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THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International
Conference
2016

8 - 10

September 2016

University of PGRI Adi Buana Surabaya
Indonesia

PROCEEDINGS

“Creativity and Innovation in
Language Materials Development and
Language Teaching Methodology
in Asia and Beyond”

BOOK 1



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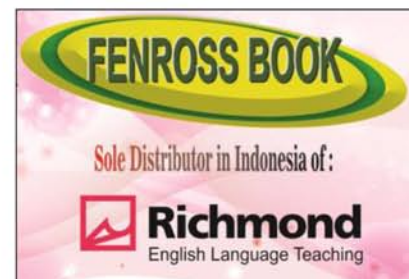
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FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63rd TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond*." Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based Instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

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6.	Nicholas Millward	CamTESOL
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12.	Ann Eastlake	British Council
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THE USE OF TECHNOLOGY (BLOG) AS TEACHING MEDIA TO ENCOURAGE STUDENTS' CHARACTERS TOWARD LEARNING

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ABSTRACT

Teaching English in university level demands the lecturer to be creative and innovative to develop the ways of teaching and delivering the content subject interestingly to the students. The common techniques that lecturer used in class are presentation and discussion where the students are demanded to present the material in front of the class and discuss the issues together with the lecturer. But, it is still found that this technique of presentation and discussion do not encourage students positive characters toward learning. Students only learn the material partially and they tend to be passive during the discussion because they do not read the article and resource book thoroughly in advanced. From the phenomenon happen in class the lecturer created Blog as teaching and learning media and assigned the students to be actively involved in the blog. This classroom action research was done in Curriculum and material Development subject, which taught theoretical lesson on the aspects of developing curriculum and material for English Teaching. It has 24 students and it was given in the fifth semester. From the observation it is found that the techniques of using Blog in posting students' articles of presentation and audiences' summary after the discussion encourage students' characters in learning. There are six positive characters found during the teaching and learning process in one semester; Honest, responsible, discipline, creative, critical, and independent. By Writing their own summary students are demanded to be creative, honest and independent in doing the assignments. Uploading the works on time also generates students discipline and responsibility. At last, answering and commenting on lecturers' questions on Blog positively encourage their critical thinking toward the content subject.

Key Words: Curriculum and Material Development, Honest, Responsible, Discipline, Creative, Critical, Independent.

INTRODUCTION

Giving lecture is the main teaching activity that is done by all educators in higher level of education. Most of the lecturers still use the teacher centered learning, transferring their knowledge to their students. But, nowadays teacher centered classroom is not anymore recommended to be done in classroom teaching. Lecturers are demanded to be creative in designing the teaching methods that facilitate students centered learning, which give more opportunity to experience and explore learning by themselves. The teaching methods of grouping, discussion and presentation by the students are now commonly applied in students centered classroom, but this kind of method still has few weaknesses on the students' mastery of the content materials. Especially in the Curriculum and Material Development subject that contains theory of curriculum description and guidelines of developing English Language Teaching Materials.

When students are divided into groups of topic discussion they only learn the content materials partially because they only read the chapter they are being presented. In the classroom, Students are required to present each topic and followed by questions and answers with the audience based on the given topic. In this case, each group only reads and comprehends one topic and not the complete contents of the syllabus. Students are reluctant in reading other groups' topics or material and it doesn't make them understand the course thoroughly. Since students only learn the topic they are being presented, they become passive and quiet during the discussion of other topics in class. Students tend to rely only on the lecturer's explanation after each discussion session.

Based on the problem, the lecturer has a strategy to make students comprehend the complete content of the course suitable with the syllabus. The lecturer assigned the students to make summary about the presented material individually, directly after the presentation finished. By working on summary, the students would have to read and comprehend the complete content of the syllabus. But then, another problem still appears with this kind of teaching strategy. The students are still not punctual in submitting the summary, though deadline has been set up by the lecturer. Moreover, the students could not optimize their critical thinking, since most of them have a habit of copying their friends' works. If the lecturer was not attentive and careful enough in checking their summary, the students prefer imitated others' summary rather than making their own. Finally, the students were not really active during questions and answer session, unless they have read in advance about others topic presented in class.

