

PROCEEDINGS

ISSN 2303-1417



IN COOPERATION
WITH



CHINA



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

HONGKONG



INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
الجامعة الإسلامية العالمية ماليزيا

MALAYSIA



THAILAND



20-21
May 2016
Bandar Lampung
University, Indonesia

4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016



Organized by:
Faculty of Teacher Training and Education (FKIP),
English Education Study Program of Bandar Lampung University
Zainal Abidin Pagar Alam street No.89 Labuhan Ratu, Bandar Lampung, Indonesia
Phone: +62 721 36 666 25, Fax: +62 721 701 467
www.ubl.ac.id

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M

4th ICEL 2016 Chairman

PROCEEDINGS

The Fourth International Conference on
Education and Language (4th ICEL 2016)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21 2016

STEERING COMMITTEE

Executive Advisory

Dr. Ir. M. Yusuf S. Barusman, MBA
Dr. Hery Riyanto
Dr. Lintje Anna Marpaung, S.H.,M.H
Dr. Thontowie, M.S

General Chairman

Mustafa Usman, Ph.D

Chairman

Drs. Harpain, M.A.T., M.M

Co-Chairman

Helta Anggia, S.Pd., M.A

Secretary

Yanuarius Y. Dharmawan, S.S., M.Hum

Treasurer

Samsul Bahri, S.E.
Dian Agustina, S.E.

Technical Committee

Susanto, S.S., M.Hum., M.A., Ph.D.
Deri Sis Nanda, S.S., M.Hum., M.A., Ph.D.

International Advisory Board

Garry Hoban, Prof. Dr., University of Wollongong, NSW Australia
S. Mohanraj, Prof., Dr., The English and Foreign Languages University, India
Ken Cruickshank, Prof., Dr., University of Sydney, Australia
Mohamad Sahari Nordin, Prof., Dr., IIUM, Malaysia
Baverly Derewianka, Prof. Dr., University of Wollongong, NSW Australia
M. Yusuf S. Barusman, Dr., Universitas Bandar Lampung, Indonesia
Mustofa Usman, Ph.D, Lampung University, Indonesia
Ahmad F. Ismail, Prof., Ph.D., IIUM, Malaysia
Harpain, M.A., Universitas Bandar Lampung, Indonesia
Raihan B. Othman, Prof., Dr., IIUM, Malaysia
Andala R. P. Barusman, Dr., Universitas Bandar Lampung, Indonesia
Jayashree Mohanraj, Prof., Dr., The English and Foreign Languages University, India
Ujang Suparman, Ph.D, Lampung University, Indonesia
Ahmad HP, Prof., Dr., Universitas Negeri Jakarta, Indonesia
Nuraihan Mat Daud, Prof., Dr., IIUM, Malaysia
Udin Syarifuddin W, Prof., Dr., Open University, Indonesia
Hery Yufrizal, Ph.D, Lampung University, Indonesia
Khomsahrial Romli, Prof., Dr., Universitas Bandar Lampung, Indonesia

Organizing Committee

Chair Person

Dra. Yulfriwini, M.T.

Secretary

Bery Salatar, S.Pd.

Treasure

Samsul Bahri, S.E.

Proceeding and Certificate Distribution

Yanuaris Y. Dharmawan, S.S., M.Hum

Helta Anggia, S.Pd., M.A

Bery Salatar, S.Pd.

Dina Ika Wahyuningsih, S.Kom

Documentation

Noning Verawati, S.Sos., M.A.

UBL Production

Sponsorship & Public

Ir. Indriarti Gultom, MM.

Yulia Hesti, S.H., M.H.

Transportation and Accommodation

Irawati, S.E.

Zainal Abidin, S.E.

Desi Puspitasari, S.H.

Tissa Zadya, S.E., M.M.

Special Events

Dameria Magdalena, S.Pd., M.Hum

Yanuaris Y. Dharmawan, S.S., M.Hum

Helta Anggia, S.Pd., M.A

Kartini Adam, S.E.

Consumption

Siti Rahmawati, S.E.

Aminah, S.E., M.Akt.

Table Of Content

Preface.....	ii
Steering Committee	iii
International Advisory Board	iv
Organizing Committee.....	iv
Table of Content	vi

Keynote Speakers :

1. A New Voice in ELT: Planning Intensive Workplace Curriculum - Amporn Sa-mgiamwibool	I-1
2. Fostering The Use of Drama For English Language Learners in The EFL Classroom - Deri Sis Nanda	I-7
3. The Cultural Compatibility of Saudi EFL University Students in The UT Austin ESL Program - Lobat Asadi	I-11
4. Challenges For 21 st Century Learning In Indonesia – Hendarman	I-20

Paper Presenters :

1. A Sociolinguistic Study of English And Javanese Kinship Terminology – Andrias Yulianto	II-1
2. Adapting Meg Cabot’s Princes Diaries in Teaching Writing – Pramugara Robby Yana & Zahara Ramadani	II-6
3. Analysis of Students’ Communication Strategies in ESP Class of Mathematic Study Program – Rizky Ayuningtyas & Hery Yufrizal	II-13
4. Authentic Literature and Technology Involvement in EFL Reading – Bastian Sugandi	II-18
5. Blog As Alternatif Media In Teaching Literature – Y. Satinem	II-24
6. Communication Theory: Ritual Constraints Used in English Classroom Interaction at Tenth Grade Students of SMK Yadika Lubuk Linggau – Maria Ramasari	II-29
7. Designing Instructional Materials For Blended Learning By Using Schoology For Speaking Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Margaretha Audrey S.C. & Dameria Magdalena S	II-34
8. Designing Lesson Activities Through Maluku Folklore For Character Education – Mansye Sekewael, Frida Pentury and Welma Noiija	II-46
9. EFL Teachers’ Belief On Classroom Management And Behavior As The Key Success Of English Language Teaching – Reti Wahyuni	II-52
10. English For Maritime – Lucia Tri Natalia Sudarmo, Heidy Wulandari, Marita Safitri, and Fransiscus Widya Kiswara	II-64

