer application which can help the teachers create various and innovative learning. As Beatty (2003) states "much of CALL in technology-driven with improvement in computer's power, speed, storage and software tools help to define directions for pedagogy and research." The use of multimedia will help students to enjoy the lesson inside and outside class. The teachers have tried to provide the students better learning environment by equipping them with the latest technology. This effort has encouraged teacher to use various assistive technologies such as computers and the internet in their classroom especially over the last decade; this process is called integration of information and communication technologies (Hsu, 2010).

In Indonesia, many teachers have applied their teaching techniques by using the information communication technology (ICT) to achieve English competences. The teachers are supposed to assist the students developing their English competences by using ICT, so that the students will be ready to use English in any kinds of situations. The integrating multimedia presentation tools which are available to perform better teaching have become easier in today's classroom.

2. THEORETICAL REVIEW

Technological devices have been used in teaching for decades. Computers were introduced to language learning field already in 1960s (Al-Mahroogi and Troudi 2014:1) and the developments in teaching have brought many new devices into teaching ever since. The diversity of devices used in classrooms has increased and besides computers, mobile devices, such as tablets and smartphones, have also become a part of teaching activities. In this part, the concept of computer assisted language learning (CALL) is introduced. Also, the theory of webpages is discussed and some previous studies reviewed.

2.1 CALL

Teaching English for some years is always done conventionally or traditionally but nowadays the teachers try to integrate their teaching into technology used. Computer-Assisted Language Learning (CALL) is actually about the use of application in the computer for the purpose of teaching and learning language. It can be seen from Levy (1997:1) that defines CALL as the search for and study of applications of the computer in language teaching and learning'. Therefore, it can be said that the term CALL is given as the agreement in using computer in teaching language. In conclusion, CALL is the use of computer technologies that promote educational learning.

In CALL, computer has become an important element in the process of teaching and learning language. Some experts try to develop CALL and apply it to meet their needs in teaching and learning activities. Therefore, teachers and students must use computer as technology that can create nice language learning environment.

In order to get optimal language learning environment in implementing CALL, it is needed to find out some conditions that are able to create the best environment. Egbert & Smith (2007:5-8) proposes eight conditions in CALL to get optimal

language learning environments. They are interaction and negotiation meaning, authentic audience, authentic task, opportunities for exposure and production, enough time and feedback, intentional cognition, atmosphere with an ideal stress or anxiety level, and also support autonomy learner.

The first principal is that learners have opportunities to interact and negotiate meaning. Interaction of meaning can be seen through the implementation of student's assignments in the classroom activities. The interaction can be written or oral. Chapelle, (2003) states interaction in CALL can be between people face to face and through CMC (Computer mediated Communication) and also between learner and computer.

Second, learners interact in the target with an authentic audience. Johnston (2007:67) gives definition of authentic audience as "an audience that is concerned exclusively with the meaning of the speaker's (or writer's) message". He states that electronic audiences are authentic audiences since audiences in computer-mediated interaction are focusing on the meaning of message instead of the form of the messages.

Third, learners are involved in authentic tasks. Learners are engaged in real situation task which is designed based on the situation outside the classroom. Chapelle (2003:56) said that the task in CALL often refer to encounter outside the classroom.

Fourth, learners are exposed to and encouraged to produce varied and creative language. The learners must be involved into variety of tasks and creative language for the input, so the learners will get better output which is meaningful to their development. In other words, the learners will get opportunity to experience the target language. They are fostered to learn since they are exposed to and encouraged to produce language.

Fifth, learners have enough time and feedback. All learners with individual differences in ability need enough time and feedback in doing the tasks. Learners need to get adequate time and personal feedback in order to encourage them to achieve better achievement. They should get sufficient time and feedback to organize the formulation of ideas about the lesson. Feedback here means "information given to learners which they can use to revise their interlanguage" (Ellis, 2008:918).

Sixth, learners are guided and attend mindfully to the learning process. The learning atmosphere in CALL lass is believed to be able to motivate the learner's motivation.

Seventh, learners work in an atmosphere with an ideal stress/ anxiety level. Of course, there is potential for students to get bored and stressful in the lesson time. They may become anxious, Setiawan (2016:234) likewise states that the process of learning must be enjoyable for students so the teacher should attract the students' attention by creating interesting atmosphere. Applying CALL give the teacher opportunity to make learning environment with appropriate anxiety level. By setting the students into an atmosphere with an ideal stress/anxiety level, it is expected to give contribution to the students' learning improvement.

Eight, learner autonomy is supported CALL. Learners are expected to be able to learn with their own willingness. In this case, the teacher plays role as the guidance or mentor who encourage the students to think critically, not to dictate them what they have to think.

2.2 Webpage

The internet world is growing rapidly in today's modern society. The internet provides a variety of information, news and science. In searching for information from the internet, users will go to a unique internet address called a domain name and find still images, moving images, sounds, information forming text and videos in

media commonly called websites or sites. This website is usually opened through an explorer program (Browser) that is on a computer. The exploratory programs used in computers are released: IE (Internet Explorer), Mozilla Firefox and Opera.

At this time technology is developing very rapidly. This is caused by many factors including the development of fairly rapid thinking patterns of society. To meet the needs of the community in terms of information and science as well as the mechanical world of work, web application developers need to be able to continue to be active and innovative, *web* a network that can simplify and speed up the delivery of information widely, and can be accessed easily and quickly by anyone who gets internet access.

According to Sibero (2013: 11) "the web is a system related to documents used as a medium to display text, images, multimedia, and others on the internet network". While according to Kustiyahningsih and Devie (2011: 4) the web is "one of the services obtained by users of computers connected with hypertext facilities to display data in the form of text, images, sounds, animations and other multimedia" Based on the theory, it can be concluded that the web is a hypertext facility to display data and contain multimedia document in the form of text, images, sounds, animations and others by using the browser as software to access it.

2.3 English Teaching

English is an international language taught in schools throughout the world. The increasing use of English makes this language increasingly rooted in every society. English as a foreign language in Indonesia presents challenges in various aspects related to it. In the field of teaching and learning, these challenge anyone to develop the most effective teaching and learning approaches, materials, methods and strategies to enable learning objectives to be achieved according to the needs of the

learning participants. Any institution can develop the above aspects according to their beliefs. All institutions stand in an equal position to develop innovation and creativity. Teaching trends used to put the teacher as the only active communicator to use information and communication technology in the teaching and learning process, but now it has undergoing major changes; teacher and students (learners) have been placed in position that is equally active in using it technology and media in the process learning.

The method of teaching English as a second language and foreign language is slightly different. In a second language class, an English teacher does not have to use many illustrations, pictures, or videos while in a foreign language class, students are not familiar with English at all. The teacher must use many illustrations, pictures, videos and sound recordings to help students hear, speak, read, write in English well. Nunan (1989) reports that the methods of teaching foreign languages and second languages based on Communicative Language Teaching show there are benefits in changing the focus from the teacher-centered classroom setting to the student-centered setting. Furthermore, Nunan said that in communicative language teaching, learning describes the needs of students, activities carried out encourage active students in communication (which involves exchanging information and negotiating meaning).

The introduction of internet technology has helped the experience of teaching and learning English become easier. Teachers can communicate and share their experiences with other teachers, and download games, grammar exercises and lesson plans. Likewise, the availability of English learning software has helped many English language students around the world master the language better and faster.

2.4 Previous Studies

There are some studies about the use of CALL in developing language competence.

The first study was conducted by Solanki & Phil (2012) entitled "Use of Technology in English Language Teaching and Learning: An Analysis". They analyzed the use of technology in teaching English but the study had some weaknesses. According to them, in developing their language during the process of optimizing the multimedia English teaching, students were not too dependent on their mother tongue, but will be motivated and guided to communicate with each other. Concerning the development of technology, they believed that in future, the use of multimedia English teaching will be further developed. The process of English learning will be more student-centered but less time-consuming. Therefore, it promises that the teaching quality will improve and students' applied English skill can be effectively cultivated, meaning that students' communicative competence will be further developed. The problem was the teacher need a proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and not allowing the teachers to become technophobes. It can be concluded that, the use of technology in teaching language should be supported by the teacher understanding about using technology.

Secondly, a study conducted by Boukadi (2014) entitled "Using technology in foreign language teaching". He examined teachers' experiences and perceptions of the uses of technology in foreign language teaching. The study took place in a tertiary institution in the United Arab Emirates in a well-resourced college when it comes to technology. In the study three teachers were interviewed. The first finding of the study was that these three teachers felt that students still needed training when it comes to technology. Still, they all agreed that use of technology can make their teaching more effective and better meet the varying needs of the students. They also agree that teachers nowadays are, and should be, competent in using technological devices. Nevertheless, there were still difficulties in using more advanced applications due to

the lack of experience. The teachers' attitude toward learning to use new applications, however, was overall positive. Negative aspects that arose from the study included, for example, the need for more ICT training and the fact that teachers' need to spend more time in learning how to use various new devices and applications

3. APPLICATION OF WEBPAGE

A web page (also written as webpage) is a document that is suitable to act as a web resource on the World Wide Web. In order to graphically display a web page, a web browser is needed. This is a type of software that can retrieve web pages from the Internet. When accessed by a web browser, it may be displayed as a web page on a monitor or mobile device. Typical web pages are hypertext documents which contain hyperlinks, often referred to as links, for browsing to other web pages. A Web page can be accessed and displayed on a monitor or mobile device through a Web browser. The data found in a Web page is usually in HTML or XHTML format. The Web pages usually also contain other resources such as style sheets, scripts and images for presentation. Users may be able to navigate to other pages through hypertext links.

3.1 How to operate Webpage

EditPlus is a non-WYSIWYG editor that allows you more flexibility in coding your web pages while at the same time allowing you more efficient ways to enter frequently-used tags. EditPlus not only allows you to create and edit Cascading Style Sheets and documents in HTML, but also in Perl, Java, and C++. The program is simple to use once you know how to use the basic tools and functions. Here are some tutorials how to operate webpage using EditPlus.

3.1.1 Creating a New Document

To create a new document, click on the File menu, then select New, and then select the type of document you would like to create (e.g. HTML). You can also create a new

document by clicking on the New Document button new document button on the main toolbar and selecting the document type from the list. The default template for your chosen document type will also appear on the screen. You can change the default template for any type of document so that it contains tags or commands that you frequently use in your documents. For example, you may want to change the default HTML template so that it has your name and other information in it.

3.1.2 Previewing the Document

To preview your HTML document, click the Preview button on the HTML toolbar. There are a few different ways that your preview will work, depending on how you have set up EditPlus. Your preview window might be a seamless window that appears as part of the EditPlus program, or clicking the preview button might load your web page in your system's default browser.

To change these settings, select Preferences from the Tools menu and click once on the Tools category. The first option listed in the dialog is the Select Browser list. Here you can select a specific browser program, the seamless preview window, or the system default.

Coding in HTML can be made easier and more efficient when you take advantage of the shortcut buttons on the HTML toolbar. In most cases, to insert a tag into your document, place your cursor where you want the tag to appear, or select the text that you want to be affected or enclosed between the 'opening' and 'closing' tags. Then click once on the the appropriate button for the tag you want to apply. Note that certain buttons will include some of a tag's attributes, but others you will have to type in by hand. Here is a list of the various buttons and a brief description:

- ✓ **Bold**
Adds the bold tag (B) to the document or places the bold tags around the selected text.