Teaching English Content Subject in higher level of education demand Lecturers creativity and innovation of teaching method in order to make the students accomplished the learning objectives. Lecturers need to design certain strategy that will improve students learning attitude and behavior toward the content. As revealed by (Ahmed,2015) on his research on students' attitude toward English language learning in university students in Malaysia, points out that mostly students have negative attitude in terms of the language usage and skills domain. It indicates that single teaching method applied in higher education is not adequate, that is why lecturers need to develop more materials and strategies in classroom activities. In addition, lecturers are obliged to construct and improve the ways of teaching and delivering the content of the subject materials interestingly to the students.

Students' attitude will determine the students' character and style on how they deal with learning the lessons. Character is student's behaviors that reflect the attitude. When students have positive attitude in learning, they surely have good characters in learning as well. However positive characters can be built by conducting encouraging and motivating classroom activities. Students will have good responses and active participation during teaching learning process. Character Education is important thing that must be taught by teachersto students. It must be supported to parents and also school boards, its means that character education is the responsibility of all aspect of education formally or informally. Darcia (2005) has done research about Teaching for moral character: Two strategies for teacher education. It is both implicit and inevitable in standard educational practice that, there are two strategies; home character education and school character education. Character education can be built from home as the basic foundation and developed more optimally at schools from classroom activities and learning objectives. Nowadays, the importance of character education is gaining momentum among politicians and educators. Over a dozen states in USA have mandated character education and hundreds schools have incorporated it into their programming.

In addition to character education implementation in schools, Internet communication and technology is one of the media that current education should apply to adjust and fulfill the demand and students condition in this global era. Many Teachers and students use internet application for learning. One of the well-known applications is web blogging. A research done in Japanese university, (Pinkman, 2005) shows that blogs are authentic, interesting, popular, and communicative means that able to assistdiversity of purposes in Foreign language Classroom. The research suggests that learner obtained advantages in using blog, it increase their attention and enthusiasm in using English during the interaction with classmates and having feedback from the teacher. There is also sign that the use of BLOG improves students writing and reading skills.

Eventually, Teaching English in university level demands the lecturer to be creative and innovative to develop the ways of teaching and delivering the content subject interestingly to the students. Character education and ICT should also be accounted in today era of teaching to improve students' quality in education. The common techniques that lecturer used in class such as presentation and discussion, in which the students demanded to present the material in front of the class and discuss the issues together with the lecturer, are no longer fulfill the needs of teaching method in present era. The technique of presentation and discussion do not encourage students

positive atmospheres toward learning, students only learn the material partially and they tend to be passive during the discussion because they do not read the article and resource book thoroughly in advanced. From the phenomenon happen in class the lecturer created Blog as teaching and learning media and assigned the students to be actively involved in the blog to encourage students' positive characters toward learning.

METHOD

This study was done in Curriculum and material Development subject, which taught theoretical lesson on the aspects of developing curriculum and material for English Teaching. It has 24 students and it was given in the fifth semester. For the first half semester students must present theory on curriculum development and the next half semester students required to develop English materials for teaching. The technique of using Blog as media was applied during half semester of the course. Instead of submitting the paper and summary via email, students must upload their works on Blog provided by the lecturer. During the task given, the lecturer observed students characters and participation toward the Blog (himabig2014.blogspot). The lecturer used table of character observation check list and analyze students' percentage of participations in summarizing 12 topics of materials that had been previously presented and discussed in the classroom.

This research applied Classroom action research using field-notes and observation check list to gain the data. As stated by Cresswell (2012, p 567), action research designs are systematic procedures done by teachers to improve the quality of teaching and students learning that focus on the operational techniques happen in classroom. However, Classroom action research was done intended to find solution to problems happen in class. In this research, researcher tried to find solution to overcome students' negative attitude that incline to learn subject material partially; copy others' work on summarizing; be late in submitting the task and; be dependent learners. The procedure that had been done in this research are: Selecting a focus (teaching technique and students learning character development), Clarifying theories (Blog as Teaching Media, students characters toward learning, affective assessment), Identifying research questions, Implementing plan of Action (Blog as teaching Media), Collecting data (observation and field-notes), Analyzing data, and Reporting results

FINDINGS AND DISCUSSION

Implementation

The research was done in Curriculum and Material Development Course. It is one of the obligatory courses that students must take before they join the Teacher Training Practice (PPL). This Course is intended to give students knowledge of why and how a curriculum should be developed to adjust or fulfill the nation's education needs. The syllabus is design to make the students understand and apply the English curriculum and English Materials, especially in English Subjects for Junior and senior High School levels. The Curriculum being studied and analyzed here is the curriculum designs that have been applied in Indonesia, started from the year 1994, 2004, 2006 and 2013. Students learn the background, components, mechanism, and procedures that effect curriculum changes. They also learn the definitions, coverage, benefit and also the application of curriculum itself. All the theory about Curriculum was discussed in the first half semester, to give the systematic understanding about the Curriculum changes. Moreover students are given a chance to develop teaching materials based on the three categories; developing teaching media, students' worksheet and classroom games (activity). But the focus of the research is to describe how the Use of Blog encourages students' good learning characters through task based learning method.