11. Error Analysis Of Aspirated And Unaspirated Consonant Sounds Produced By Students At English Club Senior High School Of Tri Sukses Natar South Lampung – Fitri Anggraini	II-68
12. ICT and Vocabulary Building - Bastian Sugandi & Eko Saputra	II-72
13. Improving Students’ Pronunciation By Using Audio-Visual-Assisted Text – Yanuaris Yanu Dharmawan & Mutiatas Saniyati	II-75
14. Informal Assessment for Language Skills: The Learners’ Perspective – Apsus Grumilah & Irfan Nur Aji	II-81
15. Learner Autonomy In Blended Learning Speaking Class – Ida Nahdaleni & Yanuaris Yanu Dharmawan	II-91
16. Learning Interaction In Web Based Learning In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Upeka Mendis & Arnes Yuli Vandika	II-98
17. Letter Tiles To Teach Spelling: How Does It Work? – Elita Elva Lintang Femila & Arliva Ristiningrum	II-105
18. Looking at English National Examination 2016 in Indonesia: A Prospect of Bloom’s Revised Taxonomy – Candra Jaya	II-108
19. Quipper School: How Do Teachers Bring it in the Classroom? – Asep Idin & M. Syahrul Z. Romadhoni	II-118
20. Scanning Of Students’ Learning Style At SMA Negri 7 Lubuklinggau In Academic Years 2015/2016 – Agus Triyogo	II-125
21. Society’S Attitudes Toward Indonesia And Perspective In Facing The Asean Economic Community – Nur Nisai Muslihah	II-131
22. Students’ Critical Thinking In Online Discussion Forum – Sela Fitriana & Helta Anggia	II-136
23. Students’ Perception In A Blended Learning Speaking Class – Desi Ike Sari	II-144
24. Teaching Reading Comprehension By Using Creative Thinking Reading Activities (CTRA) To The Eleventh Grade Students Of SMA Negeri 8 Lubuklinggau – Syaprizal & Yayuk Handira	II-152
25. The Application Of Cards In Teaching Grammar To Improve Students Writing Skill: A Teaching Strategy Development - Eroh Muniroh	II-157
26. The Application Of Problem Based Learning To Increase Critical Thinking And Metacognitive Grade XII Students At Senior High School (SMA) “XYZ” Makasar - Hildegardis Retno Harsanti, Khaterine & Niko Sudibjo	II-160
27. The Application Of Web Based Learning By Using A Blended Learning Approach In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Thea Marisca Marbun B.N & Arnes Yuli Vandika	II-170
28. The Critical Discourse Analysis On The Fame Of Oreo Wonderfilled Advertisement - Alfriani Ndandara & Frederika Mei Anggraeni	II-178
29. The Effect Of Using Pair Taping Technique Toward Speaking Ability In Descriptive Text Of The Second Year Students At A Private Secondary School In Pekanbaru - Intan Septia Latifa	II-186

30. The Effectiveness Of Scaffolded Reading Experience In Teaching Reading Viewed From Students' Intelligence - Aksendro Maximilian	II-191
31. The Implementation Of Flipped Classroom By Using Schoology In Speaking II Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - David Ginola & Dameria Magdalena S	II-199
32. The Implementation Of Using Online Application In Increasing Students' Motivation - Dhia Hasanah	II-208
33. The Possible Causes Of Indonesian EFL Students' Anxiety In Speaking Impromptu Speech - Galuh Dwi Ajeng	II-216
34. The Use Of Authentic Materials In Speaking Class At The Second Semester Students Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Helta Anggia & Randi Setyadi	II-222
35. The Use Of Card Trick To Build Students' Vocabulary - Eny Dwi Marcela	II-229
36. The Use Of Hot Potatoes For Teaching Vocabulary At The Eleventh Grade Of SMA Bodhisattva - Ezra Setiawan	II-232
37. The Use Of Interactive White Board In EYL Motivation – Munjiana	II-242
38. The Use Of Podcast And Interpretive Tasks For Peer Assessment In The Extensive Listening Class - Delsa Miranty	II-248
39. Translation Shift Of Verb And Sentence Style From English Into Bahasa Indonesian - Diah Supatmiwati	II-257
40. Using Mnemonic Techniques In Vocabulary Learning - Ita Purnama	II-261

DESIGNING INSTRUCTIONAL MATERIALS FOR BLENDED LEARNING BY USING SCHOOLGY FOR SPEAKING CLASS OF ENGLISH EDUCATION STUDY PROGRAM OF TEACHER TRAINING AND EDUCATION FACULTY OF BANDAR LAMPUNG UNIVERSITY

A) Margaretha Audrey S.C.^{1*} and B) Dameria Magdalena S.¹

¹Faculty of Teacher Training and Education, UBL, Indonesia

*Corresponding email: audreyarioka@gmail.com

Abstract

This study aims to make instructional materials for blended learning suitable for implementation in Speaking class. The blended learning will combine face to face method with LMS-Schoolgy as the media for web-based learning. The participants of this research are the second semester of English Education Study Program in UBL who took speaking 2 subjects. The result of the research showed that the instructional materials for blended learning method in speaking 2 classes are able to facilitate students learning process and increase their activeness in learning.

Keywords: blended learning, speaking skill, instructional design, instructional materials

1. INTRODUCTION

Technology is growing and used daily. There are many fields that use technology including education. As technology grows, it influences others and creating a change. Today you can see children as young as three years old use gadget. These children are called “media multi tasker” as they are able to operate multiple media devices at once. [13] Technologies made changes on their habits and learning.[11]New generation youth from age 15 up, especially in Indonesia, use mobile phone as their primary tool to connect with internet for their social, gather information, communication, etc.[3] Different era makes students expect different things in classroom situation as the demand and goals of study changes. Education moves from the knowledge transfer model collaborative, active, self-directed and engaging model. [22] Schneiderheinze (2010) cited Fulton & Honey (2002) A students success in this current world requires not only knowledge/hard skill but also social/soft skill, team work, critical thinking, fluency in communication and capable of using technologies. [17] We have come into a new era where non-traditional type of students increase. [17] This changes force teacher to adapt and use technologies in their teaching process.

There are many things to adapt in this shifting era of traditional teacher centered learning toward a student centered learning. One of them is the way we make Materials. There are many arguments spouted about teachers making their own materials. “Today, Internet has bought globe into a single room.”[8] Internet makes it very easy to gather many kinds information including choosing materials for learning online so, some teachers sees no point in making it by themselves. Taking resources and media from internet is fast, easy and developed for general use. Teachers don’t see the need in butchering themselves in trying to make materials that may or may not work when they could just pluck it, ready to be used. Some teachers though, have different view as they would like to add personal touch in their learning process. These teachers view, as they knew what their students needs, learning ability, class room situation, etc. They are the ones who knew exactly what materials should be given to their students.