- ✓ **Italics**
Add the italics tag (I) to the document or places the italics tags around the selected text.
- ✓ **Underline**
Add the underline tag (U) to the document or places the underline tags around the selected text.
- ✓ **Font**
Add the font tag (FONT) to the document or places the font tags around the selected text. Includes the SIZE and COLOR attributes.
- ✓ **No-Break Space**
Adds the special no-break space character () to the document.
- ✓ **Line Break line break**
Add the line break (BR) tag to the document.
- ✓ **Paragraph**
Add the single paragraph tag (P) to the document.
- ✓ **Headings**
Show a drop-down list from which you can select the desired level of heading you want to apply to the document or selected text.
- ✓ **Table**
To insert a table into the document, click this button and drag the mouse over the grid to select the number or rows and columns you would like in your table. EditPlus will insert all the necessary TABLE, TR, and TD tags for your table.
- ✓ **Center**
Add the center tag to the document, or applies it to the selected text.
- ✓ **Block Quotation**
Add the BLOCKQUOTE tag to the document, or applies it to the selected text.
- ✓ **List**
Display a sub menu from which you can select the type of list you want to add to the document. When a list type is selected, the appropriate tags are added to the document.

3.1.3 Adding Images

You can add images to your document without having to type out the IMG tag and its basic attributes. Place the cursor where you want the image tag to go and click on the image button image in the HTML toolbar to add an image.

A dialog box appears that allows you to browse your drives and select a folder and an image. When you've selected your image and cleared the dialog box, the image tag appears in your document.

NOTE: Be careful when using this method of adding images - check your SRC attribute and make sure it's using a relative location and not an absolute location for your image. For example, the image tag:

```
<IMG SRC="pics/bullet.gif" WIDTH=10  
HEIGHT=10 BORDER=0 ALT="a  
bullet">
```

Use a relative address. As long as the image BULLET.GIF is located in the PICS folder under the web page's current directory, the image will appear correctly. However, if you select an image located on another drive on your computer, you may end up with an absolute location in the SRC attribute, such as:

```
<IMG SRC="D:\graphics\bullet.gif"  
WIDTH=10 HEIGHT=10 BORDER=0  
ALT="a bullet">
```

If you were to leave this code in your page and upload it to your account/server on the web, anyone who goes to your page will get an error because the reader's browser will try to locate the image BULLET.GIF on their D: drive in the graphics folder.

3.1.4 Selecting Colors

EditPlus makes it very easy to add colours to any of the colour attributes that come with various tags. Some people prefer to use the standard colour names (such as "red", "peachpuff", or "dodgerblue") and others prefer to use the hex values that represent the levels of red, green, and blue in the colour (such as "#FF0000" or

"#CC0022"). To use the Palette tool, place your cursor where you want the colour code to appear, such as between empty quotes in an attribute (e.g. BGCOLOR="").

3.2 Advantages and Disadvantages of Webpage

The Internet provides individuals, governments, non-profit organizations and businesses with the opportunity to reach billions of people. Web pages and websites, linked groups of web pages, are the most widely employed method of reaching an audience on the Internet. Within certain legal limits, website owners may post virtually any type of information to a website. Learning in a classroom is more personal and interactive, but there are a lot of benefits to enrolling in an online course, and most of it is in terms of convenience and affordability.

All of us have access to the internet and we use it for many different things like researching for some information for school and college projects, downloading music, pictures, wallpapers, and screen-savers, to get updates on the latest happenings all over the world, emails, instant messaging, chats, and many other things. With the latest technology, even the impossible seems possible now, especially in this case is webpage. Here are some advantages and disadvantages of using Webpage especially in teaching and learning.

Advantages:

- Students are able to link the various resources in several varying formats.
- It is a very efficient way of delivering courses online.
- Webpage learning promotes active and independent learning.
- It does not need an internet connection so it is easier for students to practice themselves at home.

Disadvantages:

- Using EditPlus to operate webpage is quite difficult so it cannot be taught only by one meeting

4. THE USE OF WEBPAGE FOR ENGLISH TEACHING

There is a lot of things in educational field that we can use in order to assist us to teach English inside or outside classroom. As we know that we have four skills of English language, namely speaking, writing, reading, and listening. Each one of them has different options in a way of teaching them to the students, for example implementing project-based task like through an English vlog would be a great way to teach and exercise the speaking skill of students. However, in this section we are going only to focus on the reading and listening skills, explaining how webpage can be a great tool as well to facilitate English teaching, particularly on those two skills mentioned previously.

4.1 Webpage for Reading

A lot of teachers or students nowadays, sometimes, consider reading comprehension or skills as the least important element compared to the other skills of language. Some teachers used to see that the skills of speaking, listening, or grammar knowledge are the main key that students have to master (Hui-Fang, 2005; Jacobs, & Gallo, 2002). Any other way, Jarvis, & Szymczyk (2010) also argued that students often regard the reading activity is time consuming for them. Jarvis et al., (2008) also added that students often see reading as an exhausting and boring activity.

With the fact above, we would say that it is because some teachers possibly used to teach reading in a conventional way like reading through books, in which some students might find it boring. Instead, we are now in the age of Web. 2.0, of which a lot of interesting and interactive stuff can be used or adopted to make reading activity

more fun for students. Such example is using webpage. This tool allows the teachers to prepare or create materials and exercises for reading activity with a lot of options of adding different kinds of sources. For instance, webpage can facilitate a space for teachers to put down passages, dialogues, or story with pictures or even audios in it with various layouts. In addition, if the reading material is from another site like from Facebook, teachers can also link it directly to the webpage without entering Facebook page at the first hand. With that, this will allow students to experience different atmosphere of learning English that they do not find in the regular textbooks.

4.2 Webpage for Listening

Listening skills is also very crucial in English language learning. Listening can be regarded as the foundation of two other difficult skills in language namely writing and speaking (Listyaningsih, 2017, p.36). If a student does not receive effective listening input, he or she may not perform well in writing and speaking since the two output abilities are more difficult. Moreover, listening activity actually allows students to acquire better pronunciation accurately as well as comprehend the words or sentences, in which it is useful when performing the speaking part. Unfortunately, not many teachers have the ability to teach listening skills to students properly. For instance, not many Chinese teachers employ group discussion with their students since they often depend on the textbooks a lot and do a teacher-lecturing type of way in the class (Jack, 2013).

Instead, teaching listening skills does not always rely on the textbooks, but through students' interaction like group discussion also helps so much in the learning process of listening. Another good example of teaching listening skills in which has been popular now is through song lyrics of English. A study from Hadian (2015) revealed that teaching English through English song lyrics is an effective technique

for listening practice. Webpage can also facilitate that listening activity for students. In creating materials, webpage allows teachers to attach any kinds of listening exercises in the page, such as missing lyrics activity, English dialogues, and video links (e.g. YouTube). Students can access them all easily since it is widely used and many browsers are able to support webpage. Therefore, focusing more on listening would be a great investment to the success of other skills of language too, and webpage would be interestingly one of the tools to assist the process of learning of listening.

CONCLUSION

In conclusion, teaching English skills nowadays, reading and listening specifically, does not always depend on the regular textbooks that we usually have in the classroom. Many of innovative technology provided allows us to be more creative on how to teach those skills mentioned. In addition, such a finding from Boukadi's study (2014) proves that getting technology involved more in language learning can make an effective and better meet to different needs of students.

CALL is one of the forms of innovative technology which can be utilized for the purpose of teaching and learning a language. A part of the CALL benefits that we can have and use is the Webpage. Making the most of webpage as part of the language teaching and learning is a great and interesting way in order to move out from the conventional one. Through webpage, teachers will have the opportunity to decide any kinds of material they want to have or even possibly create new one themselves to be put in the webpage. In the sense of teaching reading and listening, teachers can create or attach the materials they have had to the webpage, such as short stories, songs, video links, or hot potatoes quizzes. As a result, eventually webpage will allow students to experience an active and independent learning.

However, for some teachers, they might find it that creating webpage is difficult and

tiring activity to do due to lots of codes or formulas they have to meet and possibly the vary experiences of teachers underlying it, but it does not mean it cannot be done. It just needs a little bit of persistent and willingness to do and learn it, and it will be fine and fun after all. Despite some of lack of experiences issues happened in the society, the process of learning language should not be stopped just because of that. In general, the persistency of self-learning of any individual towards technology must always be encouraged.

REFERENCES

- Beatty, K. (2006). *Teaching and researching computer-assisted language learning*. London: Longman, Inc.
- Boukadi, S. (2014). Critical approach to integrating ICT into second language learning. In R. Mahrooqi and S. Troudi (eds.) *Using technology in foreign language teaching* (pp. 83-105). Newcastle upon Tyne: Cambridge Scholars Publishing.
- Byock, I. (2002). The meaning and value of death. *Journal of Palliative Medicine*, 5(2), 279-288.
- Chapelle, C. A. (2003). *Computer applications in second language acquisition: Foundation for teaching, testing, and research*. Cambridge: Cambridge University Press.
- Egbert, J., Ci, C.C., & Smith, E.H. (2007). Introduction: Foundations for teaching and learning. In E. Hanson-Smith, & J. Egbert (Eds), *CALL environments: Research, practice, and critical issues* (2nd ed., pp. 1-14). Teachers of English to speakers of Other Languages, Inc (TESOL).
- Egbert, J., & Hanson-Smith, E. (1999). *CALL environment: Research, practice, and critical issues*. Alexandria: TESOL.

- Ellis, R. (2008). *The study of second language acquisition* (2nd ed). Oxford: Oxford University Press.
- Hadian, M. (2015). The use of song lyrics in teaching listening: A case study of junior high school grade 8 in Bandung). *Journal of English and Education*, 3(1), 96-105.
- Hui-Fang, S. (2005). Email dialogue journaling: Attitudes and impact on l2 reading performance. *Educational Studies*, 31(2), 197-212.
- Jack, W. X. (2013). *The function of English songs to improve listening to college English as a second language (ESL) students*.
- Jacobs, G., & Gallo, P. (2002). Reading alone together: Enhancing extensive reading via Student-student cooperation. *Reading Online*, 5(6).
- Jarvis, H. and Szymczyk, M. (2010). Student views on learning grammar with web and book-based materials. *English Language Teaching Journal*, 61(1), 32-44.
- Johnston, B. (2007). Theory and Research: Audience, Language Use, and Language Learning. In E. Hanson-Smith, & J. Egbert (Eds.), *CALL environments: Research, practice, and critical issues* (2nd ed., pp.61-69). Teachers of English to Speakers of Other Language, Inc (TESOL).
- Levy, M. (1997). *CALL: Context and conceptualization*. Oxford: Oxford University Press
- Listiyaningsih, T. (2017). The influence of listening English songs to improve listening skills in listening class. *Academica Journal of Multidisciplinary Studies*, 1(1), 36-49
- Mahrooqi, R and Troudi, S. (2014). Introduction: Using technology in foreign language teaching. In R. Mahrooqi and S. Troudi (Eds.) *Using technology in foreign language teaching* (pp. 1-7). Cambridge Scholars Publishing.
- Nunan, D. (2004) *Task based language teaching*. New York: McGraw-Hill Companies.
- Nunan, D. (1989). *Understanding language classroom*. London: Prentice Hall.
- Setiawan E. (2016). The use of Hot Potatoes for teaching vocabulary at the eleventh grade of SMA Bodhisattva. *The Fourth International Conference on Education and Language (4th ICEL)* pp. 232-240). Bandar Lampung: Faculty of Teacher Training Education (FKIP) English Education Program of Bandar Lampung University.
- Sibero, Alexander F.K. 2013. *Web programming power pack*. Yogyakarta: Mediakom.
- Shyamlee, S. and Phil, M. (2012) Use of technology in English language teaching and learning: An analysis. *International Conference on Language, Medias and Culture IPEDR* Vol. 33.
- Thomas, M., Reinders, H. and Warschauer, M. (2012). Contemporary computer-assisted language learning: The role of digital media and incremental change. In M. Thomas, H. Reinders and M. Warschauer, *Contemporary computer-assisted language learning*. Bloomsbury Publishing PLC. 21-31.

