

## **SUGGESTED BLENDED LEARNING MODELS TO TEACH ENGLISH FOR SENIOR HIGH SCHOOL TEACHERS IN INDONESIA**

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### **Abstract**

Teaching English at schools could not be separated from the use of Internet in this digital era. Most students and teachers especially on cities are accustomed to the Internet in their daily lives. However, some of them are not accustomed to use the Internet to learn English in a classroom setting. Thus, blended learning models are important to be promoted to help teachers selecting appropriate ways to teach English. This paper intends to give suggestion about teaching models of blended learning to teach English for Indonesian teachers at Senior High School level. The organization of the paper is divided into two parts. Firstly, it is about the Indonesian context of teaching English in schools. Secondly, suggested blended learning techniques based on web-based language learning to teach English.

**Keywords:** blended learning model, reading skill, senior high school

### **Introduction**

The use of Internet as part of the advancement of digital technology changes the way of English teaching and learning. The practice on how students learn is altering (Coccoli et al., 2014) because of increasingly contribution of digital technology in educational context (Benson and Kolsaker, 2015). Even if students are familiar with the technology on their daily basic, nevertheless it does not always mean that they are familiar with the application of technology for learning purpose (Waycott et al., 2010). Teachers need to implement the technology to teach and to help students in using it for the sake of English learning. However, in Indonesia most teachers have low ability to use the technology on their classroom practice (Muslem, Yusuf & Juliana, 2018). It is difficult to integrate digital technology in schools when the majority Indonesian teachers have inadequate skills in technology. In that sense both students and teachers need to adapt to usage of the digital technology to support their teaching and learning process, as it is important to their future. One of the most effective ways to help them is by providing models of blended learning. There are many benefits in implementing blended learning.

The benefits of blended learning are better learning interaction between teachers and students, higher flexibility in learning, and it provides more convenient way for learning (Owston, York and Murtha, 2013). In addition, with its ability to integrate World Wide Web (WWW) into the classroom instruction, it offers simplicity in

usage and accessibility of learning material, efficacy, effectiveness and speediness (Cação and Dias 2003; Lima and Capitão 2003) which are important to the success of English language learning. Furthermore blended learning might help the teachers to deal with various target students' group: truants in the classroom (Ortega, 2009a), students who are struggling in learning (Ortega, 2009b), youth at risks (Ortega, 2009c), and even students with special needs (Ortega, 2009d). However, little is known on what models should be implemented in English teaching in Indonesian curriculum context, especially in senior high school level. Thus, this paper intends to offer blended learning models appropriate to teach English which would be useful for teachers in today's digital era. The discussion would start with Indonesian context of English language teaching and it would continue with some suggested blended learning models appropriate to the curriculum.

## **2. School Curriculum in Indonesia**

The curriculum would be transformed into an outline of teaching and learning process to attain intended learning goals (Richards, 2013). Thus, when teachers would like to implement certain model of teaching, especially blended learning, they need to consider curriculum implemented in the target country. Lack of knowledge of the curriculum the requirement for culturally appropriate teaching models would make the teachers feel helpless to do more (Wedell & Grassick, 2017) even when they understand those models. To begin with, teachers need to understand the Indonesian context of the curriculum.

In Indonesia, curriculum is defined in an act as a set arrangement and planning as a guidance of teaching and learning practice to obtain certain purposes of education which consists of goals, contents, subject matters and the ways how to implement them (Republic Indonesia, 2003). In order to teach well the teachers firstly need to understand the purposes the curriculum and English teaching at senior high school level. Usually the discussion of Indonesian curriculum begin with the comparison with the previous curriculum of the 2006 School-Based Curriculum (SBC) as this country is still in new in implementing the newest 2013 Curriculum.

The aim of the Indonesian latest curriculum in fact is the extension to the previous curriculum of SBC in some parts. The focal purpose of this curriculum is to educate people who are faithful to the God, self-reliant, successful, have good characters and who become reliable citizen giving positive contribution to the civilization. This aim is reinforced by Government Regulation Number 23 Year 2013 (Ahmad, 2014). The goals of English language teaching in SCB are related to nurture students with capacity to have some characteristics. Those characteristics are to retain: 1) the ability to conduct communication effectively and appropriately in both written and oral forms to the level of informational literacy; 2) the consciousness about the essential roles of English language in global competition; 3) well understanding about the integral relationship between language and culture (Ministry of National Education, 2006). In the latest 2013 Curriculum, the goals are slightly different with more elaborated kinds of text: interpersonal, transactional, and functional. Moreover, there is more emphasize on character education and additional explanation in the scope: from the smaller scale in home, schools, to the larger one in the society (Ministry of National Education, 2016). For further details, the Indonesian Government provided complete Ministry of Education Regulations

of the 2013 Curriculum which could be easily accessed through the Internet (National Education Standard Council, 2013).

