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2018 ISOLEC
International Seminar on
Language, Education, and Culture

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Malang, September 1 – 2, 2018

Faculty of Letters

Universitas Negeri Malang

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INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE

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TEACHERS' REFLECTION ON THE INSTRUCTIONAL TECHNOLOGY IMPLEMENTATION

Tri Mulyati, Efina Ekawati and Fri Dianawati
Universitas PGRI Banyuwangi,Banyuwangi
mulyati29@gmail.com; ekawatiefina@gmail.com; fridiana999@gmail.com

Abstract: The development of digital era requires teachers to insert technology into English instruction. Teachers must be able not only to use internet and computer software but also to implement technology appropriately in the teaching and learning process in order to help students achieve learning objectives. Inserting technology into English instruction has been done by many teachers. Also research on the technology integration in English class has been mushrooming since years ago. However, the evaluation dealing with the implementation of technology in English instruction is limited. This research aims at evaluating how teachers use technology in the teaching and learning process. The evaluation focuses on whether the use of technology has enhanced students' learning experiences or transformed students' learning experiences. Four levels of SAMR model (Substitution, Augmentation, Modification, and Redefinition) are used to assess the implementation. Here, the researchers gauged information from six English teachers of senior high schools in Banyuwangi regency concerning how they use technology in the teaching and learning process.

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Keywords: ELT, Technology, SAMR

INTRODUCTION

The development of information communication and technology (ICT) has been transforming learning environment from paper-based to digital-based. The need of being multi literacy and the fact that students have been used to using technology in their daily life insists teachers to be the leading technology. Teachers have to use technology not only for searching information but also integrating it in the teaching and learning process to help students achieve learning objectives.

The technology integration in the teaching and learning process has been mushrooming. One of them is the use of computer and internet in English instruction. Some internet based instructions are online learning, blended learning, and mLearning. Zahin-kizil (2014) explains that online learning is an instruction which does not need teachers and students to have face to face interactions while blended learning is an instruction which combines online learning and face to face instruction. mLearning is the development of the two previous internet based instruction. It is an individual instruction which is connected to the internet network in mobile devices (Romrell et.al, 2014). The use of internet in English instruction can be in the form of synchronous and asynchronous mode (Mill, 2006). The use of chatting and video conference is the example of synchronous mode whereas email, discussion board, blogging are some examples of asynchronous mode.

The use of internet as learning resources benefits English instruction. Several studies reported that the use of internet in English instruction is effective to improve English achievement, learning motivation, students' self-esteem and learning autonomy. The use of digital story telling in English instruction, for example, has created interesting class and improved class interaction (Cahyono, 2012; Cimermenova, 2015). Further, Mulyati (2013) stated that the use of internet in the form of video mail can improve speaking skill and students' interest and self-confidence. The use of CALL can stimulate the students' learning autonomy. Students who are in the digital learning environment shows their improvement in using learning strategy, high learning motivation, and are responsible to learn independently (Mutlu and Eroz-Tuga, 2013). Moreover, internet is very popular among teachers and

students since it gives various media, material, and learning resources which can be accessed every time and everywhere. The easy operating system and affordable cost make internet become the most wanted learning resources in English language teaching. Also the use of computer assisted language learning (CALL) make teachers easy in presenting learning materials because it can be done everywhere and every time. Online learning materials can be quickly updated by students.

However, nowadays the technology integration in ELT lacks of the implementation quality. The teachers tend to focus on how to use internet media and certain software to improve language skills. Even, the use of Internet and electronic media in the teaching and learning process are not different from when there is no internet in the class (Romrell et al, 2014). Obviously, the technology integration in English language teaching is to transform instruction to digital based learning activities with additional competence in order to enhance the function of applications or digital media used. According to Torsani (2015), the implementation of computer assisted language learning (CALL) in English language teaching has to combine both the knowledge of CALL and the knowledge of language. Further, Brown (2007) explained that both pedagogic and electronic competence must be integrated in such a way that the teachers can select the suitable technology to help students achieve learning objectives. The teachers have to use appropriate techniques and procedure. In this case, they must not only know and apply how to operate certain software in the class but also they have to be able to determine what technology that fits to the class (Mills, 2006).