Materials are important component in learning because without materials teachers would not be able to teach as they have no tools to do it. Despite that, role of materials in language teaching still not gaining sufficient attention.[10] Material design is regarded as trivial and theory free activity when actually they draw on a wide variety of theoretical foundation.[10] I interpret this statement as, in the process of designing materials, we could not just freely make it up as we goes. Some theoretical foundation should be considered and whichever chosen must be used to build the materials for our teaching and learning process. It is why a guideline is needed in making material design. This is where Instructional design steps in.

Instructional design is, to put it simply, a guideline or steps we need to get though in order to reach the goal [16], and in this case, designing materials. “The best instructional materials not only serve their pedagogic goals but also hopefully provide the basis for memorable and enjoyable classroom experiences for both teachers and

students. The ingredients needed to achieve this level of engagement, however, are often difficult to quantify.”[10] This is true as every student is a unique entity that has different background, knowledge, skill, motivation, etc. Dirksen (2012) said “Learning experiences are like journeys.”[9] In learning we will experience many new things and gaining new knowledge. However the journey of learning should not only about having new experience and knowledge just like when we have a trip to Bali but, in the end of learning journey, we should retain the knowledge, learn from experience to be better just like Dirksen (2012) said “The end of the journey isn’t just knowing more, it’s doing more.”[9] In designing instructional materials, we need to know first on the gap or learner current situation and where do we want to take them or the goal. [9] Only after we identify learners’ current situation we could design the appropriate materials for them and in this study, learners’ speaking skill situation.

Speaking is a behavioral skill. We could only become proficient in using it if we practice it repeatedly and continuously. Speaking proficiency and fluency, in language learning, are often become the measurement on how well people know about language. In this globalization era, where people use English universally, speaking skill becomes very important for communication. Speaking is a productive skill but in learning process, it is not without theories and materials to accompany it. The materials should be constructed with clear instructions so students would be able to understand it clearly. If they clearly understand the materials provided, they will able to perform well and thus gaining satisfying results. The dilemma of teaching English productive skill is time. Productive skills could only be acquired through practicing continuously but, learning process in formal setting only provide limited amount of time. In Teacher Training and English Education (FKIP) of Bandar Lampung University, one subject, whether it is a theoretical subject or practical subject, both only have approximately 90 minutes of learning time. Educators are expected to make do with it when they have so many things to share and learners need to be trained on many things. This situation makes blended learning looks appealing as it propose a combination of face to face method of learning with technologies. Learners are gaining a new experience, gain more control of their learning as they could access materials online anytime and anywhere. They get to know more about technology, fulfilling the demand of society on skills should be mastered by learners at the end of their study. Teachers are able to split their work load in two environments so; time is not an issue anymore. It’s a win-win situation.

LMS Schoology is selected as the second environment of blended learning and the delivery strategy of instructional materials. Schoology could be accessed using various kinds of gadget that have access to the internet. It is simple, visually appealing, and easy to be accessed by students. Schoology is created by Jeremhy Friedman, Ryang Hwang and Tim Trinidad from Washington University in St. Louis in 2007. Based on the data in November 2014, Schoology has 7.5 million users in 60.000 schools in 200 countries over the world. Schoology has many features that could be used to deliver instructional materials. There are three main features inside Schoology; Courses, Groups and Resource. Course is where the learning process is going to be held. Groups are where students could interact with each other. Resource is where the materials are going to be compiled before posted into the course.

1.1 Problem Identifications

There are several problems identified in this study and based on the identifications these questions are formulated:

- How are instructional materials for learning speaking skill for blended learning method by using Schoology designed?
- How do the instructional materials look like?

1.2 Research objective

The objective that wants to be reached in this study based on the problem identifications stated is designing instructional materials for learning speaking skill for blended learning method by using Schoology.

2. LITERATURE REVIEW

2.1 Traditional Learning to Student centered learning

In the earlier era, teachers are the center of learning. They are the one who dictate on what students learn and do. Teachers focus on what they should do and not on what the learner should do. [2] This resulting a passive way learning as teachers the only person here who consistently do their job, teaching. It didn’t matter in the past though as the objective of learning was different. Learning in the past is to transfer knowledge from teacher to learner. That’s it. Learners depend on teachers heavily as the sole knowledge in learning. Time keeps running though and as the time passed, everything changes. The ways of learning is not an exception. In the past, job opportunities are wide if you have high education. Current working world, however, think it is not enough for students to graduate from high education. Students need to have many kinds of skills in order to get a job and

survive in the working world. [17] As the world shout, people echoes. The world changes and we must follow. Teacher centered learning left behind and Student centered learning get into the picture.

Student centered learning is as the term imply, learning process with student as the center of it. The learning process is built in favors of student needs and interests. [2] Teacher role shift from the center become facilitator. In Student centered learning, teacher is not the only one responsible in learning process. As learners become more active as teacher encourage student to participate in teaching learning process, student becomes responsible in their own education. [2. p.49] It is not about what the teacher must do anymore but it is now on what the learner should do.

2.2 Learning, Instructional design and material connections

There are countless definitions and explanation about the term learning. Miriam Webster online dictionary define learning as “the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something” and “the activity of someone who learns: knowledge or skill gained from learning”. Cambridge online Dictionary defines learning as “the activity of obtaining knowledge” and “knowledge obtained by study”. Oxford online dictionary define it as “the acquisition of knowledge or skills through study, experience, or being taught” By comparing those definitions, it could be seen that Miriam Webster gave a more detailed definition as it could represent both Cambridge and Oxford dictionaries definitions.

Learning is a conscious and continuous process as it starts from when we are alive until death. Every person mind is different and the way they work is also different. Children mind works differently than adult and vice versa. However, in learning language, especially for second language, an adult learner might have adult mind but with lower capabilities on doing task. [6] They might be in the same level as primary grade students’ user of language they want to obtain. This happens because language acquisition, when hitting certain mark, slowed down. It is harder to learn and master languages when that mark has been passed. In learning, mind tries to make connections between the information gained with the schema inside it and the information retained might not be the same. [7, p 9] That’s why it is necessary to use instructional design to make instructional materials, the tools for used to facilitate learning, so the format of learning become consistent. “...your learners get used to the format and don’t have to expend mental energy repeatedly orienting themselves to the format; instead, they can focus on the content...” [9] Too much repetitions and variations though could be bad. The former imply as learner have encounter it often and become exhausted by lack of variation while the latter could cause irritation and annoyance, especially when too much variation only used as an excuse of having many variation in learning process. [p. 87] Instructional design is needed to make instructional materials in order for both teacher and learners have smooth learning experience.