The Use of Edmodo for Teaching Reading in a Blended-Learning Classroom

Desy Rizki Lukitasari, Valentina Andantin F., Earlyn Gloria

Sanata Dharma University

e-mail: desyrizkil77@gmail.com, valentinaandantin14@gmail.com,

eglatumaerissa@gmail.com

<https://doi.org/10.24071/ijels.v5i2.2864>

ABSTRACT

The process of teaching and learning in the 21st century is complex. Today's students, who are millennials, may consider the traditional face-to-face classroom setting to be boring and not really motivating anymore. Teachers are required to attend to each student's needs, and are expected to keep up with what is relevant to today's learning. With the advancement of technology, blended-learning is expected to be one of the solutions. It is when technology is integrated with the teaching and learning process. Hence, this paper discusses how an educational network platform, *Edmodo*, can be used and is helpful for the blended-learning classroom, as well as the advantages teachers and students can get from using it in teaching reading.

Keywords: *educational network platform, Edmodo, reading, blended learning*

1. INTRODUCTION

English as an international language plays a huge role in the lives of many people. Even in non-English speaking countries, such as Indonesia, Thailand, Korea, Japan, etc., English is highly needed. Indonesians, for instance, have long started to see that the English competence is important. Not only is the language important for them to pass the National Examination, it is also important for their lives after that. They need English as a qualification to apply for a job.

As a *lingua franca*, English is also significant as a means of communication among people around the world. Therefore, exposure to English through media has become unlimited due to the advancement in technology. The desire to be involved in many projects out there and be considered as world's citizens drive many people, especially the millennials, to be competent

in English, as they see how essential the language's role is.

In the context of ELT, many experts argue that the process of teaching and learning of English as a foreign language in Indonesia is seen to be a very complex process (Hidayati, 2016). For most Indonesians and any other speakers in non-English speaking countries, English is not their first language whereas the process of acquiring L2 is not a simple matter. The English curriculum in Indonesia itself has experienced changes since 1975, but has yet brought any significant impact on the ELT class success (Marcellino, 2008). It is believed that a number of comparative studies have been conducted to find the most effective method and approach of teaching English. Some methods and approaches may have been proved to work in their respective eras. However, as the process of teaching and learning is dynamic, teachers need to keep

up with today's language learning trend. Apparently, current English learning involves technologies to attract learners' attention and increase their motivation.

The use of technology in the 21st century is a demand, especially for teaching English as second and/or foreign language. There are many applications, softwares, and internet-based platforms which can be used as supplementary learning media English classrooms. Teachers can utilize one of them to create a blended learning, combining face-to-face classroom and online classroom, in many of their classes (e.g. a writing class, speaking class, listening class, reading class, or other content courses). However, the success – or failure, of today's English classes cannot depend solely on technology. Technology is powerful for students' autonomous learning, but it is the teachers' jobs to make sure that the technology is utilized efficiently in their classes.

As one of academic platform which is widely used in language learning, *Edmodo* is relevant to a blended-learning classroom model in reading classes. The nature of reading skills which is seen passive leads to common reading classes that also require passive activities in the classroom (Looi & Yusop, 2011). This paper, however, will discuss how *Edmodo* can be implemented in an EFL / ESL reading class. The advantages and disadvantages will also be reviewed. It is hoped that fellow English teachers, educators, and practitioners can take benefits as well as insights from this library research to create a more lively teaching and learning process in their English classes.

2. THEORETICAL REVIEW

This section will further review the constructs of the research; ICT, blended learning, and *Edmodo* in teaching reading. The relations among those three will be seen throughout the paragraphs.

2.1 ICT in language learning

Information and computers technology (ICT) is defined as the use of computers and the internet by Longman Dictionary of Contemporary English Online (2019). Furthermore, Asabere and Enguah (2012, as cited in Çakici (2016)) define ICT as the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice, text, data, graphics and video. In the past, ICT may include radio, television, newspapers, while nowadays it also includes the use of web, internet, and online applications. Not only is it useful for the students, ICT today can also be a tool for teachers to enhance the teaching learning process in their classes. Teachers are also expected to be more resourceful and creative when integrating their teaching material with ICT.

In ELT, language teachers have shown keen interests in the utilization of ICT. It is also believed that a considerable amount of research has shown how critical ICT role is in the field of teaching English as a foreign language (EFL) and that it has helped to reinforce and create powerful learning environment (Çakici, 2016). Çakici (2016), and Ammanni & Aparanjani (2016) provided some forms of integrating ICT with language classroom, from the use of laptop, interactive whiteboard, LCD projector, internet and social networks in education support, webinar, mobile applications, to the use of E-books and audio books.

A great number of studies have been conducted to examine the effectiveness of integrating ICT into foreign language learning. One of the studies was done by Bilyalova (2016) who evaluated the importance of ICT usage in teaching foreign languages in universities. Bilyalova (2016) studied the most effective types of ICT for the development of linguistic and

communication competence of students. The study proved that the use of ICT has a positive impact on the quality of teaching a foreign language. The integration of ICT to the foreign language learning process makes it more dynamic and facilitates the activation of independent work of students (Bilyalova, 2016).

2.2 Blended learning

When discussing the integration of ICT and language teaching, it is inevitable to discuss blended learning as an area for ICT to be well-implemented. The learning blends at least two methods together in the learning process. Garrison and Kanuka (2004, as cited in Okaz, (2015)) defines blended learning simply as integrating classroom teaching with online experiences. As for Singh (2003, as cited in Okaz, (2015)), blended learning is combining different delivery media to promote meaningful and motivating learning. In other words, blended learning is the learning which blends the use of technology – or ICT in that matter, with the face-to-face or traditional classroom setting, aiming at making it more meaningful and motivating.

The traditional classroom setting which require students to attend lectures and make them listen to instructions are considered boring and irrelevant by the millennial students. They probably need one good reason why they should attend classes while they actually can have unlimited access to learning resources in the internet and that they can learn by themselves. However, learning solely from online resources may not be as interactive as learning in the classroom with their classmates and teacher because students may be “lost in internet” that it separates them from the real world (Nazarlou, 2013). This is where the blended learning fit in. Other than that, a study by Dias & Diniz (2014, as quoted in Okaz, (2015)) showed how blended learning can also facilitate students with different learning needs and interests. In terms of giving teachers a convenience to give tests, an assessment, Tran & Ngunyaen (2014)

suggested that blended learning had brought good changes.

2.3 Edmodo for teaching reading

One of the ways to implement ICT in language learning is by making use of Edmodo. Edmodo is an education platform which can specifically be used for foreign language and/or second language learning outside classroom. As known that Edmodo is “Facebook for Education” (Enriquez, 2014), it is not like the usual social networking services (SNS) such as Facebook, Instagram, Twitter, etc. Edmodo is “an education-focused SNS” developed in the United States in 2008 (Okumura & Bronson, 2016). It has many features such as “wall, info, video, notes” that can be explored based on language teaching needs. According to Santoso, Rochsantiningsih, & Sujoko (2014), “teachers can create a micro blogging network for their classes”. They emphasized that Edmodo creates an interesting atmosphere as well as engaging activities which trigger the learners to participate actively in learning process. This brings about the 21st century trend of language learning which is not limited in a traditional classroom within a time constraint, but a blended learning which combines traditional classroom (offline) with online classroom. Edmodo, here, is utilized as a supplemental learning media to gain language learners’ meaningful participation. This apparently supports the principle of technology-enhanced language learning (TELL) which sees Edmodo (as one part of CALL) as “a technological innovation to display multimedia as a means of complementing a teaching method language teacher” (Patel, 2015).

Reading is significant in language acquisition. It is a skill that needs to be taught in language classroom. It relates to Santoso, Rochsantiningsih, & Sujoko’s (2014) concern that “when students are provided with comprehensible linguistic inputs, some of the language will stick in their minds as part of the language acquisition process”. They also believe that

“students need to be able to read texts in English either for their carriers, for study, or simply for pleasure” (2014). Therefore, reading class should not only be interesting, but also engaging to facilitate the learners with autonomous learning. By employing Edmodo features (quizzes, assignments, notes, polls, crossword puzzles, badges, etc.), teachers can control the online classroom interaction as well as monitor students’ progress (Alimuddin, 2017, p.3). The learners will also “participate and get actively engaged” in classroom activities. This is supported by Alimuddin’s finding that there was an increase of motivation among the first-year student of University of Nusantara PGRI Kediri when they shared their ideas and opinions in a discussion on Edmodo (p.5). Most importantly, the research found that “the students’ reading comprehension increased after using Edmodo in the learning process” (Alimuddin, 2017, p.6). The same finding was also found in Santoso, Rochsantiningsih, & Sujoko’s research conducted in SMP N 17 Surakarta. They encountered that “teaching reading using Edmodo posting can improve the students’ reading competence in understanding English texts” (2014).

3. THE APPLICATION OF EDMODO

Edmodo is a social learning platform for teacher, students, and parents to share content or information and homework. Through Edmodo, educators and learners are connected in a safe social environment. They can share digital contents and access homework, grades, class discussion from computer or any device. The following explanation provides Edmodo features that are useful for both educators and learners (<http://susd.edmodo.com>).

3.1 Signing up

User can join Edmodo as a teacher or a student. At the homepage, the user can sign up as a teacher by simply clicking I’m a Teacher. Meanwhile, when they want to sign up as a student, they can simply choose I’m a Student and insert a code of a group

to which they want to join. If student want to join more than one group, they do not need a new account. They can easily click Join and type the code of the group.

3.2 Groups

Groups are closed networks made by teachers for classes, clubs, or any collaborative projects. When creating a group, there will be six-digit code which can be used by students to join the group. Students can join groups to which they are invited by teachers or by using the code of the group. Once the students join groups, they can send messages to the entire group or teacher directly, but not to other students.

3.3 Calendar

A teacher can post important dates on the Class Calendar. The due dates and important description of all assignments can be posted to the calendar automatically. It is also possible to share events, announcements, assignments, and reminders with groups or individual members with Edmodo Calendar.

3.4 Posting

3.4.1 Notes/Alert

Notes will be useful when the user wants to start discussion panel as messages, reminders, writing/discussion prompts, etc. Similar to notes, alert is considered as urgent messages or immediate notification to group members, and it is limited to only 140 characters.

3.4.2 Assignment

This feature is used to give a writing assignment online. The teacher can create assignment online, the students will answer them online, and the teacher will grade it online. Teacher can title the assignment, put the due date, insert a description or the assignment, as well as include attachments from the web, computer, or Edmodo library. Once the students log in, they can see the assignment and the embedded file or media. After that, the students can turn in the completed assignment to the teacher.

Next, the teacher can track which students who have submitted their assignment then grade it so that the students can immediately receive the feedback.