In response to the development of internet use in educational context, Ruben R. Puentedura developed the Substitution Augmentation Modification Redefinition (SAMR) model (Puentedura, 2014; Romrell et al, 2014). This model uses four stages describing cognitive level which can be achieved by using technology as media and learning resources. SAMR model consists of four frameworks, namely, substitution, augmentation, modification, and redefinition (see figure 1). Substitution means a technology is used as a substitute of learning activity without changing its function. The use of technology in this stage does not change the function of previous media and learning resources. For example, reading novel by using e-book. This activity only replaces reading activity which is usually done by using a book with a digital one. Augmentation is that a technology is used as a substitute of learning activity with functional improvements. For example, reading novels by using e-book is added by the use of online dictionary to find the meaning of new vocabulary. Modification means a technology helps teachers redesign the teaching and learning activities whereas redefinition is that the technology creates a learning activity which is impossible to be implemented without the use of technology. This model is not hierarchical. Thus, every stage of SAMR model is not designed to be implemented in chronological order. The following is SAMR framework:
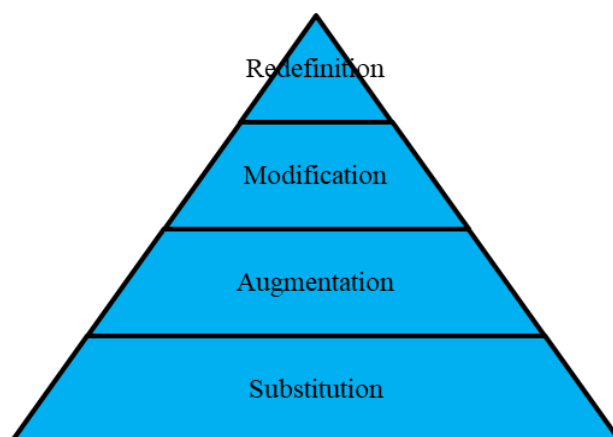

Figure 1. SAMR Model stage

The four frameworks of SAMR model on the use of technology in English language teaching gives teachers a model on how they determine the level of technology implementation in

English language teaching and what cognitive level the students have to achieve. It is expected that by following this framework, the implementation of technology in English language teaching can motivate students to achieve higher cognitive level.

Research on the technology implementation in English language teaching has been done many times, yet research on the technology implementation with SAMR model as the framework is still limited. Aschcroft and Imrie (2014) used digital flashcards in the form of quizlet in vocabulary learning. In this research, they used SAMR model to measure the function of the digital flashcard on vocabulary instruction. The result shows that quizlet did not merely replace paper flashcards since this application enhance students' interaction and make them share learning resources each other. Further, Romrel et.al (2014) conducted an analysis on the result of mLearning based on research by using SAMR framework. The research results were classified based on four level of SAMR model. The result shows that SAMR framework helps teachers determine a lesson plan with appropriate mobile technology. These research results were limited on the review of ICT based instruction research. Thus, teachers still need to explore and compare research result using SAMR model so that they can plan ICT based instruction well. Considering the previous research, this research aims at evaluating how teachers use technology in the teaching and learning process. The evaluation focuses on whether the use of technology has enhanced students' learning experiences or transformed students' learning experiences. It is considered important since information dealing with the technology implementation in English instruction will provide such a reflection for teachers to improve the quality of the teaching and learning process. Six English teachers of senior high school in Banyuwangi were involved since the technology has been used in the teaching and learning process. Digital learning environment in Banyuwangi is supported by Banyuwangi local government which has produced a local innovative program called Banyuwangi Digital Society (B-Diso) since 2013.

This article provides information dealing with the teachers' reflection on the technology implementation. Pardo and Tellez (2015) pinpointed that teachers who can do self-critique on the pedagogical practices, media and resources use are able to redesign and improve the quality of the teaching and learning process. Here, the reflection covered the teachers' perspectives of the technology implementation in their teaching and learning process and was focused on four main research questions that helped to review what they did in the class room. The four questions were as follows:

1. How is the implementation of technology in ELT on the substitution level?
2. How is the implementation of technology in ELT on the augmentation level?
3. How is the implementation of technology in ELT on the modification level?
4. How is the implementation of technology in ELT on the redefinition level?