2.3 Speaking skill in the present day

Speaking is a productive skill which is used for communication between people all around the world. Human is a social creature that would constantly seeking interaction with others. So, it is not presumptuous to say that speaking is the most important language skill. [1] Somdee and Suppasetsee (2013) agrees with Khamkien (2010) idea of in context of second language learning, speaking skill is the most important skill to be mastered. [18] I agree with this idea as learners speaking ability are often becomes the measure of their achievement in mastering a language. In this globalization era, where English language is used as communication all around the world, a good speaking skill is needed by students to have a better future. Baker and Westrup (2003), as cited by Baniabdelrahman (2013), further explains that by having a good speaking ability, students would have a better job offer and gaining promotions thus better chances in life. They could even pursue to continue their study [1] even aboard.

2.4 Instructional design theory and models

“An instruction is a set of events that facilitate learning...” [20] Riegeluth and Carr-Chellman (2009) explain further about instruction. They points out instruction and construction could not be separated in the context of learning. They explained that instruction is made in order to help learners learn “...if instruction is to foster any learning at all, it must foster construction. Instruction is not instruction if it does not foster construction.” [16] Reigeluth and Carr-Chellman (2009) further explain that people learn by constructing their knowledge and manipulating materials actively which is the principal of constructivism. [16] Therefore, it could be concluded that instruction contains constructivism theory in the context of learning.

Design is goal oriented and concerned in identifying good methods to achieve said goals as it is used to facilitate outcome and assisting creation of something. [16] “...design means a creative pattern or a rational, logical, sequential process intended to solve problems.” [20] Instructional design, then, could be defined as a set of instructions in order to help learners learn and achieve goal of learning.

Syariffudin (2007) rephrase Siemense (2012) ideas that, "...there are many different definitions for instructional design and all of them are an expression of underlying philosophies and viewpoints of what is involved in the learning process." [20] Instructional design ranges from the most complex till the simplest definitions. Henridge Group (2004) cited More, Bates & Grundling (2002, p.71), "At its most basic level, instructional design focuses on three fundamental concerns: identifying the goals; selecting the strategy; and, evaluating success." This study is focuses on instructional material design for blended learning as the scope limitation so it didn't need to have a complicated design as of yet.

There are many kind of instructional design. Syariffudin (2007) listed many theories and model of instructional design in his journal. He cited Gustafson and Branch (2002) the differences of ID's based their characteristic of content. [20]

Table 1. Differences between ID models based on their characteristic of content.

ID MODELS	CHARACTERISTICS OF THE CONTENT
ADDIE	A general purpose model, most useful for creating instructional products, but also applicable for program design.
Dick & Carey	Exemplifies the systematic approach to curriculum and program design; applicable across a range of context areas (e.g., K-12 to business to government) and users (novice to expert); a learner-centered model.
Hannafin & Peck	Simple but elegant in the way in which all three phases are connected to "evaluate and revise".
ASSURE	This model assumes that instruction will not be delivered using lecture/text book only. It allows for the possibility of incorporating out-of-class resources and technology into the course materials.
Knirk & Gustafson	A small scale model that can be used for individual lessons or units; the model is simple in its design but inclusive of details and tries to convey this inclusiveness through circles and arrows.
Jerrold Kemp	Most useful for large-scale programs involving groups of people and multiple resources; focus on content analysis
Gerlach-Ely	Well suited to K-12 and higher education
Rapid Prototyping	Useful for large-scale or projects; it allows for better communication between the designer and users because the needs are clearly expressed from the beginning; its non-linear approach allows for more flexibility in the instruction and can catch problems early in the development stages
Gagne & Briggs	Model is adapted to Web Based Instruction; categorize learning outcomes; organize instructional events for each kind of leaning outcome

Based on the table above, Knirk & Gustafson model was adapted for this study. The adaptation is as follows;

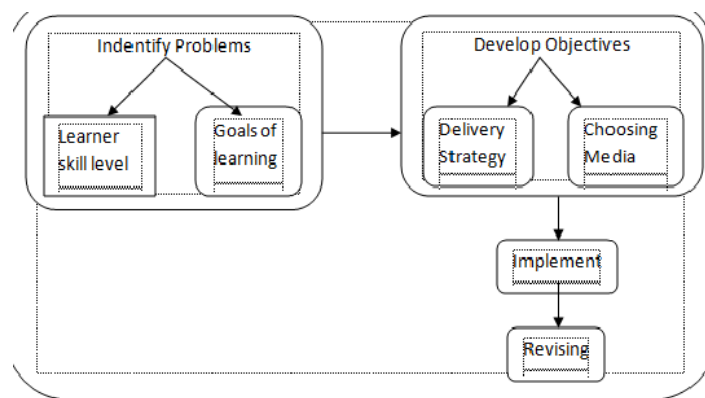


Figure1. Adaptation of Knirk & Gustafson Instructional design model.

2.5 Instructional material

Instructional Materials formally defined by EC Section 60010 (h). This law states "Instructional Materials means all materials that are designed for the use by pupils and their teachers as a learning resource and may be printed or non-printed aand may include textbooks, technology-based materials, other educational materials and test." [12] Fufunwa (1974) as cited by Olawale (2013) said instructional materials are materials of visual, audio and audio-visual category that helps to make concepts abstract and ideas concrete in teaching and learning process. [14] It means, instructional materials are tools that should be adaptable and interpreted differently from many points of view. Instructional materials make ideas concrete as it helps learners to process the materials, gain the knowledge from it and producing something from the idea which is concrete.

2.6 Blended Learning

Blended learning is quite vague as there are no definitive definitions. [21] That statement is very true as there were confusion about blended learning since its uprising. Sloan C Workshop in 2005 participant discussed about the definition of Blended learning and resulting two adaptation of blended learning; board and narrow definitions. [15] The board definition is “Courses that integrate online with traditional face to face class activities in a planned, pedagogical valuable manner; and...” the narrow definition is “Where a portion (institutionally defined) of face to face time is replaced by online activity.” Both are cited by Picciano and Dziuban (2007) in their book *Blended Learning: research perspective*. [15]

There are several other definitions which are popularly mentioned and referenced like Staker and Horn (2012) “Blended learning is a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace...and at least in part at a supervised brick-and-mortar location away from home.”[19] As of 2013, Staker and Horn with Christensen added the definition with “the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.”[5] Another definition often found is “Blended learning systems combine face-to-face instruction with computer-mediated instruction.” by Graham (2006). [4] Despite the choice of word in attempt to define what blended learning is, those definitions do have the same points which are; Integration of learning experience as all of them combine face to face with online learning. All definitions stated that blended learning needs either face to face traditional meeting partially or the online meeting partially. Even though Graham (2006) didn’t word his definition of blended learning toward online or face to face method partially, it could assumed from his wording that he means an equal or even combination between those two.