3.4.3 Quizzes

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

3.4.4 Polls

Poll is used when the teacher wants to get a quick feedback from students. For example, when teacher wants to have a make-up class and need his/her students to choose when the make-up class should be conducted. Another example is when the teacher wants to know which type of the final exam that your students want to do.

3.5 Student badges

Student badges are used when teacher wants to give an award for the students' hard work, participation, achievement, perfect scores, and more. A teacher can create their own badges or use badges provided by Edmodo. To award a student a badge, a teacher needs to choose the class, select a member or a student to be awarded, and choose the badge.

3.6 Library

Library allows teachers to store and manage files and links. They can access the files as well as share them with the group members. Every file uploaded in any assignment is stored here. Teachers can add any type of file such as photo, video, document, web links, etc. however, it has limited space for each piece of content no bigger than 100 MB.

3.7 Parent communication

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

3.8 Grade book

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

4. THE USE OF EDMODO FOR TEACHING READING

Edmodo with its features can assist English teachers to create more engaging classes. This paper, however, focuses more on how Edmodo can be used as a supplementary tool in blended learning, particularly reading classes. In this section, how Edmodo can be implemented in a reading class will be discussed. The limitations and other possible disadvantages of using it will also be reviewed.

4.1 Implementation of Edmodo in reading classes

In general reading class, Edmodo can be used as an additional tool to provide more learning experiences (quizzes, assignments, exercises, discussion, etc.) outside classroom. The features of Edmodo highly promote independence or autonomous learning due to time constraints. They will also result in incidental learning as language acquisition process. As explained previously, Edmodo doesn't only benefit teachers but also students (Warawudhi, 2017). Hence, below is the possible Edmodo implementation in reading classes.

4.1.1 Attractive classroom

Reading is a receptive skill. Common reading classes, then, are seen as a passive classroom since it only requires students to read. However, the learners should not be regarded as "passive receivers of ideas and knowledge" (Looi & Yusop, 2011). One way to gain students' engagement is to create active learning strategies through

reading involving other “pedagogical methods such as in-class discussion, questioning, debate, and explaining” (Looi & Yusop, 2011). Due to time constraint, Edmodo helps teachers to provide online quizzes (fill-in-the-blank, short answer, multiple answers, and true-false) which will make the class be more interesting. According to Warawudhi (2017), the program is easy to use and it engages the students to get involved in outside classroom. That way, the use of Edmodo nurtures the class to be attractive and further, because of the emergence of motivation in learning language, result in a lively language learning process.

4.1.2 Lifelong learning

Any regular classes must have duration or time limitation. In reading classes, it is not enough to learn only from teaching and learning session in a classroom. Blended learning, then, helps the teacher to go beyond that boundary. In this case, Edmodo plays an important role to provide academic online resources which are relevant to the topics discussed in classroom. In her research, Warawudhi (2017) found that the majority of the students could use and participate well on Edmodo interface by “doing quizzes, polls, posts, making comments and sharing resources”, then uploading files and suggesting websites to other friends. It shows that the materials, quizzes, exercises, or other learning resources can be continually used by both the teachers and students. The teacher can use it for the next reading classes and the students can forward, share, and even recall their learning track as well as progress in Edmodo even if they already finish the class. This lifelong learning also promotes meaningful learning as believed by Santoso, Rochsantiningsih, & Sujoko’s (2014) that “when students are provided with comprehensible linguistic inputs, some of the language will stick in their minds as part of the language acquisition process”.

4.1.3 More language exposure

Regarding comprehensive input mentioned above, the features in Edmodo allow teachers to provide unlimited exposures to the students which can be accessed anywhere and anytime. All learning resources can be stored and reused by the users. Thus, the input is various as the teacher can upload videos, links, exercises, and other documents to support the learning process. It is very beneficial for the language acquisition process so that the students will get an incidental learning as well as autonomous learning, not dependent to face-to-face classroom. The input is to overcome the problems encountered by the students who have “limited vocabularies, not knowing the communicative purpose of the text, still confused to find implicit information, lack of motivation, not having good media to support them” (Santoso, Rochsantiningsih, & Sujoko, 2014).

4.1.4 Social networking community

As mentioned by Santoso, Rochsantiningsih, & Sujoko (2014) that Edmodo is the way teachers can create a micro blogging for their students, interactions between teacher and students, and students and students are also developed. This is supported by Warawudhi (2017) who argued that “with this program, class engagement and interaction between students and teacher were created” (p.157). In line with Krashen’s theory which believes that language is supposed to be learned through interaction or communication, Edmodo gives collaborative-learning environment among students and teacher in order to achieve meaning-making result. It can be done through Edmodo post column which has comment section allowing students and teacher to have online discussion. This is highly supported by Looi & Yusop (2011); “Microblogging built in the social networking sites seems to have the potential to extend these possibilities by providing the platform to facilitate reading interactivity, develop autonomous learning and support meaning making activities.”

4.1.5 Auto grading system

Apparently, teachers can facilitate assessment feature in Edmodo to do auto grading system. Muhlis (2017) explained that, “the teacher can assess the students’ work like examining students’ worksheet manually”. The teacher can also give, “comments on the students’ worksheet, thus the students know what should be revised or what should pay attention of” (p.30). This auto grading system will also allow students to get immediate feedback which can be useful for their language learning process. In Edmodo, both students and teachers are able to keep any assessment and progress in track.

4.2 Limitations of using Edmodo

Aside from its benefits in improving traditional reading classes, there are some limitations of using Edmodo. The limitations can be challenges that both teachers and students should overcome. The limitations and/or disadvantages are discussed below.

First, Edmodo needs a good internet connection. Although it is a free education platform, “Edmodo is online virtual tool” and the internet connection is crucial (Santoso, Rochsantiningsih, & Sujoko, 2014, p.35). In their research, they described that some students still need to go to the internet rental to access Edmodo.

Second, students are not well informed by Edmodo. For instance, when getting student badges and doing quiz, there are no notifications received by the students. This is supported by Warawudhi (2017) who stated that “students also informed the problems when doing quizzes that they did not get the notifications”.

Third, auto grading system is not available for all types of quiz. Short-answer quiz still requires the teacher to grade by herself/himself.

Fourth, continually accessing Edmodo as virtual learning media causes both teachers and students get “bad effect on their health”

(2014, p.37). One most possible effect is eye-sore caused by the exposure of laptop and mobile phone’s monitor.

5. CONCLUSION

Edmodo, as a social learning platform and “Facebook for Education”, gives meaningful experiences for both teachers and learners, considering that the use of technology in this 21st century has been very common. Realizing that English is an international language and *lingua franca*, Edmodo can be a good supplementary learning media within the teaching and learning process, particularly in blended classroom. Moreover, Edmodo is able to create an interesting atmosphere as well as engaging activities in teaching language skills, especially reading which is closely related to passive skills (Looi & Yusop, 2011).

In conclusion, Edmodo gives many contributions for supporting language teaching and learning process. Edmodo may facilitate teachers to create more attractive classroom since it has features to create various types of exercises or quizzes, and the students can access it on the go, leading to motivate them to be more active and reducing passive classroom activity. Furthermore, the ability of Edmodo in storing files (assignments, quizzes, and etc.) which can be accessed and reused by both teachers and students anywhere and anytime promotes a lifelong learning. There are also unlimited exposures to the students which are highly beneficial for their language acquisition. This, of course, helps students to experience incidental learning and autonomous learning, not limited to the face-to-face classroom or traditional classroom. Most importantly, Edmodo allows the students to learn the language through interaction and communication which is believed by Krashen to be an effective way to learn and/or acquire a language. In addition, Edmodo provides auto-grading system which benefit teachers to grade the students’ work immediately and give direct feedback.

Nevertheless, Edmodo also has weaknesses in implementing teaching and learning process in reading class with blended-learning model. The academic platform requires good internet connection which cannot always be guaranteed, especially in Indonesia; lacks of notification for quizzes and student badges; doesn't provide auto-grading system for all types of quizzes; and causes health problems due to a continuous effect of monitor exposure. Hence, further studies discussing more practical use of Edmodo in other content courses, not only classes teaching language skills, are needed.

REFERENCES

- Alimuddin, A. F. (2017). The effect of edmodo to the first grade students' reading comprehension of English Department of University of Nusantara PGRI Kediri in the academic year 2016/2017. *Simki-Pedagogia*, 1(4), 1-7.
- Ammanni, S., & Aparanjani, U. (2016). The role of ICT in English language teaching and learning. *International Journal of Scientific & Engineering Research*, 7(7), 1-7. Retrieved June 2019
- Bilyalova, A. (2016). ICT in teaching a foreign language in high school. *Procedia - Social and Behavioral Sciences*, 175 - 181.
- Çakici, D. (2016). The use of ICT in teaching English as a foreign language. *Participatory Educational Research* (2016-IV), 73-77. Retrieved June 2019
- Enriquez, M. A. S. (2014). Students' perceptions on the effectiveness of the use of Edmodo as a supplementary tool for learning. In towards rigorous, relevant and socially responsive Lasallian research. *Presented at the DLSU Research Congress* (March 6-8). De La Salle University, Manila, Philippines.
- Hidayati, T. (2016). Integrating ICT in English language teaching and learning in Indonesia. *JEELS*, 38-62.
- Longman Dictionary of Contemporary English Online. (2019). Retrieved from <https://www.ldoceonline.com>
- Looi, C.Y., & Yusop, F. D. (2011). Potential use of social networking tool to assist reading comprehension: implications for practice and future research. *Jurnal Pendidikan*, 31(1), 189-201.
- Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN*, 57-69.
- Muhlis, A. (2017). Potentials and challenges of using Edmodo postings on EFL reading activity: Teacher and students' perception. In integrating local wisdom in english language teaching: A view from applied linguistics. *Proceedings of the 2nd NEDS* (pp. 25-40). Retrieved from <http://english.stkipbjm.ac.id/wp-content/uploads/2017/06/Azhari-Muhlis.pdf>
- Nazarlou, M. M. (2013). Research on negative effect on e-Learning. *International Journal of Mobile Network Communications & Telematics*, 11-16.
- Okaz, A. A. (2015). Integrating blended learning in higher education. *Procedia - Social and Behavioral Sciences*, 600-603.
- Okumura, S. & Bronson, M. (2016). *The use of Edmodo to enhance second language learning among Japanese and American college students*.
- Patel, D. S. (2015). Significance of technology enhanced language learning (TELL) in language classes. *Journal of Technology for ELT*. Retrieved from <https://sites.google.com/site/journalo>

technologyforelt/archive/vol-4-no-2-1/2

Santoso, S. I., Rochsantiningsih, D., & Sujoko. (2014). Improving the students' competence using Edmodo posting. *Jurnal FKIP UNS*, 1(5).

The Edmodo Teacher Guide retrieved from <http://susd.edmodo.com>

Tran, N. G., & Ngunyen, V. M. (2014). Edmodo - A new and effective blended learning solution. *Leadership and Management in Higher Education for Sustainable Development*, 1-6.

Warawudhi. R. (2017). The evaluation of Edmodo in business reading class. *International Journal of Information and Education Technology*, 7(2), 153-158.