Finally, the result of the research is expected to help teachers identify the level of technology implementation based on SAMR model so that they can design an instruction by following SAMR framework to assist students achieve learning objectives.

METHOD

The research design used was descriptive explanatory research (Gufron et al, 2016). This design was used in order to describe how the technology has been implemented in the teaching and learning process. Four levels of SAMR model (Substitution, Augmentation, Modification, and Redefinition) are used to assess the implementation. Here, the researchers gauged information from six English teachers of senior high school in Banyuwangi regency concerning how they use technology in the teaching and learning process. Three English teachers were asked to reflect on how the technology is implemented in writing activities whereas the rest were asked to reflect on how the technology is implemented in reading activities. In this research, questionnaires, interview, and document analysis were used to collect the data. Questionnaire was for collecting information about the technology implementation based on four level of SAMR model. Interview was used to gather additional information about challenge in the technology implementation. And document analysis was for collecting information about how teachers formulate the technology based learning

activities in their lesson plan. The data analysis was done through three steps: data reduction, data presentation, and drawing conclusion.

FINDINGS AND DISCUSSION

This section presents the result of teachers' reflection on the technology used in the teaching and learning process. It is based on four levels of SAMR model, namely, the technology implementation in ELT on the substitution level, the technology implementation in ELT on the augmentation level, the technology implementation in ELT on the modification level, the technology implementation in ELT on the redefinition level, and the teachers' challenges in using technology in the teaching and learning activities.

The Technology Implementation in ELT on the Substitution Level

The result of data analysis reveals that the technology in listening and speaking activities on the substitution level was mostly done by the teachers. Five questions under the substitution framework were asked to the teachers. It was found that the technology frequently used by teachers were in the form of online dictionary and power point presentation. Two English teachers answered that they use online dictionary in the class. Two examples of technology implementation, namely, English listening library online and podcast were also asked. Three teachers explained that they seldom ask students to download podcast in the internet. They did not utilize English listening library online as the learning resources. The video in the internet was frequently used by one teacher while the rest seldom used it. The teacher only asks students to download speaking practices from videos. Further those videos were only used as a model for speaking activities.

The implementation of technology in reading and writing activities on substitution level was also measured. There were five questions asked. The result shows that the technology in the form of PDF file and online texts were seldom used by teacher. There was only one teacher who often uses them. Further, the use of email was only done by one teacher. The most frequent implementation of technology was Microsoft word and Microsoft power point. The teachers always asked students to type their tasks in MS Word and present the result in MS. Power point.

The Technology Implementation in ELT on the Augmentation Level

To identify the implementation of technology on the augmentation level in reading and writing activities, five questions were asked. It was found that online dictionary and resources from websites were often used by two teachers in reading activities. Moreover, two teachers involved students not only to read e-books but also to make notes, to mark the important parts and to save the texts of e-books. The students were also asked to use MSword and grammar checker to help them write. When the teachers were asked about the use of speech to text application and the like, there was only one teacher often used it while the rest did not. Online quiz was always used by one English teacher whereas two teachers seldom used it. The teacher always asked students to use online quiz for learning vocabulary. Then, the students might develop their vocabulary by creating sentences in MSWord. Also, the submission of the students' task via drop box was still done by one teacher.

In listening and speaking activities, one teacher answered that he used Diary online in the teaching and learning process. He asked students to record their daily activities by using this. However, Podcast and additional activity with it was not used by three teachers. English listening library online (ELLO) website was seldom used by teachers. In this question, the teachers were asked whether they asked students to visit ELLO and copy and analyse the dialogue script provided or not. Further, when they were asked about the use of Edmodo application and the like, two teachers answered that they never used it and one teacher seldom use it.