3. METHODOLOGY

3.1 Research Design

This study is a qualitative research conducted in Teacher Training and English Education Faculty of Bandar Lampung University. This research use LMS Schoology that will contain the instructional materials and exercises. This study starts from February 2016 until April 2016. An informal face to face interview with Speaking 2 teacher was conducted to gain a more insight on student speaking ability condition. The instructional materials then were made based on the result of interview and posted online for students to access and learn them. The instructional materials were compiled in a form of unit. There were 1 experimental unit and 3 instructional material units. Students learn using the instructional materials from March – April 2016. Every week students had one face to face formal classroom meeting and two online meetings. Observation was used to revise the instructional materials.

3.2 Research Participants

Second semester students of Teacher Training and English Education Faculty Undergraduate study were chosen as the participants of this study. The reason for choosing second semester students, who took Speaking subject, besides the problem in time management, is because teacher found there is no significant improvement in their speaking ability. As students of English Faculty who are going to be a teacher in the future, students must have a good and clear communication skill.

4. INSTRUMENTS

4.1 LMS Schoology

Schoology is the house of instructional materials and a part of blended learning in Speaking 2 class. There are 4 units in total that contained the instructional materials for speaking class. One unit was for trial and 3 units for proper learning. Each unit contained a topic which was divided into two sub topics. Students met online twice a week with face to face meeting in between. Students were targeted to finish a unit each week.

4.2 Interview and Observations

The Interview was conducted to gain in dept knowledge about students learning condition. The interview was held before the study only with the lecture of Speaking 2 subject. The researcher viewed, as a person who teaches the subject and meet students on daily basis, their input would be enough to start this study. Researcher then observed every online meeting to see how students use the instructional materials and the problems students encountered regarding to it.

5. Result and Discussion

5.1 Elaboration of stages in designing the materials

In designing the materials, the researcher used some stages. The design models used in this study covers four main stages resulting from the modification of the instructional design model of Knirk & Gustafson. Those stages were used as the main answer to the first question stated in the problem formulation. Explanations of those stages are presented as follows.

Stage 1: Identifying Problem

The problems are identified by Informal face to face interview with teacher of Speaking 2 subject. The teacher explained about the classroom condition in Speaking 2 subject. Teacher shows concern in lack of participation of students in speaking 2 classes. In the previous semester, students are active and have great performance in speaking. The teacher suggests lack of motivation that influences students to participate in speaking classes. The teacher says their speaking skill level are varied which is normal for every classroom with students from many backgrounds and learning styles. Teacher also concerned about time. Students are not active in speaking and when asked to perform in front of the class they are hesitant to do so and wasting time. Students who perform in front of the class might only be the same set of people for every single meeting but it means other students won't get a chance to practice. Because of the time limitations in speaking class, the knowledge and practice distribution are not balanced. The big class is also an issue here as big class means many students for teacher to pay attention but no time to accommodate them. Because of their hesitancy to practice and there are people who are actively participating, they started to make it become a habit. They build a belief that since there are many people who participate and the time is not enough they don't need to do anything at all besides sitting in the classroom to sign attendance. Learners are getting used to the traditional classroom learning and started to get bored with it. Teacher summed up that student needs to get something new in order to make them active again.

Step 2: Developing Objectives

The objective of making these instructional materials is to facilitate students of Speaking to class in their process of learning speaking skill.

There two main objectives of the lesson are

- To improve Students' knowledge regarding to the topic discussion.
- Practice their ability in formulating the speech production: the way they deliver the speech act.

The following table is the specific objective of the designed materials that should be achieved;

Table 2. Specific objectives of Designed Materials that should be achieved

No	Topics	Specific Objectives
1	My Idol	At the end of the meeting the students are expected to be able to: 1. Recall person(s) that are considered as idol(s) 2. List some idol(s). 3. Memorize the information of a video. 4. Discuss some idol(s). 5. Explain reason why a person becomes idol(s) 6. Demonstrate idol(s) in your life.
2.	Love	At the end of the meeting the students are expected to be able to: 7. Define about love(s) 8. List kinds love(s). 9. Explain the information of videos. 10. Express their feeling(s) about love(s). 11. Categorize kind(s) of love. 12. Demonstrate their definition of love(s)
3.	Dream Vacation	At the end of the meeting the students are expected to be able to: 13. Recognize some famous place(s) 14. List some famous places(s). 15. Restate the information(s) of a video. 16. Discuss some famous place(s). 17. Plan your own vacation(s) 18. Demonstrate their vacation plan(s)

Instructional materials are made in a form of units. There are 4 units in total. The first unit as the name suggests is a unit to test students on how well they are able to use the LMS Schoology and their response about it. The rest of the units are the real instructional materials students are going to use to facilitate their learning process in speaking class. Each unit consists of two sub-units and for each sub units contains several instructional materials.



Figure 2. Screen shoot of instructional materials form

The researcher chose LMS schoology as the place to build the instructional materials. There are several strategies and media chosen based on the interview results. The media are pictures, videos with scripts, questions and assignments. The media are chosen based on things that interest student the most when they learn in the class room situation. Teacher found students were mostly paying attention when teacher use pictures and audio-visual media. Students in second semester loves watching movies but are still have difficulties when watching English of American movies without subtitles. To make them adjust and able to practice their speaking, all of the videos are having subtitles or given script so students could watch and listen on how the native speakers speak and repeat it. If they are not sure of what the native speaker said as sometimes the native speaker are fast, they could see the subtitles or the script and repeat that part again until they get it right. The questions and assignments are made based on the materials to assess students whether they understand the materials chosen and given or not. The strategies chosen to teach students the materials are discussions, writings, audio-visual aids, test/ quizzes for assessing students, individual and group works. These strategies are common and not new in English classroom situation and that's why it was chosen. As it is not new, students would not have to adjust on many things and could focus on learning the instructional materials. Discussions are basically to discuss the materials between students and teacher also students with other students.

Step 3: Implementation

The instructional materials are implemented in Blended learning using LMS Schoology as the online part. The materials are compiled in Recourse feature in Schoology before posted into the course where the learning process would commence. The strategy and media are implemented as follows;

1. Discussion

The media used in discussion strategy is discussion forum. Discussion Forum is where students interact with the instructors and other students. In the discussion forum, teacher would guide students and provide feedbacks on their performance. Students will gain control of their own learning but at the same time could still seek guidance from instructor or their friends when they have problems in understanding the materials. Students would become more active in learning as they could gain response immediately and could control their learning experience and that will increase their self achievement.

