

WEB 2.0 TOOLS PERCEPTION ON ONLINE INTERACTIVE GAME -BASED INTEGRATED LEARNING (IELL) IN INTERMEDIATE LEVEL.pdf

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WEB 2.0 TOOLS FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE IN HIGHER EDUCATION

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Abstract

This is a multiyear research that has an aim to develop Integrated English Language Learning (IELL) materials. It is combined with web 2.0 tools used for teaching English as a foreign Language (TEFL) in higher education. The combination of IELL and web 2.0 tools is composed and manifested in Learning Management System (LMS). During the course students are directed to learn Listening, Speaking, Reading, Writing, Vocabulary, Grammar and Pronunciation. The product of this research is the structure of web 2.0. The product will be used as a guide to shift students' way of learning; from traditional learners into independent English learners. By collaborating technology, it will help creating virtual learning-centred environments.

Keywords- English learning, Web 2.0, IELL, TEFL

Introduction

Generally, people like something fun, such as playing game. When people do something they like, they would enjoy and willing to spend hours to play repeatedly. Nowadays, many games are available and easy to play; one of them is online game. Online game is suitable to play for man and women. Moreover, it is now equipped with modern tools such as; Gameboy, play station, iPad, computer and laptop. People can play those online games in internet shop by paying some small amount of money, so that it is easier to accesses for teenagers.

Online game is now created in variation and really easy to access. The internet shops provide easy and cheap access to internet changed into favorite place for students. They would spend hours to play online game. The easy and cheap access to online game has caused addiction to teenagers and students.

As the news released in www.edupostjogja.com stated that student skipped school for hours to play online game. Another news released by

tribunnews.com mentioned that students who were addicted to online game robbed places to get money. Tragically, there were also students reported for selling marijuana to get money to play online game in the internet shop. <http://www.edupostjogja.com/edupost-jogja/berita-lokal/game-online-di-warnet-jadi-candu-pelajar-yogyakarta>.

The facts that game online bring bad impact for students who got addiction to it cause them to lessen their hour for study. Those problems bring really big concerns for teachers and parents.

The development of technology and knowledge can be the answer to teacher's concern on students' addiction problems to online game. Teachers can improve their creativity in teaching. The teaching process in the classroom should be shifted from conventional into digital learning. The digital learning can be adjusted with the students' interest. One of the interesting ideas for digital learning in the classroom is the use of game. By doing so,

students can play and study at the same time. Learning while playing using game or vice versa, would create better learning experience for students.

Learning in the classroom using games is suitable for any subjects, such as language learning. Through game, students would learn in more interesting ways since the game they play is also integrated with the learning material. The language learning material integrated in game adjusted with the game users. In this research, the language learning integrated in the game is language learning material for intermediate level.

This multiyear research came to the development of the online game for the second year. This third year research focuses on developing the web 2.0 and its integration into Learning Management System (LMS).

The development of this research is conducted to make learners become digitally more independent and interactive among other learners. Web 2.0 has the potential to create more interactive and powerful learning environments in which learners become knowledge creators, producers, editors and evaluators (Richardson, 2009). A personal benefit gained by learners is that they can create digital social and personal learning environment at their space as the previous research conducted by Yun-Jo An and Kevin William with the title "Teaching with Web 2.0 Technologies: Benefits, Barriers and Lessons Learned", they noted "In personal learning environments, individuals can take control of manage their own learning, reuse and remix content according to their needs and interests, and interact and collaborate with others in the process of learning".

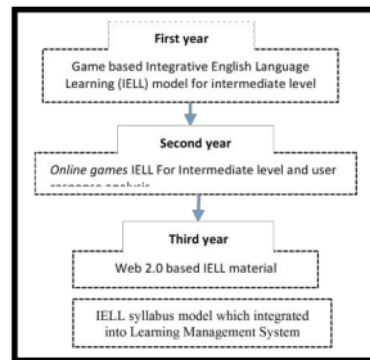
The after the web 2.0 filtered and chosen, they are structured into LMS. A Phillip and Krongard (2012) noted, A Learning Management System is the "great enabler" of many current and future education initiatives,

such as personalized learning, learner-centered decision making, staff productivity and curriculum development in support of Common Core.

Methodology

This multiyear research comes to the last year of the product development. The first year was the development of the IELL Game. In the second year, the IELL game was widely tried. The trial involved first year students of English Education Department. There were 160 students. Students provided with online questionnaire. The result gathered from the questionnaire showed that students expected more games and more learning games for writing and speaking.

The picture below depicts the steps of the multiyear research.



This third year research applied Research and Development method. The Game-Based Integrative English Language Learning (IELL) for intermediate level developed in the first year; it is now available online. This game has been tested. The results of the research from the first and the second year were developed in the third year by developing IELL materials with web 2.0. The development is conducted to make learners become digitally more independent and interactive among other learners. Web 2.0 has the potential to create more interactive and powerful learning environments in which learners become

knowledge creators, producers, editors and evaluators (Richardson, 2009).

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Furthermore, the model is integrated into IELL syllabus model, which proceeds into Learning Management System (LMS).

The learning system will be tested further. The result of the test will be analyzed to find out the responses from the game users/intermediate language learners towards this system.