This course applied task based teaching method, lecturer divided the teaching procedure into three parts; *Pre-Task*, *On-Task*, and *Post-Task*. At the beginning of the course lecturer has set the course contract that describes syllabus, teaching learning activities, materials, and assignments. The class consist of 24 students were divided into 12 groups of topics, each group contains two students. Each group were given topic and they have to make paper and power point presentation about the topic. This step is *Pre Task* activity that the students are given guidelines on how to make

paper and presentation based on the references given by the lecturer. Before presentation students can consult to the lecturer about the content, so that the in-charged group is able to master the topic very well. During *On-task* activity students were asked to do presentation, discussion and materials teaching practice, while summarizing and posting on Blog are categorized on *Post-Task* Activity.

During one semester there were 14 meetings in the classroom and here are several Learning activities that had been applied:

- Paper: Students are divided into group of two. Each group are given twelve topics of curriculum and material development, which based on the main resources material from (Richard, 2001)
- The paper should be minimum five pages long and maximum ten pages.
- Presentation (PPT): each group has to present the paper in front of the class then followed by a questions and answer session from the participants. Presenter are being scores on how the master the material by looking at their presentation and the way they encounter questions from the audiences.
- Discussion: The audiences' participation in giving questions and suggestions during classroom discussion also being assessed by the lecturer. Lecturer also posted some critical questions on Blog after the discussion. The posting questions can be from one of the students' questions in class that will lead other students to think deeper and more critical toward the topic.
- Summarizing: After presentation, each student is assigned to make summary based on the discussion result and based on the question given by the lecturer. The summary must not more than one page long. And must be uploaded on Blog 24 hour after the class presentation.
- Developing material: after midterm session students also assigned to develop materials based on the studied curriculum and syllabus. In this case the resources materials are from English books for Junior High School Students. Students had to develop three kinds of materials in the form of multimedia teaching materials, worksheets, and games for classroom teaching application.
- Practicing the Developing Material: this activity is done at the end of the semester where the students have to practice teaching using the materials they have developed in class. They will act as a teacher and the other participants will act as the students. From this activity students will be able to test and analyze the material they have made and give feedback and review toward the products.

Students Participation

The research also analyzed students' participation toward the learning activity of using Blog. Table 1 below, describes the students' participation in doing the summary and posting their work in Blog. Total number of students who actively participated in Blog is 83,3 %, meaning that students are enthusiastic and motivated in doing assignment through Blog. However, from all twelve topics of discussion of the summary show that there is still decrease of students participation from the beginning until the last topic. At first students are enthusiastic but then they found some problems of uploading their summary online. At the first and second topic, 100 % students participated in uploading their summaries on Blog. Then the participation decreases in the third until the fifth topics (87,5 and %, 83,3) . The participation on Blog increases on the sixth topic (91,6 %) which discusses about need and analysis of the curriculum. But then it decreases again gradually until the last topic. The worst participation with only (27,5 %) students did the assignment in blog shows in topic twelve, this is the last topic of discussion and most of students did not do the summary assignments. Among the twenty four students, there were three students whose participation below standard (33, 3%) and these students failed the course. Only one student participation score (58 %) and the other twenty students participated above 60 % on the Blog activity. The use of blog is proven able to encourage students' positive characters (Honest, responsible, discipline, creative, critical, and independent), but it must be supported by Lecturer's

commitment to encourage students to constantly participate in Blog activity. In addition to the time and facilitation limitation Blog itself demands more efforts and motivation to keep participating, stay online and use the technology continuously.