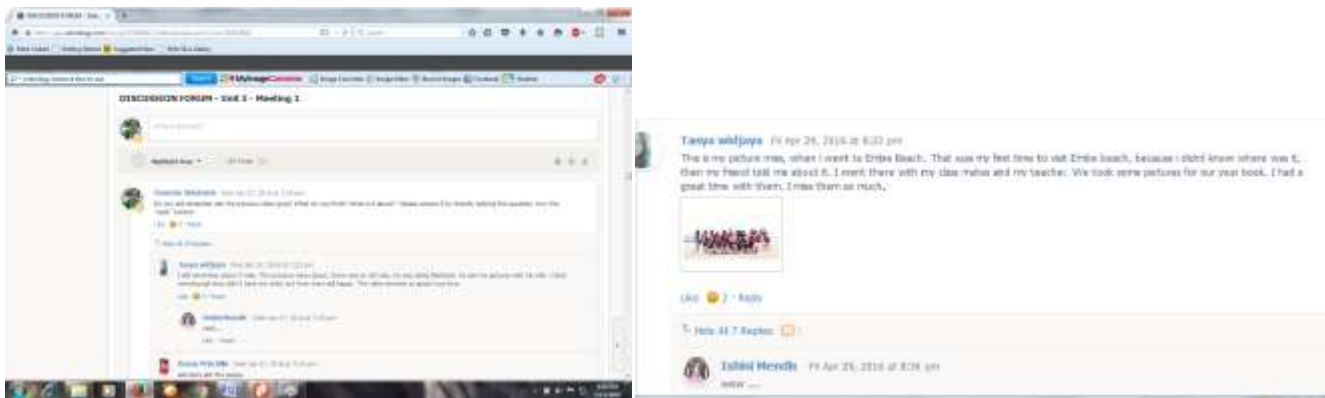


Figure 3. Screen shoots of online discussion sessions

2. Writing

Students used writing strategy in the updates. Students are often confused on how to express their thoughts orally. Writing down their ideas is a good way to filter their thought and construct their speaking to be more structured. Students used updates feature to jot down their thoughts. By mapping their thoughts and producing writing, it will also improve their writing skill not just making it as a guideline for their speaking performance.

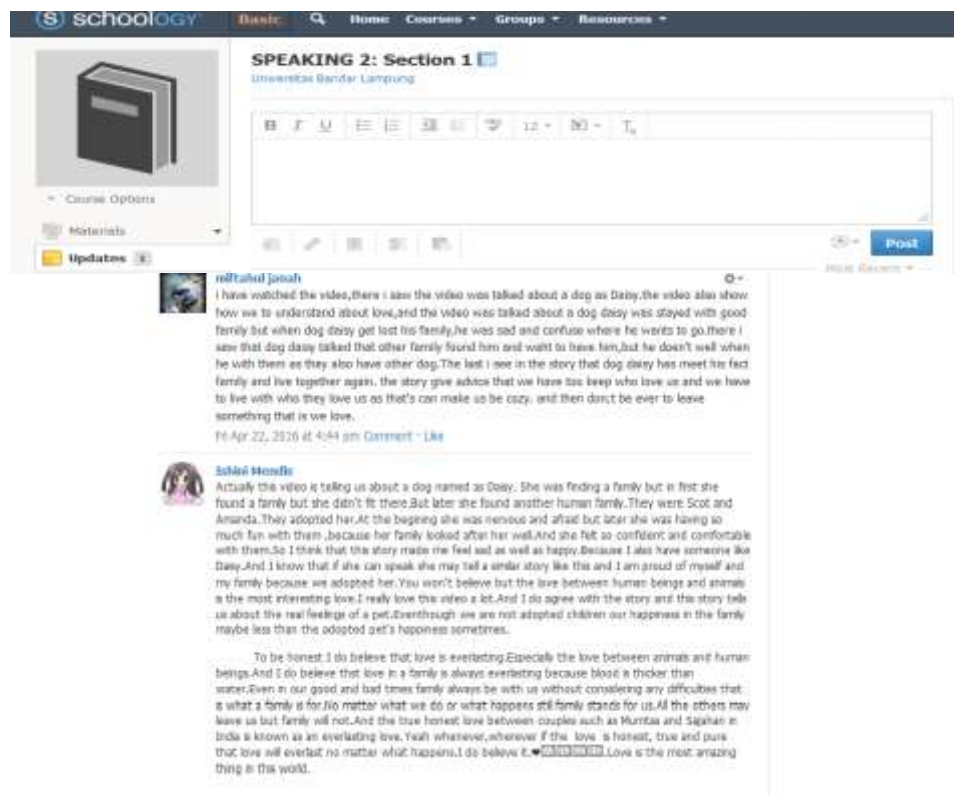


Figure 4. Screen shoots of writing assignments

3. Audio-Visual aids

In order to gain students attention, audio-visual media was selected to help students learn. Students like to experience many things in learning process. Audio-visual aids are popular and believed by many educators, able to increase students' motivation and gain students attention in class room situation. There are several features that can be used for uploading the videos into Schoology. The ones used for uploading the audio-visual aids is Add Page feature since Page could contain combinations of audio-visual materials into one place.

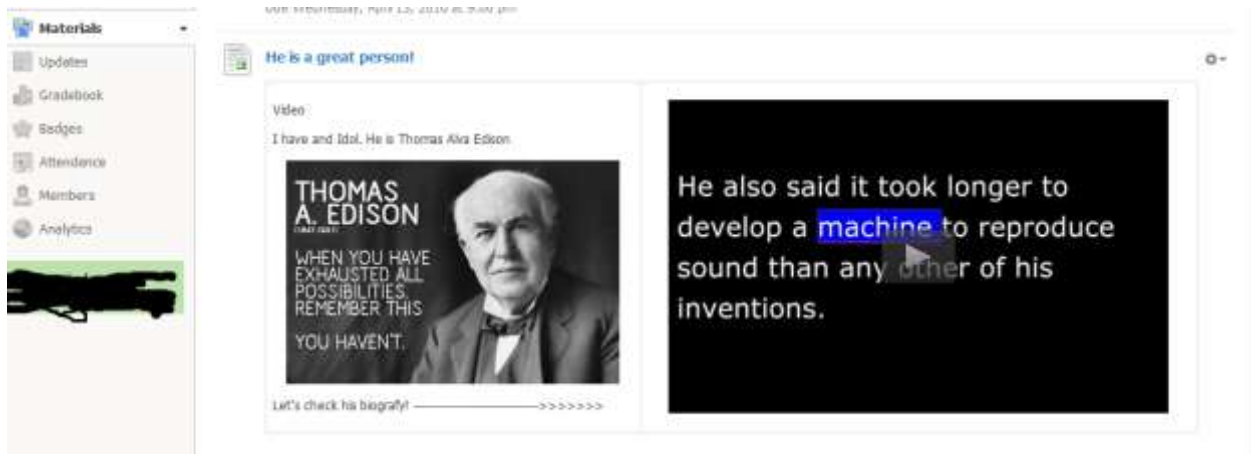


Figure 5. Screen shoot of audio-visual aids

4. Test or quizzes

Test and quizzes are chosen because both could help measure students understanding of the instructional materials. Students are needs to think, connecting ideas inside their mind with the knowledge their get from the materials to reach an understanding and construct it before answering test or quizzes.