The Technology Implementation in ELT on the Modification Level

On the modification level, the result of questionnaire reveals that two teachers often and one teacher always used multimedia resources like, texts, visuals, audio, and videos to support students' reading activities. In addition, other activity utilizing blog and online quiz

was often done by two teachers while one teacher does not. In this activity the teachers asked students to measure their reading achievement using online quiz. Then, they made a summary about the result and publish it on their blog. The teachers were also asked about whether they asked students to write on the class blog collaboratively and the teachers gave feedback. Responding to this statement, one teacher answered that he often did it while two teachers did not. They were also asked whether they asked students to write a paragraph based on the video watch. Three teachers answered that they seldom do it. The submission of students' tasks using google drive and comment feature was only done by one English teacher.

Dealing with reading and writing activities, it was found that all teachers never and seldom do the activities stated. The first statement was that teachers asked students to make a note about their journey on the Diary and the like and then made a monologue script based on it. Next, they presented the result by using webcam. The second statement was that teachers asked students to write a short story on MSWord. Then, they changed the result into PDF file by using pdf converter. After that, the writing result was shared into WA group to get comments and feedbacks. Further statement was that teacher asked students to do online quiz in ELLO. After listening to the dialogue model, the students practice the dialogue in the video format and post it into social media to get feedbacks. Further, the teachers were given statement if they got students to download Tunein radio application and the like and used podcast provided. Then, the students made a summary by using GoogleDocs and sent it to the teachers via email. The last statement was that the teachers had students to visit TED website and analyse one of videos provided in the form of a paragraph. The result was posted on the students' personal blog.

The Technology Implementation in ELT on the Redefinition Level

Based on the result of questionnaire on the redefinition level, it can be identified that concerning the technology implementation in listening and speaking activities, there were only two out of five statements responded positively by one teacher. The two statements were about integrating technology in the form of videos in the teaching and learning process. One teacher responded that he often asks students to make video blog in Youtube channel through the process of editing in the application provided by their smartphone. Then, they published the product to the class blog or their channel to get feedback from others. Giving three other statements about the use of video with different activities modification, all teachers responded that they never and seldom use them in the teaching and learning process.

The technology implementation in reading and writing activities was not different from what happened in the listening and speaking activities. Five statements were given to the three English teachers and they tended to give negative perceptions. Only one teacher often implemented four activities integrating technology on the redefinition level, while the rest two responded never and seldom. Thus, it can be concluded that the technology implementation in ELT on the redefinition level was not well implemented by all teachers since most of them had negative perception.

The Teachers' Challenges in the Technology Implementation and the Lesson Plans

Dealing with the challenges faced by the teachers, the researchers had an interview with them whereas the information about the technology implementation in the teaching and learning process was confirmed by the information gotten from the teachers' lesson plan. The following is the results.

The result of interview revealed that the teachers faced some problems in the technology implementation. The first was that about the internet network provided by schools. All teachers explained that the internet network was often trouble due to the limited internet network. It happened since many students and teachers accessed the network at the same time. Even though most students used their smartphone, they tended to use Wifi services provided by schools. As a result, the technology implementation was often done outside classroom. The second was that the teachers' skill in using the technology. One of teachers explained that he often does not understand how to operate smartphone

application due to the rapid development of smartphone application. He often asks students to explain how to operate certain application. Further, one teacher also explained that not all students have smartphone. So, some students have to join their friends when the teacher asks them to use smartphone during the teaching and learning activities.

The result of documentation showed that most lesson plans made by the teachers do not reflect the technology implementation as they stated in the questionnaire and in the interview. The technology implementation stated in the lesson plans was only the use of LCD and videos. LCD was only used for presenting material and discussion while videos were in the form of downloaded videos taken from the internet for learning models. When the teachers were asked for clarification why the teaching and learning process stated in the lesson plans were different from the response they gave, the teachers answered that most of them developed lesson plans for the sake of administrative assignment. They often copied the lesson plan from the internet. Further, they explained that the technology implementation was directly done in the teaching and learning activities in the class.

CONCLUSIONS AND SUGGESTIONS

Based on the research results it can be concluded that the teachers had positive attitude toward the use of technology in English language teaching. However, the technology implementation was still on the substitution and augmentation level. Thus, the teachers have to improve the technology implementation on the modification and redefinition level so that the technology use was not only for transferring knowledge but also for transforming learning. The local government is also suggested to provide schools with good internet network services. Thus, the technology can be maximally implemented in the teaching and learning process.

