

## iTELL Conference 2018 CALL & MALL to Enhance the Thinking Process



UNIVERSITAS SEBELAS MARET

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iTELL Conference 2018  
Proceedings

**CALL & MALL to Enhance the Thinking Process:  
Innovative, Practical Solutions, and Enhanced Sustainability**

Best Western Premiere Hotel, Solo  
13-14 March, 2018

**Editor**

Dian Toar Y. G. Sumakul

**Reviewers**

Agus Dwi Piyanto  
Erik Yuda Pratama  
Finita Dewi  
Made Hery Santosa  
Neny Isharyanti



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## FOREWORD

Indonesia Technology Enhanced Language Learning (iTELL) was officially established in Salatiga in its first conference, hosted by Universitas Kristen Satya Wacana (UKSW). It serves the purpose as the medium for teachers and researchers in Indonesia to develop their ideas, practices, and skills in language teaching and learning using technology. iTELL has the mission to contribute in teacher professional development and teacher empowerment needs in Indonesia.

2 years after its establishment, this year iTELL hold its second conference in Solo. The conference was hosted by Universitas Negeri Sebelas Maret (UNS) Surakarta, with the theme “CALL & MALL TO ENHANCE THE THINKING PROCESS: innovative, practical solutions & enhanced sustainability”.

In addition to the keynote speech from iTELL President, Dr. Gumawang Jati, there were 2 plenary talks from Dr. Nur Arifah Drahati (UNS, Solo) and Riezky Novyana (The British Council) and 6 featured workshops from the members of iTELL boards and other prominent figures in Technology Enhanced Language Learning (TELL). Moreover, there were also 86 parallel sessions (paper presentations and workshops) presented by teachers and researchers from different academic institutions in Indonesia.

This publication presents some of the papers which were presented in the parallel sessions of the conference. We hope you like them and hopefully they could give significant contributions to the issues surrounding Technology Enhanced Language Learning.

Finally, we would like to present our gratitude to all speakers and participants who have participated in this conference. We also would like to offer our appreciation to the organizer from Universitas Negeri Sebelas Maret for making this conference a success.

Dr. Gumawang Jati, MA  
President of iTELL

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## **THE FLIP ENGLISH CLASSROOM AMONG WHATSAPP, TELEGRAM AND LINE**

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### **Abstract**

The paper provides description on how three kinds of social media namely WhatsApp, Telegram, and Line could aid the English lecturers in teaching English to Engineering students. Three of them have mobile application as well as desktop version, which means that lecturers and students can easily access them not only via mobile phone but also through laptop. Teaching English is undeniably very interesting and challenging for lecturers with proper used of unique features from social media it positively can enhance the flip classroom to maximize students' English skill. Thus, it would trigger students' enthusiasm in learning English and treat English as fun and exciting daily needs not merely as obligatory subject in campus.

**Keywords:** *Flip classroom, English, social media*

### **The Flip Classroom**

The greatest interaction of lecturer and students inside and outside the classroom will result in active participation from all of the students in giving positive feedback. Flip classroom model was widely used as an effective method in changing the interaction of the students and the lecturer. It allowed students to review and revise topic from the lower levels of learning in Bloom's taxonomy (knowledge and understanding) individually and at their own pace. It made each student has private time to study and achieve higher levels of learning, such as critical thinking, problem solving and problem analyzing based on the topic given (Al-Hammoud, 2016). Flip classroom personalized learning experience since students can utilize their mobile devices to study beyond the classroom space. They can use proper application in reading news such as flipboard, practicing their language skill through social media, or even watching tutorial video while creating a prototype. The comparison between traditional classroom and flip classroom are illustrated clearly in flip classroom when much more time is devoted to practical activities instead of studying the theoretical material (75 minutes versus 35 minutes), therefore the flip classroom is characterized as a pedagogical model in which lecture and task elements of the subject are reversed (Bergmann & Sams, 2012).