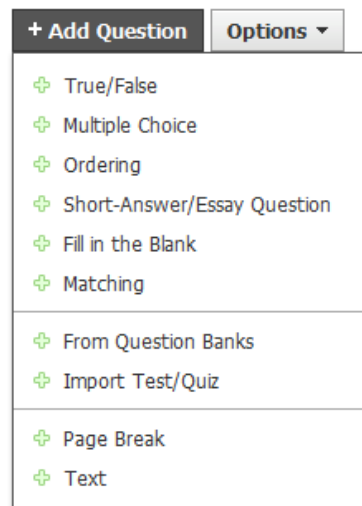


Figure 6. Screens shoot of questions types

There are many kinds of test or quizzes that could be made in Schoology but researcher chose Short answer or Essay questions to make them gain a good habit of forming their own answer based on their individual understanding and knowledge thus how they answer those questions are able to measure their understanding of the lesson.

5. Individual Work and Group Work

For this study, the online meetings are focusing more on the individual works while face to face classroom meeting implement both of the strategy. Students learn individually online as the class started from 7 – 9 pm at night, twice a week on week days. It could be assumed that students access Schoology site at home. Students are encouraged to learn actively as in online class if they don't do something and don't reply or participate in learning activities it would immediately shows both from the gadget display screen and the most useful analytical feature that even records every single thing students do in the online meetings. It makes students active individually and in response increasing their individual achievement. Group work could also be implemented online but as of now the group work still limited to the face to face classroom.

Step 4: Revising

The researcher observes the use of instructional material for every online meeting. After each sub-unit is completed, researcher listed the problems found in the learning process regarding to the instructional materials and adjust or change the instructional materials according to the result of observation. From the observations, most of students used mobile phone to access Schoology. They have some problems with signals especially when brown out or because of their house location. Students didn't have problem with the format of instructional

materials as they have been coached prior to the online lesson. But have problems in using it maximally. They are not used to learn online and are confused on what to do in the online class even with the guide from instructor. This prompted researcher to make guidelines for each instructional materials. They complained about the high quality of videos because they have to download videos to be able to watch it as they used Schoology apps that could be downloaded by smart phones to access Schoology. If you use Schoology application to access Schoology, you need to download videos that you want to watch so the researcher adjusted the video resolution to decrease heavy load of data. There are always something new found and attempted to be fixed so this step is a continuous effort and researcher thought it is more appropriate than designing all the instructional materials before hand and wait until all of the instructional materials are used before evaluating and revising it.

The screenshot displays a Schoology course page for 'Unit 1 - You are Amazing!'. At the top, there are navigation buttons for 'Prev' and 'Next'. Below this, there are sections for 'Meeting 1' and 'Meeting 2'. The 'Meeting 1' section includes a 'DISCUSSION FORUM - Unit 1 - Meeting 1' with a post titled 'He is a great person!'. The discussion forum shows several posts from students, including one by 'Dianella Sitohang' and another by 'Tasya Sitjaja'. To the right of the discussion forum, there is a list of replies and likes for the 'He is a great person!' post, with users like 'Zhehy Nurul Carissa' and 'Novi Yanti'.

Below the discussion forum, there is a video player. The video title is 'He is a great person!'. The video content shows a portrait of Thomas A. Edison with the text: 'THOMAS A. EDISON WHEN YOU HAVE EXHAUSTED ALL POSSIBILITIES, REMEMBER THAT YOU HAVEN'T.' To the right of the video, there is a text overlay that reads: 'He also said it took longer to develop a machine to reproduce sound than any other of his inventions.'