Picture 1: Research stages Finding and Discussion

Skills	Web 2.0 Tools
Introduction to web 2.0 tools for collaborative activities	- www.padlet.com - www.googledrive.com - www.evernote.com - www.duolingo.com
Pronunciation	- www.vocaroo.com
Vocabulary	- www.vocabsushi.com - lingua.ly
Grammar	- www.english.stackexchange.com
Listening	- www.vialogues.com
Reading	- www.boomwriter.com
Speaking	- www.englishcentral.com - www.lets-talk-in-english.com - www.voxopop.com
Writing	- www.evernote.com

The above structure is the major outline used in a lecture of Internet-Based Language Learning in the first semester. The function of web 2.0 tools and English web will be elaborated further. The web 2.0 tools are accompanied by several English websites to support students’ learning process as the integrated application of the whole teaching-learning process in one semester. The function and the chosen tools and the English websites are elaborated further.

The steps of the Research and Development in this research were as follows;

1. Research and information collecting
In this step the information gathered from the second year research in which students’ response about the IELL online game.
2. Planning
In this step, the team builds the planning for the third year based on the information gathered from the second year
3. Conducting Web 2.0 with IELL integration since IELL is unable to accommodate Speaking, Writing and Pronunciation learning.
4. Dissemination ad implementation
The result of the research were then publish I the seminar and written in the a proceeding
The web 2.0 is implemented in the CALL class. The implementation in the CALL class will run as follows;

At first students are introduced to four web 2.0 tools:

1. **www.padlet.com**, Padlet can be used in various ways in teaching-learning process. Teachers and students can respond and communicate with each other on a digital notification board like sticking notes on the board. They also can post notes on the board in various formats like; images, PPT, PDF, audio and video files.

2. **www.googledrive.com** (forms, documents): Google drive is a cloud-based storage used for storing all kinds of documents where we can compose, edit, upload and download available documents in the cloud storage at any time. Quizzes and questionnaire can be created using goggle forms. Files that are available in the cloud storage can also be used among students to collaborate.

3. **www.evernote.com**, Evernote is a digital note books that can be accessed online and used to conduct collaborative writing.

4. **www.duolingo.com**, Duolingo is a language platform that can be used for free and used to assess students' language proficiency.

Further discussion will elaborate web 2.0 tools for several Language skills; Listening, Speaking, Reading, Writing, Vocabulary, Grammar and Pronunciation. In Listening session, vialogue is a main tool employed in the learning of Listening. The tool can be used by teachers to create a video-based discussion. By using the tool, teachers and students they can add polls and quizzes, comment a video lesson in defined duration. This tool is chosen because students need to focus on listening to the video lesson then followed by conducting the activities to measure their understanding about the video and it is available on www.vialogue.com.

In Speaking session, three tools are employed for the learning process; they are englishcentral, lets-talk-in-english, voxopop. On Englishcentral, students can perform speaking practice from videos and they have to proceed to activities like pronunciation to listen and repeat, and they will get instant feedback on how well students pronounce, produce correct intonation and word stress in spoken utterances. They also get instant feedback for the grades and the report shown on the scoreboard. To do the activities, students can go to **www.englishcentral.com**. On lets-talk-English, students can practice

speaking through internet talking on-line with other members around the world. To do the activity, they can visit **www.lets-talk-in-english.com**. The last one we use voxopop as a voice-based learning tool. By using the tool, students can create a talk group, where it is like a message board, but the tool uses voice message instead to communicate and it can be accessed on www.voxopop.com.

Reading and writing are combined activities . boomwriter is a tool chosen to conduct the activities. The tool is used to create project-based learning to practice reading comprehension of a story. The activities are followed up by composing unfinished story, provided by the lecturer and students are required to complete the story using their own perspectives. This web can be accessed on www.boomwriter.com.

On vocabulary exercise, students need to build their vocabulary and vocabsushi is used in the learning process for the session. By occupying the tool, students practice to build vocabulary from words usage in news articles and do quizzes to review and it can be accessed on **www.vocabsushi.com**. Students are not only reading articles and do quiz but also another tool is occupied to support the vocabulary building called lingua. It is a Chrome browser extension and designed to boost students' vocabulary while browsing. While reading interesting topics, students can collect new vocabulary from the article and translated the meaning in their mother language and customize students' learning with interactive flash cards and games. The tool can be accessed on **lingua.ly**.

In the session for grammar learning English.stack exchange is employed. By employing the tool, students can learn each other with other English learners all over the world by proposing questions found from their grammar learning problems and discuss the

problems with other registered members. To do the activity, students can visit **www.english.stackexchange.com**, sign up and join discussion with other members.

In pronunciation session, students practice to pronounce or speak and recorded on vocaroo and can be accessed on **www.vocaroo.com**. The recording files can be shared via email, Facebook or twitter. Teachers also can record and provide feedback from students' assignment and embed it on social media or blog.

CONCLUSION

Integrated English Language Learning (IELL) is a web-based page and web 2.0 is the second generation of the web. Web 2.0 tool is chosen and used to facilitate a learning process development combined with IELL. Web 2.0 tools employed in this research are directed to learn the following English skills; Listening, Speaking, Reading, Writing, Vocabulary, Grammar and Pronunciation. The list of the web 2.0 structure is used as a guide to shift students' way of learning; from traditional learners into independent English learners. By collaborating technology, it will be able to assist students creating virtual learning-centred environments.

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