Liu in 2016 conducted research on the combination of flipped classroom, ESP (English for Specific Purposes), and MOOC (Massive Open Online Courses) which based on the theory of constructivism as the reform and innovation of teaching English course in terms of ESP. As a result, the implementation of the teaching model used flip classroom is lead in purpose, content, teaching organization, and teaching evaluation. The model also emphasizing technology in teaching students and combining with proper teaching method brought active learning successfulness. In line with Liu, based on their research lying on the methodology of flip classroom, Chilingaryan and Zvereva in 2016 marked that the existence of flip classroom by using several media and technology are not intend to replace lecturer's role, but it is a part of integrated education including a variety of methods, both traditional and innovative. By flipping the classroom, students' mistakes will revised directly by lecturer. In flip classroom, the activities more various and can be led by students besides, it is also give greater responsibility to the students to do their task before the deadline.

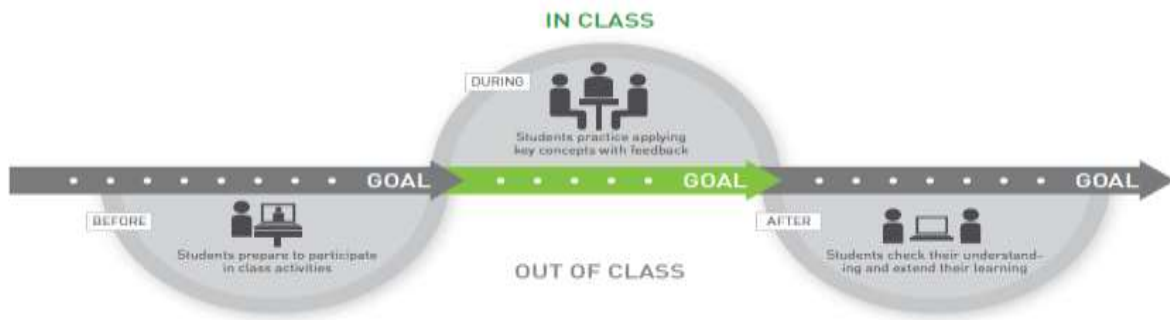


Figure 1. The Flip Classroom  
PTC.com

Handbook of Research on Foreign Language Education in the Digital Age written by Wang & Winstead in 2016 noted that hybrid, blended, or flipped classrooms provide flexibility for both students and lecturers. It is intended to reduce lecturer's workload inside the classroom, instead of introducing new content during class time, lecturer-engaging students in meaningful collaboration on group projects. Thus, lecturer can distribute and save time for other academic activities and differentiate for individual students' needs. With the flipped model, greater emphasis is set on learners to control their learning time as well as to collaborate with other students either face-to-face or online in order to be preparing for problem solving and improvement before attending the classroom. Lecturers will be available for facilitating their learning and expanding upon this knowledge.

Walsh in 2013 testified the advantages of flip classroom based on experts' agreement, as follows:

1. The flip classroom creates student engagement: explaining the subject in a traditional classroom is merely a passive activity for students, but when subjects are uploaded to an online system or given in softcopy file, time in classroom can be maximized for solving problems, collaboration activities and group discussions, thus it will increase students' engagement in learning.
2. The flip classroom constructs deeper learning since this model allows students to spend more time in class on the higher categories of Bloom's Taxonomy namely analysis, evaluation and creation rather than on the lower ones such as memorizing and understanding, which can be completed outside the classroom.
3. The flip classroom allows students to learn at their own pace while in traditional classes an average pace is reached, therefore some students will be very bored while some others cannot keep up with that pace. In contrast, on the flipped class, students can organize content of the explanations and they can manage their own pace. Meanwhile, time in class is gained as a superior order of thinking is being promoted. Besides collaboration and participation of students are increased, as faster students can help the slower ones with the task.

PTC.com suggested five steps in flipping the classroom, the steps are:

1. Be confident in the decision to flip classroom, always understand that by flipping the classroom traditional lecturing time is replaced by managing interactive activities with students and providing them a means for course mastery. Explain this methodology to students and the benefits.
2. Decide on the technology to use. There are several options for handing the material to the students directly including services provided by on-campus tools or something as simple as using YouTube video.
3. Develop the in-class activities. Students will spend more time to watch video and read material. This time is essential to making sure that your students truly absorbed the material that was watched or read outside of class, and seeing if more clarification is needed. Through developing in-class activities, group collaboration, or tasks, students will have a deeper understanding of the information they covered the evening before and lecturer will have more time to answer any questions, ensure they fully understand, and have a more interactive class period.
4. Seek students' feedback. The flip classroom model is only as successful as students' willingness to participate. It is important to ask feedback to ensure students prefer this model and that it gives them a deeper understanding of the topics. Lecturer can modify the task as needed.
5. Extend the curriculum. Lecturer will be able to not only offer fundamental theories, but by developing more engaging in-class projects lecturer can ensure students are mastering deeper knowledge.