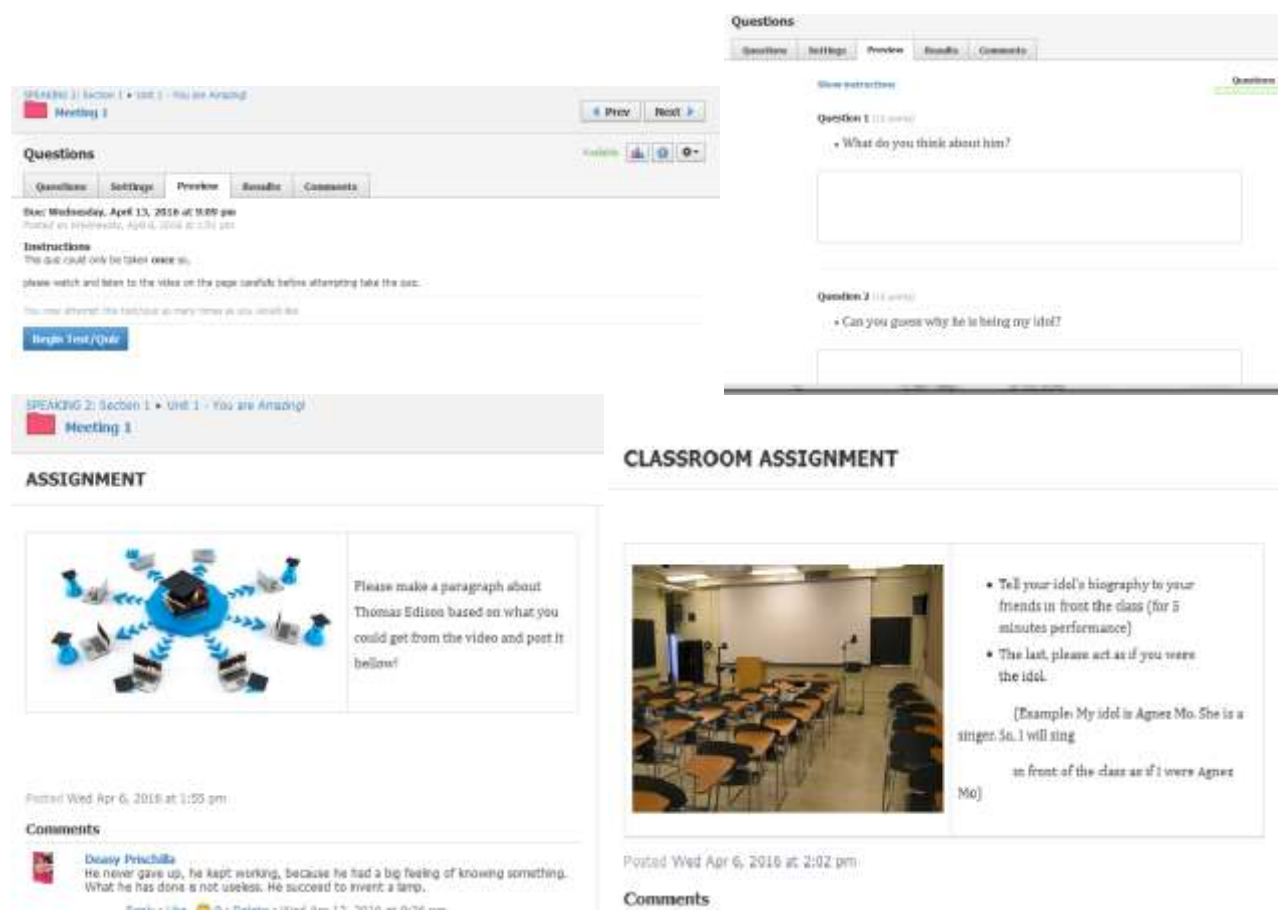


Figure 7. The screen shots of instructional materials sample in Schoology.

6. CONCLUSION

This study shows the way how to design instructional materials by using adaptation of instructional design method. It also lists several strategies that could be used for delivering the instructional materials. The result based on observation of the usage of instructional materials designed for blended learning in speaking 2 classes revealed the design are able to facilitate students in learning process and makes them more active in participating lessons.

REFERENCES

- [1] Baniabdelrahman, A.A. (2013) *Effect of Using Internet Tools on Enhancing EFL Students' Speaking Skill*. Journal of Contemporary Research Vol.3 No.6 2013.
- [2] Barman, B. (2013) *Shifting Education from Teacher Centered to Learner Centered Paradigm*, International Conference on Tertiary Education (ICTERC 2013). Daffodil International University, Dhaka, Bangladesh.
- [3] Beger, G., Hoveyda, P.K., & Shinha, A. (2012) *Indonesian Youth Online: An Exploratory Study of the Indonesian Digital Landscape*. UNICEF.
- [4] Bonk, C. J. & Graham, C. R. (Eds.). (2004) *Handbook of blended learning: Global Perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.
- [5] Christensen, C., Horn, M. B., & Staker, H. (2013). *Is K-12 Blended Learning Disruptive: An Introduction to the Theory of Hybrids*. Clayton Christensen Institute.
- [6] Cook, V (2013) *Materials for adult beginners from an L2 user Perspective*. In Tomlinson, B. (eds.), *Developing material for language learning*, Bloomsbury, pp 289-308.
- [7] Cross, K.Patricia (1999) *Learning is about making connections*, Cross papers number 3, League for Innovation in the community Collage.
- [8] Deore, K.V. (2012) *The Educational Advantages of Using Internet*, International Educational E-Journal, {Quarterly}, ISSN 2277-2456, Volume-I, Issue-II, Jan-Feb-Mar 2012.
- [9] Dirksen, J. (2012) *Design on How People Learn*. New Riders, 1249 Eighth Street Berkeley, CA 94710 ,510/524-2178, 510/524-2221 (fax).

- [10] Harwood, Nigel. (2010) *English Language Teaching Materials: Theory and Practice*, Cambridge University Press. 32 Avenue of the Americas, New York, NY 10013-2473, USA.
- [11] Hsin, C.T., Li, M.C., & Tsai, C.C. (2014). *The Influence of Young Children's Use of Technology on Their Learning: A Review*. *Educational Technology & Society*, 17 (4), 85–99.
- [12] *Instructional Materials FAQ*, CA Dept on Education. [<http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp#what-are-instructional-materials>] Accessed April 2016.
- [13] Mole, B. 2015. *Teens spend 9 hours a day with media, 3 year olds are "media multi tasker"* [<http://arstecnica.com/science/2015/11/teen-spend-9-hrs-a-day-with-med-ia-3-yr-olds-are-media-multitaskers/>] Accessed in February 2016.
- [14] Olawale, S.K. (2013) *The use of Instructional Materials For Effective Learning Of Islamic Studies*. *Jihat al-Islam* Vol.6 (January-June 2013) No.2.
- [15] Picciano, A. G. & Dziuban, C. (2007). *Blended learning: research perspectives*. Needham, Mass: The Sloan Consortium.
- [16] Riegluth, C. M., Carr-Chellman, A. A. (2009) *Instructional-Design Theories and Models Volume III: Building a Common Knowledge Base*. Routledge, 270 Madison Ave. New York, NY 10016.
- [17] Schneiderheinze, Douglas D (2010); *Model for E-Learning Curriculum: Differences from Traditional Classroom Curriculum*, Southern Illinois University – Carbondale.
- [18] Somdee, M. & Suppasetseree, S. (2013) *Developing English Speaking Skills of Thai Undergraduate Students by Digital Storytelling through Websites*. 3rd International Conference Proceedings by LITU issue 2 No.1 ISSN 2286-8836.
- [19] Staker, H., & Horn, M. B. (2012). *Classifying K-12 Blended Learning*. Innosight Institute.
- [20] Syariffudin, R.S. (2007) *Design for Instructional Materials for Teaching and Learning Purposes: Theory into Practice*. MEDC Volume 1, December 2007.
- [21] Tomlinson, B., & Whittaker, C. (Eds.). (2013) *Blended Learning in English Language Teaching: Course Design and Implementation*. British Council. Brand and Design/D057, 10 Spring Garden, London SW1A 2BN,UK.
- [22] *The Learning Society*, Cisco, 2010, Retrieved from http://www.cisco.com/c/dam/en_us/about/citizenship/socioeconomic/docs/LearningSociety_WhitePaper.pdf.



universitas bandar lampung

SOLUTION FOR PRESENT AND FUTURE



9 772303 141001

Bandar Lampung University
Zainal Abidin Pagar Alam Street No. 26 Labuhan Ratu
Bandar Lampung, Indonesia | www.ubl.ac.id | Phone +62 721 773 847