The Use of Kahoot! as Formative Assessment in Education

Fennie Karline Rosario Tenau, Yunda Anissa, Bernadetha Wahyu Widyaningrum

Sanata Dharma University

e-mail: fennietenau21@gmail.com, yundanissa@gmail.com,

widya.bertha@gmail.com

<https://doi.org/10.24071/ijels.v5i2.2862>

ABSTRACT

Technology appears as one of the significant tools to create a meaningful process in all fields of life for living things, one of which is education. This situation drives related parties to create game-based learning platform for education. One of the emerging game-based learning platform used in education is Kahoot!. Educationally relevant game, such as Kahoot! makes students learn academic content with a lot of excitement. Recently, Kahoot! is used as a tool for formative assessment. Formative assessment is useful to improve students' attainment. This study aims to investigate the effectiveness of Kahoot! used as formative assessment in education. This paper will elaborate the theoretical review as well as the application that underlay the hypothesis. The result of the study shows that Kahoot! is an alternative tool of interactive formative assessment. Kahoot! is feasible and practical to make learning fun and enjoyable because it has many benefits for education.

Keywords: *education, formative assessment, Kahoot!*

1. INTRODUCTION

In this modern era, there are various attempts that have been made to promote welfare and prosperity in human life. Technology appears as one of the significant tools to create a meaningful process in all fields of life for living things. Education is one of the most important fields which is supported by technology. Technology offers variety of convenience strategies in the process of teaching and learning for teachers and students. It acts as a stimulant to provide facilities and infrastructure in order to obtain a pleasant learning atmosphere for anyone.

In connection with the increasingly advanced time nowadays, the demand of humanity is also increased in the education field, particularly for young learners. Mostly, young learners are very keen to the technology development. Students will be

more excited to use tools rather than reading or writing manually. This situation drives related parties to create a platform that can be used for everyone. In this case, *Kahoot!* is to boost motivation and promote learning in more fun and exciting ways. Prior studies which uncover that utilizing Kahoot! to improve learning in the study process is more compelling than utilizing traditional media especially in this modern era. As Licorish, et al (2017) say, Kahoot! gives students more chances to draw in with the instructor, companions and address content by giving a fun stage on which to connect with, in a way moving the classroom dynamics. (p. 762). Through this, students will be involved and participated in the learning process actively.

To make this paper organized, it is partitioned into five sections, namely introduction, theoretical review, application, the use of Kahoot! as formative assessment, and conclusion. The first part is introduction which comprises the general use of technology in education field. The second part is the theoretical review which discusses about the theories that are used to support the application and its use as formative assessment in teaching learning process. The third part is application which gives the features of Kahoot! and its use. The fourth part is the use of Kahoot! as formative assessment. The last part is conclusion which reinforces the general investigation of this paper.

2. THEORETICAL REVIEW

This chapter discusses the theories which support this research. In this section, there will be three theories which are presented as the guidelines for the researchers. The theories in this chapter are (1) Kahoot!, (2) formative assessment, and (3) English language teaching.

2.1 Kahoot!

Kahoot! has become prominent in the technology industry since its debut on March 2013. In October 2018, Kahoot! has been valued at 2.55 billion (\$300 million) following its latest financing round. It has been successfully reported to have billions cumulative participating players and active unique users (Batchelor, 2018).

Kahoot! was founded by several talented entrepreneurs. Johan Brand, Jamie Brooker and Morten Versvik decided to put their heads together to make learning awesome. In a joint project with the Norwegian University of Technology and Science, they teamed up with Professor Alf Inge Wang, and were later joined by Norwegian entrepreneur Åsmund Furuseth (Kahoot, 2019).

According to its Company Blog, Kahoot! is a game-based learning platform which is used as educational technology in schools

and other educational institutions. One of the types in Kahoot! is multiple-choice quiz that allows users to have access of it through a web browser, smart phone, or the app itself. Since the use of Kahoot! for educational purpose has been improving, the following section will explore the roles of Kahoot! in education.

2.2 Kahoot! for Education

In the previous section, it has been mentioned that Kahoot! is a game-based quiz that mostly used in educational technology. Since Kahoot! is an innovation in technology industry, its emergence has become significance attention for millennial. When it comes to learning using technology, learners find a lot of enjoyment and excitement. In this case, Kahoot! is an easy application to use with learners gathered around a common screen such as an interactive whiteboard, projector or a computer monitor. Besides, the site can also be used through screen-sharing tools such as Skype or Google Hangouts. The game is simple. It means that all players connect using a generated game PIN shown on the common screen and use a device to answer questions created by a teacher, business leader, or other person (Kahoot, 2019). It is also stated that digital games can be good twenty-first century learning tools because they share similar characteristic with successful learning environment. The statement is supported by the fact that using technology including computers, personal tablets and smart phones improve the students' engagement and active participation in the classroom in an effective way (Salen & Zimmerman, 2003). In the same way, educationally relevant games make students can learn academic content while having fun. It also gains some specific academic achievements benefit, builds academic confidence, develops their social and problem-solving skills and also promotes teamwork and cooperation (Cameron & Bizo, 2019).

In line with technology, Kahoot! is considered also as an interactive game that can be used to test student's knowledge

(Wang & Lieberoth, 2016). The term of games for some people is a tool to help relaxing mind. It is a growing fact that games have become an object which everybody from any professions could enjoy (Wright, Betteridge, & Buckby, 2006). It is further emphasized that games is an engaging and challenging activity in which students can play through interaction with others. The terms of game's joyfulness have prompted ideas from many experts to seize upon games for any specific purposes such as education, advertisement, and business (Richard-Amato, 1988). Applying games as learning media has generated some multiple perspectives. We could not agree more that games are a complex genre of a learning method. The use of games in educational context, such as Kahoot! this day is by no means a new phenomenon. Since the students are interested more in such an engaging activity, therefore, teachers are more concerned in seeking another way of an interactive method. A game is one of the attentiveness.

In Kahoot! platform, free options always exist for the students to use their freedom. Other than that, teachers can create multiple-choice quizzes that they present to students in a game based environment (Kahoot, 2019). Teacher can also select quizzes from a bank of thousands of games created by other educators. As cited by Richard-Amato (1988), Kahoot! is a student's response system that engages the students through game-like pre made or impromptu quizzes, discussion, and surveys. Students do not need an account to join the quiz on Kahoot!. It's only the teacher to have an account to create the quiz. In addition, fast and easy access makes Kahoot! beneficial to both students and educators for engaging the students' understanding in their introduction of the new content (Melanie Ciussi, 2018). The use of Kahoot! can be variety in terms of assessment and projects such as formative assessment, diagnostic assessment, research project and assessment.

2.3 Formative Assessment

In language teaching, there are two functions of assessment that are commonly identified; formative and summative assessment. The idea that assessment can help learning is definitely not new, but what is sometimes called formative assessment, or assessment for learning, is one of the most powerful ways of improving student achievement (William, 2013). Formative assessment, formative evaluation, formative feedback, or assessment for learning, including diagnostic testing, is a range of procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

Formative assessment typically involves qualitative feedback (rather than scores) that focuses on the details of content and performance (Crooks, 2019). The formative assessment is increasingly being emphasized in the academic world. In order to improve students' learning on subject matters, the formative assessment should be seen as an important element to facilitate the learning process. Therefore, the formative feedback should be properly designed to improve students' understanding on the subjects (Ismail & Mohammad, 2017).

In addition, it is aimed for evaluating students in the process of "forming" their competency and skill with the goal of helping them to continue the growing process. In order to achieve the formation, it is important by considering the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with an eye toward the future continuation (or formation) of learning (Brown, 2004). Other than that, the main purpose of formative assessment is to improve students' learning and should be seen as a part of the learning process.

Some educational researchers have shown that providing high quality feedback on student's work is a very powerful way of raising the standard of student work

(William, 2013). There are three elements that are crucial to the effectiveness of formative assessment (Sadler, 1989): helping students to recognize clearly the desired goal (understand what is required); providing students with evidence about how well their work matches that goal; and explaining ways to close the gap between the goal and their current performance. Feedback on assessment cannot be effective unless students accept that their work can be improved and identify important aspects of their work that they wish to improve. Self-monitoring is a key component of the work of all professionals. Therefore, if we want our students to become professional learners and professionals in their fields, we should actively promote self-assessment. For instances, students are asked and encouraged to critically examine and comment on their own work. Assessment can become more dialogue than monologue, and can contribute powerfully to the educational development of students (Sadler, 1989).

Furthermore, student's motivation is crucial to learning. Assessment is one of the major influences on student's motivation. It is important to anticipate and try to optimize the motivational effects of feedback on assessment. Besides, assessment can promote learning if it fulfills the following requirements: involving learning goals understood and shared by both teachers and students; helping students to understand and recognize the desired standards; involving students in self-assessment; providing feedback which helps students to recognize next steps and how to take them; and building confidence that students can improve their work (Ismail & Mohammad, 2017).

3. APPLICATION

The application that is used in this paper is Kahoot!. It is a popular platform which is currently utilized as a tool of learning for people from all over the world. This

application offers many features that permit every age to freely access it. The reason is because Kahoot! is available in many different languages (English, French, China, etc.). Therefore, it is very helpful for everyone from many different countries who are willing to access this application. In addition, Kahoot! makes it easier for everyone to open it from their smart phones. People can search for it from the internet browser or download it from play store. All of these are the evidence that Kahoot! is very encouraging for the process of learning and business for various parties in the world.

There are some ways of learning in which Kahoot! offers to construct enjoyable and meaningful atmospheres. That is why it is highly recommended for those who are dealing with education field. Kahoot! surveys learning process of students by helping in giving the evaluation. The teacher can design quizzes based on his preferences so that the students can respond to the questions directly. The quizzes might be provided with pictures and recordings, and the instructor can control the pace of play. Both the teacher and the students can also monitor the scores on the screen after answering each question and also at the end of the quiz. Further, Kahoot! divides different types of questions that occupy the process of learning. They are quiz, jumble and survey which can be accessed freely. Each of them will be discussed in a different section below.

3.1 Quiz

Quiz provides multiple choice question(s) with at least one correct answer. The use of quiz is to present topics and compensate students to choose the right answers. It highlights the right or wrong answers and flipping focuses on or off. There will be a scoreboard between questions to demonstrate the present top-scoring players by the time the quiz is played.

3.2 Jumble

Jumble offers questions where students place four answers in the correct order. The challenge is similar to quiz, yet here the students are ordered to put in answers in the right order in spite of choosing only one right answer.

3.3 Survey

Survey sets multiple choice question(s) with no correct answer. In contrast to a quiz, survey does not have right or wrong doled out to answers, and there is no focuses framework or scoreboards. In any case, survey observes a visual chart between questions appearing many students pick each answer. Survey can be utilized to discover what understudies definitely know (or simply learned) without rivalry, and the visual chart can be seen to control the conversation which is provided there.

3.4 Discussion

Discussion is very useful when the teacher needs to rapidly ask spontaneous questions. It can record answers for later analysis, especially in making a dialog. This is quite the same as survey, yet with a farthest point of just one question. Exchanges plan to get you through structure the inquiry and into facilitating it rapidly. However, discussion can only be accessed through paying not like the other three that can be accessed freely.

After discussion about the four types of Kahoot!, it is important to make an account first. Creating the account is easy and fast. It can be done through some steps, such as:

1. Go to <https://getKahoot!.com/>.
2. Select *Sign-Up* at the upper left of the screen.
3. Fill in the account details to set up a personal account.
4. Decide how you will utilize Kahoot! from one of these, such as an educator, understudy, work, or socially.
5. Sign up with your *Google* or *Microsoft* account or with your email.