Table 1.Students participation on Blog

STUDENTS PARTICIPATION ON BLOG

STUDENTS	Topic	KBK N KTSP	2 K 2013	K 13 SD	K 13 SMP	K 13 SMA	Need analysis	Situation analysis	Planning goals and learning outcomes	Course planning & syllabus design	Providing effective teaching	Instructional material	Approaches to Evaluation
		1	2	3	4	5	6	7	8	9	10	11	12
	%	100 %	100 %	87.5 %	83.3 %	83.3 %	91.6 %	70.8 %	83.3 %	45.8 %	79.1 %	62.5 %	37.5 %
1	100%	70	75	80	80	80	80	80	80	80	80	80	80
2	75%	70	75	68	80	70	70	0	70	80	80	0	0
3	33.3%	70	75	0	0	0	75	0	0	0	0	0	65
4	91.6%	70	75	80	75	80	0	60	70	80	80	80	80
5	91.6%	70	75	80	70	80	80	80	80	80	80	80	0
6	83.3%	70	75	80	70	80	80	0	80	80	0	80	0
7	33.3%	70	75	0	0	0	0	0	0	0	58	0	0
8	25%	70	75	0	0	0	68	0	0	0	0	0	0
9	75%	70	75	80	75	80	80	80	75	0	0	75	0
10	75%	70	75	80	0	80	80	68	70	0	80	0	80
11	66.6%	70	75	80	80	80	75	80	78	0	0	0	0
12	83.3%	70	75	80	80	68	80	0	80	0	80	80	80
13	91.6%	70	75	80	80	80	80	80	80	70	80	80	0
14	83.3%	70	75	80	70	80	75	80	80	0	75	0	80
15	100%	70	75	80	80	80	80	80	80	80	80	75	80
16	83.3%	70	75	80	80	80	80	80	80	0	65	80	0
17	83.3%	70	70	80	70	80	80	80	80	0	80	0	80
18	83.3%	70	75	80	75	80	75	80	70	0	80	60	0
19	91.6%	68	75	80	80	80	70	75	70	80	80	0	0
20	91.6%	70	75	68	80	80	80	80	70	80	80	80	0
21	91.6%	70	70	80	80	80	80	80	80	70	80	75	0
22	75%	80	75	80	75	80	75	80	70	0	0	80	0
23	83.3%	70	75	80	80	80	70	80	70	80	80	0	0

24	58.3%	70	75	80	70	0	75	0	0	0	70	0	60
83.3%		Total percentage on students participation on Blog											

Students' Positive Characters

To reveal positive characters that are encouraged through Blog implementation as media in Curriculum and Material Development Course, researcher observe students based on the characters rubric (see appendix 1). Several positive characters found as follow:

Honest

Using Blog for posting students assignment on summarizing the discussed topic, demands students to be honest in doing their work individually. Before using Blog, students submitted their summary works through email individually they tend to copy their friends works or the presenter's paper. Students did not make the summary seriously and did not try hard to synthesize their own idea into a paper. By posting the summary on Blog every participant will have the chance to see their friends' works and it will be easier for the lecturer if some students have posted the same summary. The researcher determine students' honesty from some indicators, such as: How far the students do the task (summary) individually and not have similarity with others' works, whether or not the students write summary from the presenters' paper and mention the source of materials in the work. Posting on Blog make students aware of producing their own writing. They will compete to summarize the topic based on their own interpretation and understanding toward the topic, moreover students learned to be honest to their friends and also themselves. This activity will maintain students autonomous learning as well.

Responsible

Students' responsibility was also accounted with this task activity. Students are obliged to finish their work on time and based on the criteria set by the lecturer. From the students participation table, which shows 83 % percent students were actively involved in blogging activity can be one of the indicators that students are responsible in finishing their tasks. They know the consequences of not being scored if the task submitted late. By setting the deadline time, will give motivation to finish on time. Students' responsibility was also observed from the task appropriateness, whether they have done the task based on the requirements or not. When rules of the course had been set up at the early meeting, students are wished to do the summary initiatively every week, without being asked again. Nevertheless, the students participation table still shows the facts that not all students working on the summary to all given topics. There were two topics(topic 9 and 12) that have students participation below 50 %.

Discipline

The discipline character is also encouraged in this teaching activity of using Blog in posting the summary task. Fortunately not all topics and not all students uploaded their summary on time. Many of the students did not meet the deadline time. The participation table shows only two students fulfill the assignment requirements (100 %). Six students fulfilled more than 90 % of the tasks. Seven students fulfilled around 80 % of the tasks. Four students fulfilled around 75 % of the task. One student fulfilled around 66 % of the task. One student fulfilled 58 % of the task. The rest, three students fulfilled the task below 33 %. From the table percentage indicate that students discipline is still low, though the task has been designed to inspire the discipline atmosphere.