Based on those regulations, the writer proposed two blended learning models which are relevant to teach English at senior high school level.

### **3. Suggested Blended Learning Models**

Blended learning that incorporates technology in the classroom instruction (Porter et al., 2014) is also be able to solve problems related constraint in face-to-face classroom learning (Akkoyunlu and Yılmaz- Soylu, 2008). The students could learn English according to their preferences and without restriction of time and place in the school. They might watch videos, access learning materials, listen to the radio broadcastings from English speaking countries, access online dictionaries from the websites to support their learning. The teacher is still be able to guide them in utilizing online resources to make them independent learners in a meaningful face-to-face interaction in blended learning (Deschacht and Goeman, 2015). However, appropriate models of blended learning are needed to teach English in senior high school level because not all models are feasible to that purpose. One of blended learning model which might be inappropriate to be used is social media model. It is increasingly popular among students and it is part of modern life. However there is challenge in using social media as some students are not familiar to use it for educational purpose (Waycott et al., 2010) and they usually use their social media for entertainment

There are large number of blended learning models to teach English. Nevertheless the teachers have to select two models which are considered to be effective and feasible to implement in the teaching and learning activity at senior high school level. The models presented on this paper are the ones that are supported by experts and applicable in 2013 Curriculum.

#### **a. E-moderation Model**

The main reference for e-moderation is based on Salmon' model (2000) which is a perfect example of the role of teacher as e-moderator in a teaching and learning process. In this regard, Dias (2013) suggests two qualities needed to ensure that the teacher successful to become e-moderator. Those are: 1) the characteristics linked to mastery of online communication skills, great understanding of contents and required technical skills in blended learning platform, 2) the qualities connected to self-reliance, capability to encourage students in term of creativity and learning development, and skills in managing information sharing. Those two qualities of the e-moderator would maximize the effectiveness of blended learning in a classroom practice. The teacher need to increase his or her capacity as technical skills related to online learning are updated relatively fast and changes are part of unavoidable development of digital technology.

The advantageous of an e-moderation model are on its practical usage and its pragmatic characteristic (Hammond, 2007). The simplicity nature of e-moderation would ease the complexity on using online resource face the teacher and the students and it would allow them to focus on the learning part. Moreover, it requires less time to master compared to other models or to certain learning platform which burden the teachers with more time consuming activity to master additional skills in digital literacy. More recent models does not always have an operative blueprint for online tutoring in blended learning setting. E- moderation is considered to have

clear outline for e-learning feasible to be employed. The outline of how to conduct e-moderation is presented in five steps as presented below.

- 1) Access and motivation: this stage is the initial contact with online learning environment which students begin understanding the blended learning environment. It is suggested for the teacher to motivate students and they would be able to have positive attitude and develop strong willingness to learn. Setting up system based on the students' characteristics and giving warmth friendly, but appropriate introduction to the learning environment are highly recommended. The teacher, if needed, might ask and help struggling students in the classroom as some of them could have difficulties in some technical problems related to digital literacy.
- 2) Online socialization: it is where students become integrated on their blended learning community. This phrase is considered to be successful when most students are active and are interactive in online and offline mode of communication. The teacher need to motivate and to facilitate smooth socialization to all students to this end. Bridging between cultural, social and the learning environment barriers are necessary to create positive atmosphere to learn together in online learning. The teacher have to introduce his or her role as e-moderator and to set necessary rules to guarantee an effective learning.
- 3) Information exchange: searching and personalizing software happens in this stage and the teacher facilitates students to do the tasks on their own pace. The role of e-moderator is done by managing online discussion forum which allows mutual interaction between all members in the blended learning community. The teacher have to create ways to assist the students in accessing and using the learning material and he or she need to give helpful aid to students who get difficulty.
- 4) Knowledge construction: on this stage the teacher facilitates knowledge construction done by the students. They start helping each other and actively get involve in the discussion about the subject matter. The students allows to use full benefit of online learning source on the classroom and the teacher need to assist them to use that tool appropriately. Some students might use online resource for entertainment purpose and the teacher should be able to notice it and to guide them in learning wisely.
- 5) Development: on the final stage, it is expected that the students are able to self-actualization and independently work with their group members. The role of the teacher is to give support and to respond in order to maintain the students' creativity and collaborative works. The teacher could also give links useful for supporting the students' learning process, for an example: [www.manythings.com](http://www.manythings.com). Remember that the teacher needs to be careful in any giving link and ensure that it is relevant to the students' learning (Salmon, 2000, 2001; Chew & Turner, 2008; Dias, 2013)