6. Select sign-up for K-12 instructors at the base of the select arrangement page.
7. You are presently prepared to make and play!

4. THE USE OF KAHOOT! AS FORMATIVE ASSESSMENT

The integration of technology becomes a necessity for an effective teaching and learning process. One way that technology can be an important element in teaching and learning process is, for example, by improving the ability to provide ways to assess the students' skill and knowledge, especially in this modern era, where classroom activities should motivate and encourage students to learn through digital platform. With the integration of technology and its role in education, the significant contribution of using technology in teaching and learning process makes the improvement of teaching methods, classroom interaction, as well as teaching and learning assessment which positively impacts the students' skill and knowledge.

Regarding to technology and its role in education, one of the ways in utilizing technology in classroom situation is by using game-based learning. Game-based learning has become more common in education. One of the well-known and emerging game-based learning platforms used in education institutions is Kahoot!. As stated by Wang & Lieberoth (2016), Kahoot! can be used as a formative assessment tool, for example, by monitoring or reviewing students' skill and knowledge, having interactive teaching and learning activities, and adjusting ongoing process of students' understanding of the lesson,

As mentioned above, Kahoot! can be used to do formative assessment by monitoring or reviewing students' skill and knowledge. Since Kahoot! offers practicality and simplicity to be used or implemented in the classroom activities, a teacher can create many kinds of Kahoot! quiz, for example,

quiz or jumble. Students merely need to use their smart phones or personal computers connected to the internet and they will be able to have an access to Kahoot! quizzes easily as well. Here, a teacher has roles as facilitator and reviewer of students' skill and knowledge. A teacher is as facilitator because he or she is the only one who creates and provides the quizzes for the students. Moreover, a teacher is as reviewer because he or she can do reviewing or monitoring to the improvement of students' skill and knowledge as well as the students' response system in the classroom by using Kahoot!.

The use of Kahoot! as a formative assessment tool can build up interactive teaching and learning activities which may lead to the positive impacts towards students' motivation and achievement. Besides, it can also break the old teaching and learning activities in which teacher becomes the most dominant person in class or students are only using books for their learning resources. Thus, using of game-based learning, such as Kahoot! in the classroom, creates fun and excitement learning environment which, eventually, aids the learning process. Students also feel excited when Kahoot! is used in the classroom as it has many eye-catching features and gives interesting feedback about their responses. Moreover, using Kahoot! saves the learning time as teacher can create each quiz by setting the time limitation without giving burden to the students when they have to do it. Giving all students in classroom equal opportunity to participate in doing the quizzes is also one of the successful learning goals for many teachers. Therefore, using Kahoot! as a tool for formative assessment is a huge factor in creating an effective learning environment that promotes learning.

As a formative assessment tool, Kahoot! can also be used to adjust the ongoing process of students' understanding of the lesson. Here, Kahoot! provides students with just in time specific and non-evaluative feedback that can enhance their

motivation as well for improving their performance. A teacher might have to strive in engaging their students in order to measure their current understanding and to correct misconceptions by utilizing multiple kinds of Kahoot! such as quiz, jumble, survey, and discussion. A teacher also gets equally benefit from applying formative assessment using Kahoot! as he is provided with the opportunity to assess their teaching and learning effectiveness, and accordingly, adjust or modify his classroom activities. In other words, using Kahoot! as a formative assessment tool promotes benefits for both a teacher and students in the classroom.

5. CONCLUSION

Integrating technology in the classroom situation definitely gives great impacts for both teachers and students, especially by using or implementing game-based learning such as Kahoot!. Kahoot! can also be used as an interactive formative assessment tool that is feasible and practical to make learning fun and enjoyable because it has many benefits such as doing students' improvement monitoring, creating an interactive teaching and learning environment, and promoting students to learn new things provided by teachers using many types of quiz from Kahoot!. Besides, teachers can also check, adjust, or modify their teaching effectiveness. Thus, schools, universities, or other educational institutions are recommended to start using Kahoot! as an alternative tool of formative assessment to nurture students' learning, help teachers save learning time, and provide direct feedback to the students' performance so that students are motivated to improve their skill and knowledge as well.

REFERENCES

- Batchelor, J. (2018, October 11). Educational games startup Kahoot! valued at \$300 million. *Games Industry*, p. 13.

- Brown, D. H. (2004). *Language assessment: Principles and classroom practices*. New York: Pearson Education.
- Cameron, K. E., & Bizo, L. A. (2019). Use of the game-based learning platform KAHOOT!! to facilitate learner engagement in Animal Science students. *Research in Learning Technology*, 27.
- Çetin, H.S. (2018). Implementation of the digital assessment tool 'Kahoot!' in elementary school. *International Technology and Education Journal* 2, 9-20.
- Chen, W. et al. (Eds.). (2017). *Proceedings of the 25th International Conference on Computers in Education*. New Zealand: Asia-Pacific Society for Computers in Education. Retrieved from <https://pdfs.semanticscholar.org/1524/4ecd307ab706cbb394cb5e4ccd045b3c2d6f.pdf>
- Crooks, T. (2019, June 4). *The validity of formative assessments*. Retrieved from British Educational Research Association Annual Conference, University of Leeds: <http://www.leeds.ac.uk/educol/documents/00001862.htm>
- Ismail, M. A.-A., & Mohammad, J. A.-M. (2017). Kahoot!: A promising tool for formative assessment. *Education in Medicine Journal*.
- Kahoot!. (2019, June 3). *About us*. Retrieved from Kahoot! Blog: <https://Kahoot!.com/company/>
- Melanie Ciussi. (2018). Kahoot! for learning. *ECGBL 2018 12th European Conference on Game-Based Learning* (p. 36). France: Academic Conference and.
- Richard-Amato, P. A. (1988). *Making it happen: Interaction in the second language classroom*. New York: Longman.
- Sadler, R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 119. Retrieved from <http://michiganassessmentconsortium.org/>.
- Salen, K., & Zimmerman, E. (2003). *Rules of play: Game design fundamentals*. New York: The MIT Press.
- Wang, A. I., & Lieberoth, A. (2016). *The effect of points and audio on concentration, engagement, enjoyment, learning, motivation, and classroom dynamics using Kahoot!!* Research Gate.
- William, D. (2013, December 2). *Assessment: The bridge between teaching and learning. Voices from the Middle* (p. 15). Urbana: The National Council of Teachers of English.
- Wright, A., Betteridge, D., & Buckby, M. (2006). *Games for language learning*. Cambridge: Cambridge University Press.

Development of the Learning Module Book of English for Specific Purposes Course to Realize Relevance and Meaningfulness

Carla Sih Prabandari, Gregorius Punto Aji

Sanata Dharma University

e-mail: carla@usd.ac.id, punto@usd.ac.id

<https://doi.org/10.24071/ijels.v5i2.2863>

ABSTRACT

This research aims to develop Learning Moduls that support a learning model designed to integrate the theory and the implementation in which relevance and meaningfulness of English for Specific Purposes (ESP) course can be achieved. Therefore, the problem of this research is: What kind of learning module book of English for Specific Purposes course to realize relevance and meaningfulness? This research used Research and Development method that aims to develop and validate products in education. Steps of development method that will be used include (1) collecting pre-development data, (2) designing the product prototype, (3) verifying the product to experts who are competent at the product, (4) revising the product into the product prototype 2, (5) applying the product for obtaining qualitative evaluation, and (6) revising the product into the final product that has been validated after having steps of expert verification and implementation. The research data were qualitative and quantitative data that had been verified by experts and evaluated by students in terms of how the product designed can realize relevance and meaningfulness of the integration between theories and real implementation. The development research result is in accordance with the objective in which the result is an ESP learning module book for students of English Language Education Study Program of Sanata Dharma University.

Keywords: English for Specific Purposes, relevance and meaningfulness, learning module book

1. INTRODUCTION

Relevant and meaningful learning is a necessity and an essential for learners experienced by students in lectures at higher education institutions. Relevant and meaningful learning is concrete learning connected to the reality in everyday life. To make it relevant, classroom learning requires the realization of relationship between knowledge learned by students in lectures and concrete problems in society, environment, and the world extensively. Relevant learning can also be defined as real learning that can be “an equipment” for one’s life. Learning will be meaningful when what students have learned in their lectures can solve problems in society and the world (being relevant). Therefore,

there is a close correlation between relevance and meaningfulness of learning. Relevant learning will provide meaningfulness from the learning itself. Such efforts are still required to realize relevance and meaningfulness of courses. These efforts require creativity, innovation, and breakthrough from both lecturers and study programs. It applies in all study programs, including English Language Education Study Program of Sanata Dharma University. The realization of creating relevant and meaningful courses is not easy. In fact, the efforts have been done in the class through reflections, discussions, sharings, simulations,

observations, and other learning assignments that have not shown a concrete and an obvious realization. Thus, efforts to create a relevant and meaningful course are still at the level of assumptions or sometimes simulative.

English for Specific Purposes course (called ESP) is one of the courses in English Language Education Study Program that requires a realization from concepts learned in a real implementation. The final objective of that course is to apply students' skills in developing various English language learning for particular purposes such as in academic, professional, and vocational fields.

In addition, students only get learning design tasks for specific necessity, not based upon real necessity and the result is also not the real learning design used. The development of learning design components such as formulation of necessity, objectives, learning stages, materials and evaluations is frequently no more than just students' imagination and assumptions from their discussions in the class. Thus, the necessity for English language teaching obtained by students is not the real one and is just an assumption instead. In fact, although absolute steps have been done, such as an interview task to conduct need analyses, the task does not originate from the real necessity for teaching English. Furthermore, learning designs made by students are also not implemented in a real situation.

In order to find out the breakthrough and the gap in realizing relevant and meaningful courses in English Language Education Study Program, the previous research has identified the integration of ESP course and Community Service (KKN) course that can be a concrete work to achieve the objective. This learning model also can be implemented in other ESP developments, in addition to the necessity obtained in Community Service program, to provide an opportunity for students in developing concrete ESP. For further models that have been developed, a learning module book needs to be

developed to support the learning model. This research and development aim to produce a learning module providing an opportunity for ESP students to design real ESP as the implementation of theories they have learned, thus, this course will become relevant and meaningful. This learning module will provide methods leading to students to turn knowledge learned from ESP course into real implementations. This material will cover theories about ESP and its development, integrated learning tasks that encourage students to implement the theories and design ESP required by particular group, community, or society based on real necessities. This learning module can also be used for integrated learning modules of ESP and Community Service (KKN) that have been developed by researchers in previous research as well as other ESP development implementations conducted by students as the way to apply theories they have learned.

Based on the research background and research objectives described above, this research problem is formulated as follows: What kind of learning module book of English for Specific Purposes course to realize relevance and meaningfulness?

2. THEORETICAL REVIEW

2.1. *English for Specific Purposes (ESP)*

English for Specific Purposes emerges as a reality in which English language is developing in various parts of the world and is used in various sectors for diverse purposes such as in business, trade, technology, education, professional and other fields of work, as well as other sectors. The huge influence of English language role has made the language itself become an international language leading to the demand on English language learning and teaching. (Hutchinson, Tom., dan Alan Waters, 1994: 6)

According to Thomas Orr (2002: 1), ESP specifically refers to three things. First, ESP is a type of English that is required to perform specific tasks and purposes.

Second, ESP is a branch of English Language Education that develops and teaches various types of English to help people who would like to learn English for particular purposes. Third, ESP creates professions and jobs in ESP field.