WhatsApp, Telegram and Line in Flip English Classroom.

English subject in Politeknik Negeri Ujung Pandang consists of General English and English for Engineering. The flip classroom applied in teaching both two kinds of English subjects. In the beginning of the semester, all of the students are hand in course guidelines that consists of the topic in one semester, task and assignment rules, grading system, and course references. All of the files are in pdf softcopy version; therefore, the students can easily save and access the files given via their mobile phones or laptop.

The requirements of attending the class are reading the material and watching the video based on the topic, besides the students can also find the additional references via educational sites, blogs, even video from Youtube. The students can easily studying in pair or groups based on instruction given, they can directly learn the material and do the task. Once the task finished they can easily evaluate their understanding. Students still study the theories in the classroom, but all of them already have their opinion and comments based on the topic. The task divided into written and oral task. In written task students must answering the question based on the list of question or conducting essay based on the topic. For the oral task, students must making video by interviewing person and group related with the topic or recording themselves such as what they usually did with video blog and provide comment and opinion based on their research data. The result of students task are discussed both inside and outside the classroom, therefore valuable feedback from lecturer and the other students will enrich their knowledge in studying the topic given.

These following are the screenshot from desktop version and mobile version of students' task.



Figure 2. WhatsApp Desktop Version

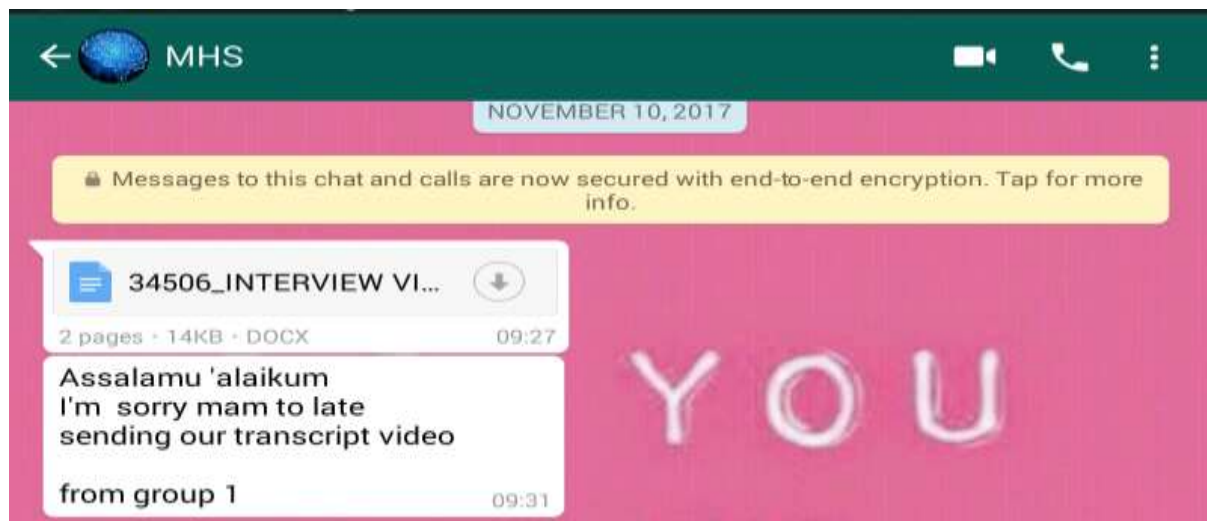


Figure 3. WhatsApp Mobile Version

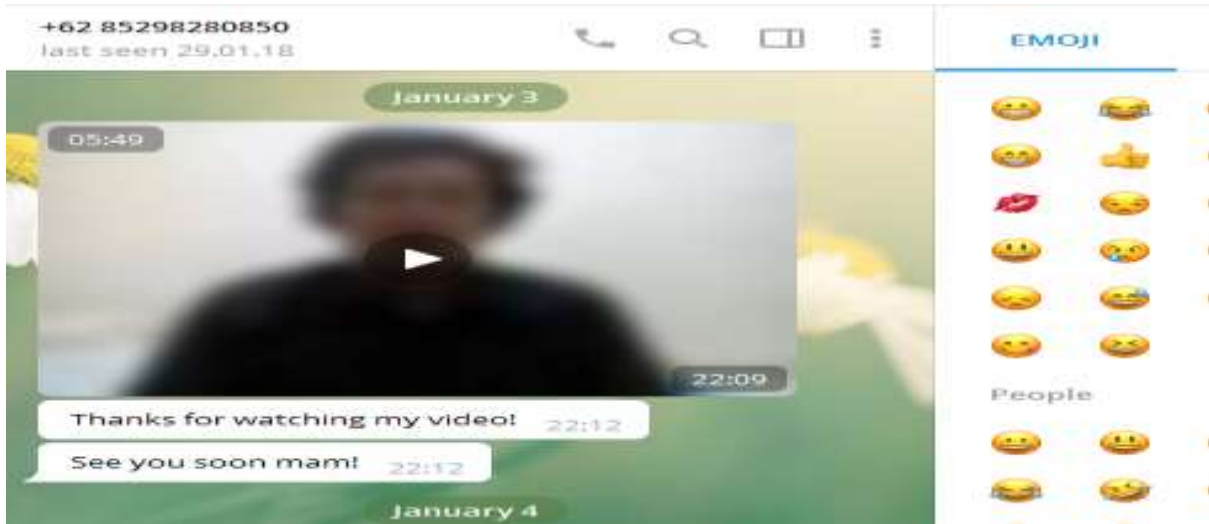


Figure 4. Telegram Desktop Version



Figure 5. Telegram Mobile Version

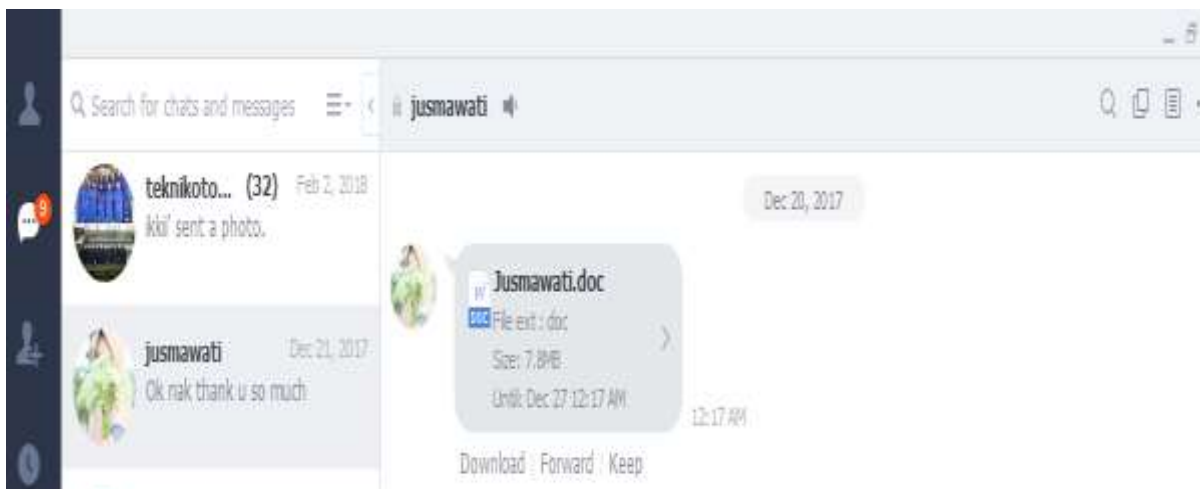


Figure 6. Line Desktop Version



Figure 7. Line Mobile Version

The application of flip classroom in teaching English subject provides the opportunities for each student to demonstrate their ability in practicing English both inside and outside the classroom. The students enjoy the activities as they can create English task by using their mobile phones and maximizing the features of social media they already familiar with. Flip English classroom allow students to conduct the task everywhere as they can access every single material anytime through their gadget. The most important one they can easily review and evaluate their understanding from each topic given by lecturer. The feedback also received from both lecturer and their classmates, thus it will motivate them to be better in the next task.

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