Creative

Students are required to be creative, since they had to make summary with their own words. The summary should be one page long and contain the extract of the topic discussed. The ability of developing ideas into paragraph, communicate meaning in written form, and synthesize ideas into essay to describe issues related to the subjects are the indicators of students creativity in constructing summary based on the topics given. The summary activity also improve students writing skills, but the assessment was mainly based on the content not the writing assessment criteria as a whole.

Critical

Another character that is constructed in this method is Critical thinking. By posting initial questions on Blog, lecturer tried to explore and to identify students' comprehension toward the subject. The questions given will generate students to think further by reading more references related to the matters. Students are designated of doing critical thinking activity having these activities with their summary: identify and summarize the problem/question at issue; presents students' own hypothesis, perspective and position in analyzing the topic; draw support from students' own experience in real life; addresses perspective noted previously; provide/ identify supporting data/evidence related to the issue; analyze the issue with clear sense of scope and context; identify the influence of the context on the issue; identify and evaluate conclusion, implication, and consequences about the subject(data, context, assumption, evidence) of summary.

Independent

Since the summary task was individual assignment, each student has the responsibility to do his/her own work independently. Students are considered to be independent when they are doing the task by themselves, uploading summary confidently from his/her own account, commenting and responding questions through its paper individually, and finally experiencing learning personally through task based activity. Working on the task exclusively surely gives students opportunity to experience autonomous learning.

CONCLUSION AND SUGGESTION

From the observation it is concluded that the technique of using Blog in posting students article of presentation and audiences' summary after the discussion encourage students' characters in learning. There are six positive characters found during the teaching and learning process in one semester; Honest, responsible, discipline, creative, critical, and independent. When the students uploaded their summary of the discussion they are demanded to be honest to upload their own work, since they cannot just copy their friends work. The students are required to be responsible, since the lecturer set the deadline of uploading the summary paper and the students should finish their summary before time. Punctuality also determines students to be more discipline in learning, when the students upload the summary in time means they are discipline in doing their assignment. It can be checked through the date and time of uploading notification found in Blog in which the students cannot manipulate it. Creativity is also accounted here, the students have to make summary based on the presented material and discussed issues in the subject. By posting questions in the Blog, the lecturer inquires students' critical thinking toward the matters. Students should answer the lecturer's question in the blog and relate it to the matter that has been discussed in class. Each student competence in summarizing and posting materials would be accounted as individual work. These learning activities surely encourage students' autonomy toward learning.

Furthermore this technique of teaching, involving students actively in Blog, should be applied to content course that requires students understanding and comprehension toward the presented materials. Students will have more variety of tasks and opportunity to develop their critical thinking and positive characters toward learning. Finally, lecturer can monitor students' works easily through the Blog and integrate ICT in the teaching learning process.

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Appendix 1. Characters Rubric

Characters	Indicators
1. Honest.	<ul style="list-style-type: none"> • Doing the task by individually not working with friends • Not copying / doing plagiarism on others' works • Writing summary based on discussion result and resource books, not from presenters paper • Mentioning the source of materials on the summary
2. Responsible	<ul style="list-style-type: none"> • Completing the task very well • Having the consequences of not being scored if the task submitted lately • Writing summary to all topics given • Doing the task based on the requirements • Initiatively doing the summary, without being asked
3. Discipline	<ul style="list-style-type: none"> • Obey the course contract • upload the summary on Blog on time • fulfill the task requirements
4. Creative	<ul style="list-style-type: none"> • able to make /create summary based on the topics given • able to develop ideas into paragraph • able to communicate meaning in written form • synthesis ideas into summary • describe common issue related to the topic
5. critical (Peirce, 2006)	<ul style="list-style-type: none"> • identify and summarize the problem/question at issue • presents students' own hypothesis, perspective and position in analyzing the topic • draw support from students' own experience in real life • addresses perspective noted previously • provide/ identify supporting data/evidence related to the issue • analyze the issue with clear sense of scope and context • identify the influence of the context on the issue • identify and evaluate conclusion, implication, and consequences about the

Characters	Indicators
	issue(data, context, assumption, evidence)
6. Independent	<ul style="list-style-type: none"> • Doing the task individually • Confidently uploading the summary from students' own account • Experiencing learning personally through summarizing • Commenting on the questions and paper independently