Meanwhile, ESP a movement is also stated by Ann M. Johns and Donna Prince-Machado (as cited in Celce-Murcia, Marianne 2001: 43) who argue that all language teachings must be adapted to specific language necessities and specific learning styles from particular group of people and are genuinely influenced by the socio-cultural context where the language is used.

2.2. Scope and Types of ESP

ESP has been developed in various fields such as English for Academic Purposes (EAP) including English for Medical Studies, English for Economic, English for Engineering, and the like. English for Professional Purposes includes English for Nurses, Doctors, Architects, Engineers, and the like. Meanwhile, English for Occupational has various scope in addition to profession. (Hutchinson, Tom., dan Alan Waters, 1994: 16-18)

In developing ESP, the first step is to analyze the target situation, a situation in which English is used specifically in tourism, in certain area by merchants, in certain fields of work or by professionals, and the like. After analysing such necessities, language skill analysis required in particular fields is conducted in which each field shows differences and different language teaching. For the next step, ESP developers should understand language and teaching concepts to develop a syllabus. After that, language materials and exercises focusing on language skills required are developed. Development of evaluation procedures to measure achievements of language learning is conducted as the last step.

2.3. Relevant and Meaningful Learning in the Progressive Education Paradigm

In the paradigm of education and curriculum development of Progressive model, educational emphases are on the relevance, meaning, self-actualization, and emancipation. The educational orientation had shifted from a curriculum development model in the Objective-reconstructionist era emphasizing an educational process that refers to learning objectives formulated and a measurement of the achievement goals. Meanwhile, in the older paradigm of education and curriculum development, Classical Humanism, educational emphases are on body of knowledge or teaching contents that should be provided to students. (Smith, 2000)

In the education adopting Progressive paradigm, the final objective of education is to achieve self-fulfillment of students. To achieve the final objective, education is not oriented towards the result measured as in objectivist-reconstructionism paradigm, but it is oriented towards process of project-based learning that aims to develop understanding, awareness, and something useful for further learning processes of one's life (life-long learning). (Richard, Jack C., dan Renandya, Willy A. 2002: 73)

In the previous description, it has been explained that educational emphases are on understanding, awareness and meaning for one's life. In achieving the educational objective, the education should show a link and match or its relevance and meaning in the real life. Education must be applicable in daily life so that the knowledge they learn is not merely an achievement of goals formulated at the beginning as in the objectivist-positivist paradigm, something mechanistic-superficial. Education is also not content-focused, something that aims to transfer knowledge recognized as a good useful thing by students as is the classical-humanistic paradigm. However, in the progressivism-reconstructionism paradigm, education aims to have

involvement in solving concrete problems in life and the world.

Therefore, link and match between knowledge and the real world is a must. In the implementation of learning and teaching, the relevance between knowledge received by students and concrete experiences in daily life become one of the most important objectives.

When the learning is relevant to concrete daily experiences and when the learning has a contribution to solve real problems in life, it will be meaningful for others (society) or individual (students) who experience the learning process.

In line with the development of educational paradigm, the latest language learning approaches and models also emphasize relevance and meaningfulness. Communicative Language Teaching (CLT) approach is a latest language learning approach and language teaching models developed from the emphasis of

relevance and meaningfulness so that language learning as means of communication become effective. (Richard, Jack C., and Rodgers, Theodore S., 2014: 160). In Task-based Language Learning, the relevance of what have been learned by students with the reality and meaningful learning has contributed the success of language learning. (Richard, Jack C., dan Rodgers, Theodore S., 2014: 223)

The steps of ESP development are not a new concept in language teaching. Generally, those steps are similar to the steps for developing learning tools that had been developed. However, many writers have made specific purposes of ESP development. One of the procedures of ESP development is Skill-centered Approach that is specifically designed for ESP development by Tom Hutchinson and Alan Waters (1994: 69-71). The steps are as follows:

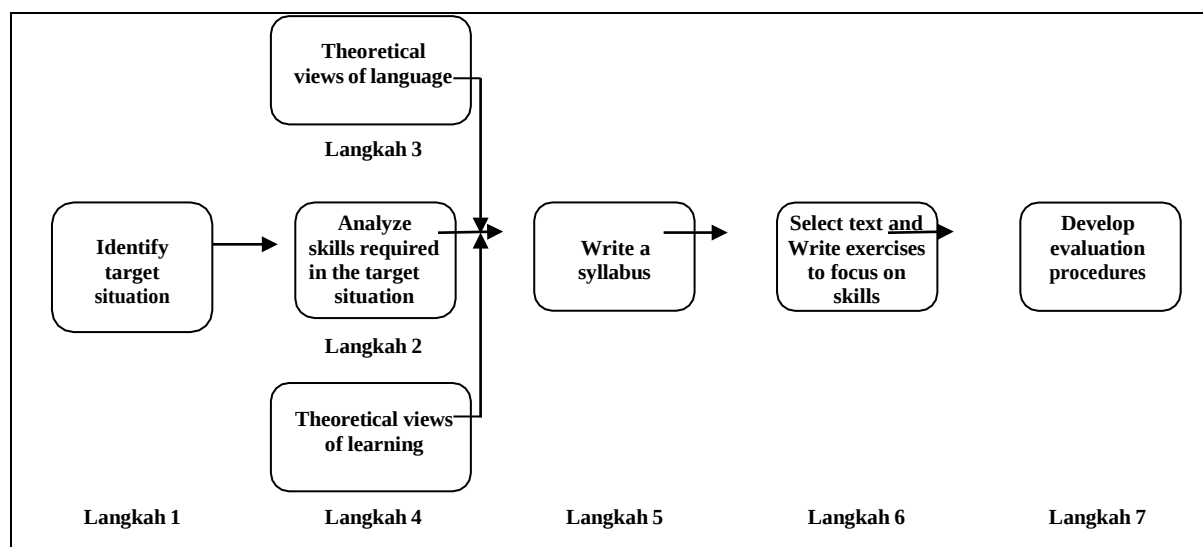


Figure 1: Steps in developing ESP by Hutchinson and Waters

In developing ESP, researchers provide seven steps to facilitate steps identification. In this development research, the first until the sixth step (producing module book) will be conducted.

3. RESEARCH METHOD

This research was an applied research that aims to develop learning product through a

learning module book. Therefore, this research used research and development method. The purpose of this method was to develop all products in educational sector and validate the products to be appropriate and right on target.

In this research and development, the final outcome was a learning module integrating theories and ESP development with learning tasks so that the implementation

could be done in the task for designing concrete ESP. This aimed to realize relevance of this course to the real world and meaningfulness for each student.

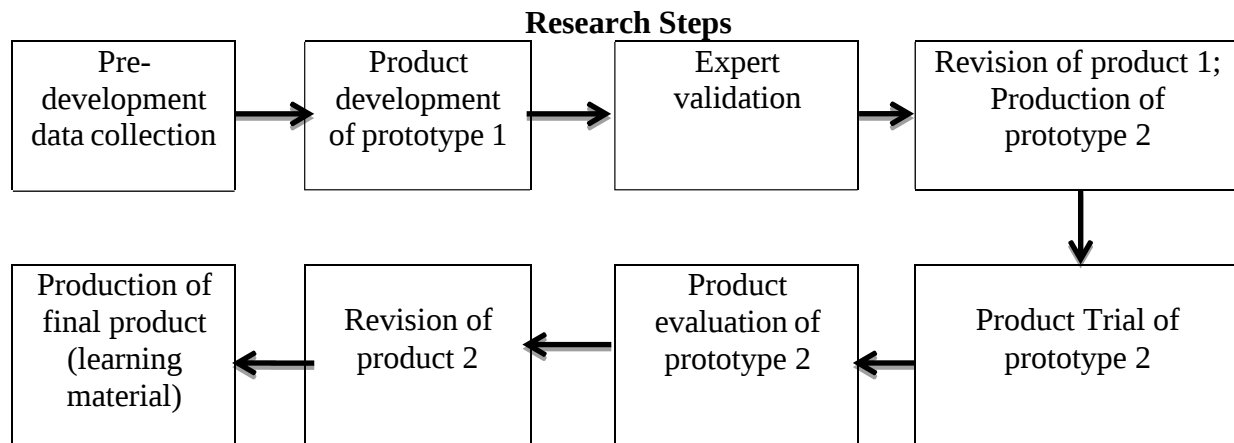
3.1. Research Procedures

In this research and development used, the development model would adapt steps of learning program design with system approaches proposed by Dick, Carey, and Carey (2003). Steps for development procedures are as follows:

1. Collecting pre-development data.
2. Developing research instrument.
3. Developing the initial product in form of prototype 1.
4. Conducting validation by involving experts who are experienced in developing materials and in English Language Education especially English for Specific Purposes.

5. Revising the product to produce prototype 2.
6. Conducting product trials. This integrative learning model will be tested on students who take ESP course.
7. Evaluating the product. Product evaluation aims to obtain feedback related to second research problem in this research, how does the learning module realize relevance and meaningfulness of the course for particular group, community, or society.
8. Revising the product to be the final product.
9. Conducting product dissemination in local or international seminars.
10. Writing articles to be published in national journals.
11. Organizing research report.

Research steps conducted for 2 years are presented in Diagram 3.1.



3.2. Research Subject

Subjects of this research were two experts in developing learning materials and in ESP who would be asked to verify product prototype 1 in form of Learning Modul for ESP course.

3.3. Data Collection Technique and Research Instrument

Questionnaires and interviews were used in data collection techniques and instruments validated by experts or using

product application. Questionnaires aimed to identify feedback by experts or product users, who are students, so that product improvement can be implemented. Interviews would be recorded using professional digital audio recorder to ensure the quality of recording. Emphasis on product evaluation was given especially on how the product produced in form of learning modul book can realize relevance and meaningfulness of the course for what

community, the world, and every member need.

3.4. Data Analysis Techniques

The data of this research was verification results by experts who provide evaluation on product prototype 1 and evaluation results by students of ESP course on product prototype 2 implemented. The data consisted of qualitative and quantitative data. In this research, the quantitative data was assessment scoring of product prototypes and the qualitative data was feedback for improvement of product prototypes. The data has emphases on how the product can show relevant and meaningful course. The data would be analyzed using descriptive analysis method.

4. RESEARCH RESULT AND DISCUSSION

This chapter presents the research result of Learning Module Book of English for Specific Purpose to Realize Relevance and Meaningfulness. The research result is presented to answer one research question, "What kind of learning module book of English for Specific Purposes course to realize relevance and meaningfulness? The answer to the research question is presented in this chapter in two parts; (1) Components and contents of Module Book and (2) Evaluation results of Validators and Revision of Module Book.

4.1. Components and Contents of ESP Learning Module Book

A learning module book developed in this development research is not only a collection of learning contents and materials for ESP course. A learning module book is basically developed as one of the learning components that aims to achieve learning outcomes formulated step by step.

A learning module mainly contains learning contents or materials. Learning module cannot also be separated from concrete learning process through learning activities. Choices of learning contents and processes is developed to achieve the objective of relevant and meaningful learning module and ESP course in general. Therefore, the presentation of Learning Module Book developed in this development research covers formulation of learning outcomes in form of the competence developed, contents or materials, and learning activities in the learning module to achieve the competence that has been formulated.