#### **b. Course Management System Model**

This Course Management System (CMS) is part of web-based e learning with distinctive characteristic of three modes of online learning. Those modes are synchronous, asynchronous, and mixture of both synchronous and asynchronous modes. The different between synchronous and asynchronous lies on whether the teacher and the students have to be online in the same time or not. In asynchronous there is no need for the teacher and the students to be online in the same time in a live online communication (Lee & Owens, 2004). In practical term the students may leave a message which would be replied by the teacher later time in asynchronous,

but in synchronous web-based learning there is live communication in real time in the instruction process (Roblyer & Doering, 2010). The teacher could choose which mode is the most feasible and appropriate to be implemented to his or her classroom practice.

In this section the writer would focus on the use of Moodle which belongs to combination between synchronous and asynchronous modes. It is an open source CMS because of its advantageous over other CMS platform. The main advantage of Moodle according to Veglis and Pomportis (2005) lies on its developed course which is supported by constructivism paradigm. It will maximize its potential to facilitate students in blended learning environment and it is powerful tool for pedagogical purpose because teachers would have insight about what theoretical framework to be applied for the most effective usage of Moodle. In addition, there other benefits of using Moodle. They are explained below.

- 1) It is an open source, thus it is allowed to download, to distribute and to modify it free of charge,
- 2) It has language packs that supports over 80 languages,
- 3) It could be accessed using mobile phone,
- 4) It was used widely by teacher in over than 240 countries because of its effectiveness (Community, 2013; Kabassi et al, 2016).

Reasons above are strong consideration to employ blended learning using Moodle. To use it effectively the teachers need to understand its features in order to enable them in selecting appropriate techniques and method of English teaching that would be integrated in Moodle.

Features of Moodle could be divided into two major categories: resource and activity. The former consists six tools which are useful for teacher to upload materials. Those tools are explained as follows.

- 1) File: it is used when the teacher would like to upload a single file. Many file extension is supported, for examples: .pdf, doc, and .jpg.
- 2) Folder: it is meant to upload multiple files in one folder, not a separate file.
- 3) LMS content: it is intended for the teacher when he or she would like to upload learning content using provided software.
- 4) Label: it is useful to mark and identify many files so that the teacher could find any uploaded files easily.
- 5) Page: it is useful to upload file in webpage format
- 6) URL: it is for showing material taken from another website (Cooch, 2010).

The latter category contain six tools which are used to design learning activities. The teacher has full control to the tools including set the timeline and the deadline for assignments (Cole, 2005). Those useful tools are explained below.

- 1) Assignment: the teacher could choose several types of assignment. Firstly, students are allowed to upload multiple files in various formats. Secondly, they have to upload a single file. Thirdly, they input text directly to the web in real time. The last is offline activity that students could only read the assignment and they are unable to upload any file. It is intended if the assignment is submitted not in the Moodle environment.
- 2) Quizzes: it allows the teacher to create various types of questions. The options are comprised of true- false, matching, short-answer, fill-ins, and multiple choice (Brandle, 2005).

- 3) Wiki: it is a set of texts in web page format written by various authors (Cole & Foster, 2008). It is a handy tool to encourage collaborative work as students can edit and add more information to the text on wiki.
- 4) Glossary: the teacher may write difficult words or important terminology using this tools and the students will able to find and to read them. It is helpful for students who have willingness to be independent learners.
- 5) Chat: it would allow students to communicate with their peers and with their teacher. It is especially beneficial for students who have difficulty and they feel shy to speak about it. It is a private chat and none could read the written conversation except the sender and a specific receiver of the message.
- 6) Forum: it makes online discussion to the whole member of the class possible. All members registered in the group could read any message written in the forum (Cooch, 2010; Wu, 2008; Šumak, 2011).

#### 4. Conclusion

The teachers need to implement appropriate learning models to teach English at senior high school level in today's digital world. Blended learning models are relevant to this purpose because they have several advantages for learning English. The blended learning models applied have to be in line and applicable to the newest 2013 curriculum. Thus, it is suggested to implement two learning model of blended learning namely e-moderation and course management learning model. Those two models are suitable to teach English at senior high school level and they have great potential to enhance students' creativity, independent learning, and collaborative works.

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