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Attachment: Questionnaires

Questionnaire 1

SUBSTITUTION	N	S	O	A
1. I ask students to use online dictionary such as Oxford Dictionary and Merriam Webster Dictionary.				
2. I and students use Microsoft power point to present the material in the class.				
3. I ask students to download Podcast as a resource to learn listening skill.				
4. I ask students to use ELLO (English Listening Library Online) as a resource to learn listening skill.				
5. I ask students to download English movie to improve their speaking skill.				
AUGMENTATION	N	S	O	A
1. I ask students to use Microsoft word and Grammar checker to do writing task.				
2. I ask students to download Diaro (Diary Online) to record their daily activities.				
3. I ask students to listen podcast and present the content in front of the class.				
4. I ask students to find a dialog in ELLO (English Listening Library Online) and download the script to analyze the language use.				
5. I ask students tosubmit their task through Edmodo.				
MODIFICATION	N	S	O	A
1. I ask students to make a journey record by using Diaro (Diary Online) and make the monologue script of their journey and record through webcam.				
2. I ask students to write a short story in Microsoft word then change the format into pdf by using Word to PDF Application and share it in WhatsApp group to get feedback from teacher.				
3. I ask students to accomplish online quizzez from ELLO, and after listening a few dialog from the website students present the result in a video and upload into a facebook to get feedback from teacher.				
4. I ask students to download Tunein Radio and use Podcast in the website and summarize the content from the dialog in podcast through GoogleDocs and send the result through E-mail to the teacher.				
5. I ask students to visit TED website (Technology, Entertainment, Design) and analyze a video presentation from TED into a paragraph and upload the result in their own blog.				
REDEFINITION	N	S	O	A
1. I ask students to create their own youtube channel and made a video blogs that show their daily activities and the result will be discussed by their classmates online.				
2. I ask students to read an online text and summarize the content into a short video and edited the video by using Movie maker in order to add some animation or visual effect as their speaking assignment.				

	N	S	O	A
3. I ask students to upload their notes journey from Diaro into Padlet or the like and invite their classmates to give a comment.				
4. I ask students to make short movie as group assignment with a certain topic given by teacher and record by using mobile phone and edit it by using Videoshow application to add visual effect and backsong then they upload the result into class blogs to get a comment from their classmates and feedback from the teacher.				
5. I ask students to make monologue video to present a product in English and post their video into their account like facebook or padlet to get feedback from the teacher.				

Questionnaire 2.

	N	S	O	A
SUBTITUTION				
I ask students to learn the material in PDF.				
I ask students to read online text.				
I ask students to write a short story using word processing, such as Microsoft word.				
I ask students to submit their assignment using E-mail.				
I ask students to present the material using power point in front of the class.				
AUGMENTATION				
I ask students to use online dictionary and some website to improve reading skill.				
I ask students to create a page, create a note, give a mark and save some text from E-book.				
I ask students to use Speech to text program to change oral into written.				
I ask students to do online quiz to improve their vocabulary and ask them to make sentences using Microsoft word.				
I ask students to submit their assignment using Google Drive.				
MODIFICATION				
I ask students to use the multimedia source, involving, text, visuals, audio, and videos to support their reading skill.				
I ask students to measure their reading skill using online quiz as a reference, then make a summary and publish it in their personal blog.				
I ask students to write collaboratively, then publish the product on the class blog and I give feedback through comments on the text.				
I ask students to make paragraph in a specific theme, then create video based on the paragraph.				
I ask students to submit the assignments by using Google Drive and use the comments feature.				
REDEFINITION				
I ask students to use question-and-answer program or quiz and				

composing text, then publish the text in the class blog or social media. Then I give feedback through social media.				
I ask students to use online graphic organizers application to visualize their ideas to coalesce and form meaning in the activities of analyzing the text. Then present the assignments by using video blog (vlog).				
I ask students to use online collaborative mind maps through *MindMeister* application. Then discuss the result in Edmodo platform or similar platform.				
I ask students watch YouTube about their daily conversation, then make a video with other topic in group by using webcam. Then, edit the video by using Movie maker and share the video on the class blog.				
I ask students to submit the assignments by using LMS application, like iTunesU.				