4.1.1. Competence Developed Kompetensi yang Dikembangkan

A learning module book, as mentioned in previous description, contains learning outcomes that will be achieved. The first thing developed in this learning module development is learning outcomes formulation to be concrete formulation. Learning outcomes formulation is outlined in the competence formulation. As a reference for the competence, syllabuses and Semester Learning Plan (RPS) of ESP course developed in previous research is used.

There are two competence categories that will be achieved in ESP course including the module book developed. First is competence formulation categorized as Hard Skills. This category covers knowledge and understanding of ESP-related concepts that students need to master. Second is competence formulation categorized as Soft Skills. This competence category refers to students' attitudes, intrapersonal skills, and interpersonal skills as individual that are developed through and related to ESP course. The following table contains Competence formulated that consists of Hard Skills and Soft Skills formulation.

Table 1: Competence Formulation of ESP Course

Hard Skills	Soft Skills	Learning Content
1. Define what ESP is and describe the position of ESP in EFL 2. Describe the origins of ESP and its development 3. Explain the concept of ESP 4. Differentiate ESP from EGP 5. Explain factors of the emergence of ESP 6. Exemplify the characteristics of ESP 7. Draw branches of ESP with examples	1. Work in a team on the nature of ESP 2. Develop appreciation towards ESP	What and Why is ESP?
1. Explain steps of instructional design for language learning 2. Implement model of instructional design to develop an ESP	1. Individually and in teams learn models of instructional design for language learning 2. In teams make plan for ESP development program	ESP Program Design
1. Define needs analysis, 2. Explain the elements of needs analysis, and 3. Develop needs analysis framework	1. Work individually and with others in understanding needs analysis 2. Work with others in developing need analysis instrument 3. Work with others in conducting need analysis	Need Analysis in ESP
1. Describe different kinds of syllabus, 2. Select a suitable syllabus type for the planned ESP program. 3. Develop a syllabus for ESP	1. Work individually and with others in understanding some types of syllabuses in ESP. 2. Work in a team in developing an ESP syllabus	ESP Syllabuses
1. Explain the concepts in ELT materials and material development 2. Explain how to develop ELT materials for ESP 3. Adapt and design learning materials	1. Work individually and with others 2. Work in a team to develop a sample unit of ESP learning material	ESP Material Developments

The table above indicates that all competencies, hard skills or soft skills, can be grouped into several categories based on the content of developing ESP that will become the category of learning topics in developing contents of Module Book.

4.1.2. Contentes of ESP Learning Module Book

In the previous description, it is stated that learning contents or materials are developed to achieve competencies formulated as a realization of learning outcomes. There are five content scope in presenting competencies that will be achieved from learning. Furthermore, those competencies will be used as a reference to develop learning topics and materials.

As a consequence of the objectives of material development; to support competencies achievement, scope of learning materials in this Module Book also refers to those competencies. However, arrangement of this learning materials refers to hard skills achievement rather than soft skills achievement because material scope is more required to fulfill knowledge aspects of ESP course. Meanwhile, soft skills development is more relevant with learning activities development. Nevertheless, in this ESP Learning Module Book development, the development of learning contents and activities are integrated and cannot be separated. The table below is material scope developed for ESP Learning Module Book.

Table 2: Learning Topics and Material Scope

Learning Topics	Material Scope
What and Why is ESP?	1. Definition and concept of ESP and the position of ESP in EFL 2. Origins of ESP and its development 3. Differences of ESP from EGP 4. Factors of the emergence of ESP 5. Characteristics of ESP 6. Kinds and branches of ESP
ESP Program Design	1. Models of instructional design for language learning 2. Specific model of instructional design for ESP
Need Analysis in ESP	1. Definition and concept of needs analysis, 2. Elements of needs analysis, and 3. Needs analysis framework
ESP Syllabuses	1. Definition of syllabus 2. Kinds of syllabus, 3. Functions of syllabus in an ESP program.
ESP Material Developments	1. Concepts in ELT materials and material development 2. Principles of ELT materials development for ESP

4.1.3. Integrated Learning Activities in The Module Book

The learning Module Book is different from raw materials, reference books, and other material resources that are not written specifically for learning purposes. In addition to learners, learning objectives, learning contents, and other learning

elements, a learning module book also has integrated learning activities. All of the components are connected and collaborative in achieving learning objectives. The Learning Module Book developed in this development research, as the consequence, also cover integrated learning activities.

Learning activities developed are integrated in this module book that have several objectives as follows:

1. Learning activities are developed to realize relevant and meaningful ESP course for students.
2. Student-oriented learning activities that define as students who are actively involve in the process of knowledge construction and application of the knowledge.
3. Learning activities integrated to module book materials are developed for soft skills, while learning materials are more related to hard skills development.
4. Learning activities include the process of constructing the knowledge and implementing the knowledge to real skills, which is designing an ESP program.

In general, learning activities developed are as follows:

1. Reading (=learning) materials from module books or other resources individually (individualized learning).
2. Constructing knowledge collaboratively in group discussions.
3. Communicating knowledge in plenary discussions
4. Designing an ESP program and its components collaboratively.
5. Stimulating several ESP development processes such as need analysis process to visualize the processes to be obvious.
6. Developing learning elements or examples of learning elements such as syllabus, lesson plans, material samples, and the like.

As the output of the learning activities, students are required to produce an ESP program with the components based on theories they learn through a series of continuous tasks in form of portfolios. This indicates that program assessments are designed holistically, because the assessments are problem-based or probably project-based (Williams, 2015).

A holistic assessment, according to Sastrikirana (2015), is an authentic assessment because it is designed to resemble the reality they will face in their work as ESP teachers and designers.

4.2. The Evaluation Result of Validators and Modul Book Revision

The main objective of this development research is to design or develop an educational product. The educational product can be one of the learning components such as materials or module books, learning approaches or methods, strategy and evaluation techniques, and learning media. In the development research, educational product has several steps in the development process. Product validation is the most essential step compared to the development without research.

In this development research, the product validation is conducted by two experts of material development and ESP. Both experts who were asked to validate the product have Doctoral qualification. An expert has Doctoral qualification in English teaching while another expert has Doctoral qualification in applied linguistics. In terms of teaching, both experts often teach ESP course in English Language Education Study Program of Sanata Dharma Univeristy. Meanwhile, in terms of scientific studies, a validator is expert in applied linguistic while another validator is expert in language teaching including learning development such as material developments and other developments.

The product validation in this research aims to provide assessment on the product developed and provide evaluation and recommendations in revising the product that has been developed. Validation points given to the product developed include: competence formulation in form of hard skills and soft skills, material scope, learning activities integrated to materials, level of material support for competence achievement, and module capability to

facilitate students in designing ESP programs.

The validation result quantitatively shows high conformity among assessors. Besides,

it shows that the module designed has met six criteria. The quantitative result can be seen in the following table.

Table 3: The Score of Experts' Evaluation and Validation Result

No	STATEMENT	Average Score
1.	Competence in the form of Hard Skills has been well formulated	4.5
2.	Competence in the form of Soft Skills has been well formulated	4
3.	Scope of learning materials are adequate	4.5
4.	Learning activities support the achievement of target competence	4.5
5.	Learning materials support the achievement of target competence	4.5
6.	Overall, the module facilitates students to design a real ESP program	4
	TOTAL AVERAGE	4.33

4.2.1. Competence Formulation in Form of Hard Skills

Competence formulation in form of hard skills is judged to be good because it reflects learning activities developed and to be objective with soft skills formulated. Feedback from experts in adding hard skills competence reflecting Higher Order Thinking Skills (HOTS) is very relevant and applicable. There are some comments on grammar mistakes and those have been revised.

4.2.2. Competence Formulation in Form of Soft Skills

Competence Formulation in form of soft skills included in the module is judged to have implemented values in learning activities and to be objective with hard skills. A recommendation from one of the experts is to complete one of the formulations of soft skills to make it clearer.

4.2.3. Material Scope

The material scope is complete. However, it is recommended to add a short title for each unit to provide readers macro overview of the content on each unit from

the modul that has been designed. This will be very helpful to provide an understanding of the connection of each unit and an overview across units.

4.2.4. Integrated Learning Activities in the Materials

Although it is judged to be excellent, each learning activity is suggested to be implemented explicitly in learning outcomes. Therefore, the target competence of each unit can be measured in terms of level of achievement. The suggestion in providing variation of activities can also be done to prevent boredom.

4.2.5. The Level of Material Support for Competence Achievement

In terms of material support for achieving competence, experts' judgement has been very good. Feedback by experts aims to identify important components in developing ESP design so that any types of materials required for each unit can be determined or selected.

4.2.6. The Module Capability to Facilitate Students in Designing ESP Program

Although the overall validation results show that the module can help students in designing their own ESP program, it is necessary to add example of existing ESP design models to provide clearer conception for students. It is also suggested that relevant links can be added so that students can learn those links together. Those suggestions can be accommodated in the revision.

Overall, the module revision is made based on feedback by experts. In ESP, learning models and activities always consider learners' necessity (need-driven) and learners' characteristics. After conducting the process of expert validation and revision, the module design is ready to be used in lectures.

5. CONCLUSION

There are two conclusions of this research development result aiming to develop ESP learning module book. Those conclusions lead to learning module book production. The learning module book is the answer to the development research question that has been formulated earlier.

First, the result of this development research is an ESP Learning Module Book containing competencies of hard skills and soft skills, integrated learning activities, and learning materials. The module book developed consists of five learning topics determined based on the scope of knowledge required by students and based on this knowledge, they are required to develop an English for Specific Purposes program as the final target of learning outcomes for ESP course.

Second, validation process of the module book that has been developed is recognized to be good by expert validators with the average score of 4.33 out of 5 for all components. In addition, expert validators also provide recommendation for module book revision for each evaluation component. Therefore, the final

product of this development research is an ESP learning module book that has been revised based on evaluations and recommendations by expert validators.

REFERENCES

- Celce-Murcia, Marianne (Ed.). 2001. Teaching English as a second or foreign language. Heinle & Heinle, Inc.
- Hutchinson, Tom., dan Alan Waters. 1994. *English for specific purposes*. Cambridge, UK: Cambridge University Press.
- Orr, Thomas (Ed.). 2002. *English for specific purposes*. Virginia, USA: Teachers of English to Speakers of Other Languages, Inc.
- Richards, Jack C., dan Willy A Renandya, Willy A. 2002. *Methodology in language teaching: An anthology of current practice*. Cambridge, UK: Cambridge University Press.
- Richards, Jack C., dan Theodore S Rodgers. 2014. *Approaches and methods in language teaching*. Cambridge, UK: Cambridge University Press.
- Sastrikirana, A. 2015. An Authentic Project-Based Assessment Model for Vocational High School Students Grade X. *Indonesian Journal of English Language Studies*. Vol.1 No 2.
- Setiyadi, Aq Bambang. 2006. Teaching English as a foreign language. Yogyakarta: Penerbit Graha Ilmu.
- Smith, Mark K. 2000. "Curriculum theory and practice". *The Encyclopaedia of Informal Education*, www.infed.org/biblio/b-curric.htm.
- Shu-chiao Tsai. 2013. "Integrating English for specific purposes courseware into task-based learning in a context of preparing for international trade fairs". *Australasian Journal of Educational Technology*, Vol. 29 No. 1.

Williams S., Hin L.C. 2015. Holistic Assessment: Creating Assessment with Students. In: Tang S., Logonnathan L. (eds) *Taylor's 7th Teaching and Learning Conference 2014 Proceedings*. Springer, Singapore.
https://doi.org/10.1007/978-981-287-399-6_36