

Conference Paper

Online Learning Platforms for Teaching Indonesian to Foreign Speakers

Muzdalifah and Editia Herningtias

Universitas Negeri Malang, Malang; Universitas Indonesia, Depok

ORCID:*Muzdalifah: <https://orcid.org/0000-0002-9904-4286>***Abstract**

The COVID-19 pandemic has had a massive impact on various areas of life, one of them being education. The enactment of regional restrictions made BIPA teachers in Indonesia shift from normal classroom teaching to virtual online classes. BIPA teachers now use different learning platforms to convey study materials or learning objectives to their students. Thus, technology has become a bridge between students and teachers not just in Indonesia but also for those from different parts of the world who are interested in learning Indonesian. One of the proficiency classes that require alternative learning platforms is the speaking proficiency class. In learning speaking skills, texts are not only presented in audio form but also as videos. Both forms require variations in the learning platform. Therefore, this research was conducted to describe the online learning platforms utilized by BIPA teachers, especially concerning their speaking skills where audio and video texts are included. Technology integration from various BIPA learning platforms is carried out based on the considerations concerning the heutagogical approach by treating BIPA students as adults who have autonomy in language learning.

Keywords: learning platform, BIPA online, speaking skills

Corresponding Author:

Muzdalifah

muzdalifah.1902118@students
.um.ac.id

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1. Introduction

Several educational institutions in the world have changed the leading learning system into an online learning system. This was done to reduce the level of spread of the Covid-19 virus, which was declared a pandemic on March 11, 2020, by WHO. Technology is an important aspect of online learning. Online learning is a technology-based learning system as a tool for delivering directions via the web by utilizing digital gadgets to improve the quality of education with minimal resources and infrastructure (Aldholay et al., 2019). This fact is an opportunity for foreign language teachers to develop students' language skills through online learning (Mulyono, 2016).

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Research related to learning foreign languages online has been done a lot, for example in Indonesia (Mulyono, 2016), Turkey (Istifci, 2017), Iran (Ma'azi & Janfeshan, 2018), Costa Rica (Fonseca & Peralta, 2019), and Jordan (Albashtawi & Al Bataineh, 2020). The five studies concluded that students prefer online learning platforms because they have many benefits, namely being flexible, easy to use, attractive, and meeting learning objectives. Online learning can be used as an alternative to assigning learning assignments to students outside of class. Teachers can monitor student involvement during assignments and evaluate the achievement of language skills. Students can also receive direct feedback from the teacher.

One of the language skills that can be taught online is speaking skills. Speaking skills are the most important aspect of learning to communicate in foreign languages (Li & Suwanthep, 2017). Speaking using Indonesian is a challenge for foreign language learners because Indonesian is not the main language in the student's home country. The majority of students have the opportunity to practice speaking while studying in large classes for a limited time, so that the opportunity to develop speaking skills is reduced.

Students need online speaking learning platforms that can provide the opportunity to practice speaking intensively. Several devices can be used in speaking class. Not only devices that provide recording facilities, but teachers can also take advantage of devices commonly used for other skills, such as devices that use audio and video for use in distance speaking classes. Teachers can use Edpuzzle as an alternative online speaking learning platform.

Online speaking learning through Edpuzzle has been researched. *First*, Li & Suwanthep (2017) tested the effectiveness of the integration of the flipped classroom model in the context of learning English speaking skills as a foreign language for students at the Suranaree University of Technology (SUT), Thailand. This study proved that the experimental group got a significantly higher score in the speaking post-test than the score obtained by the control group. Also, students support the implementation of flipped classrooms and constructive role play in learning. *Second*, Bt. Roslee et al. (2019) examined the relationship between mixed learning and feedback (online/face-to-face) on the speaking skills of students from the Selangor Matriculation College (KMS) who took the English test at the University of Malaysia (MUET) in 2017. The results of this study indicate an increase in self-confidence during the English test and positive feedback on the use of Edpuzzle during the speaking learning session. Both studies were conducted in the context of learning English as a foreign language.

Based on the things that have been described, there has been no research on the use of Edpuzzle in speaking learning online for BIPA students. In this regard, the following describes alternatives to learning Indonesian for foreign speakers online, especially speaking skills through Edpuzzle.

2. Edpuzzle and Heutagogical Approach in Speaking Learning

Four aspects of language skills are emphasized in learning Indonesian for foreign speakers, one of which is speaking skills. Speaking skills are a person's skills to communicate ideas, ideas, and feelings coherently, systematically, and logically to others through meaningful articulated sounds (Yuniawan, 2012). Speaking skills are indispensable as a means of daily communication and interaction for foreign students. Foreign students need to master speaking skills because they are a determining indicator of the success and failure of learning Indonesian (Suyitno, 2017).

Edpuzzle is a free program that can be accessed at <https://edpuzzle.com> which allows teachers to increase the use of video clips in class. Video clips can be selected from other sources, for example, YouTube. Edpuzzle features trimming, voiceover, quiz, text box, reporting, and sharing (Mischel, 2019). Besides, teachers can also monitor students who have entered and watch learning videos through Edpuzzle (Honeycutt & Sears, 2020).

A heutagogical approach is a learning approach that positions students as independent individuals in determining their learning methods. This approach is the development of the two previous approaches, namely pedagogy and andragogy (Hiryanto, 2017). The core of the heutagogical approach is in keywords, namely (1) learning objectives are determined by the student himself, (2) students as the main agent, (3) autonomy of learning, (4) the spirit of lifelong education, (5) learning innovation, (6) independent learning, (7) teacher is a consultant, and (8) net-centric (Samin, 2019).

The heutagogical approach can be directed at Indonesian speaking learning. In this case, foreign students are required to have communicative skills (Suyitno, 2017a). When referring to the heutagogical approach keyword, the role of communicative interaction can be applied in speaking learning.

TABLE 1: Speaking learning and heutagogical approach.

No.	Speaking learning	Heutagogical approach
1.	Media to practice using language in communication.	Learning objectives are determined by the student himself
2.	Media to actualize all language skills.	Students as the main agent
3.	Means to increase vocabulary through speaking practice.	Autonomy of learning
4.	Means to learn and absorb various language expressions naturally.	Teacher is a consultant
5.	Means to re-express the message that is being listened to creatively.	Learning innovation
6.	Means to improve intellectual abilities in activities to respond to each other and provide suggestions in speaking activities.	Independent learning
7.	Foster motivation to learn.	The spirit of lifelong education

3. Speaking Skills Learning Design Through Edpuzzle

To use Edpuzzle, teachers can insert videos in the form of short stories or videos in the form of natural, city, and other situations. The teacher can stop the video and then give a closed question. Participants cannot continue the video as long as they have not answered the questions listed. Because of how the Edpuzzle device works like that, many BIPA teachers use Edpuzzle as a listening proficiency tool.

However, this device can be used as an alternative device for speaking classes. As an example of learning design, teachers can use a video that contains a short story from a video streaming channel or a personal video that is then uploaded or pasted into the device. The type of video uploaded depends on the level and topic the learner will study.

After selecting the video to be used, the teacher makes questions based on the short story. Unlike the questions that are usually displayed in listening class, the speaking class questions are open and require explanation. In this case, this means that these questions ask learners to provide ideas, ideas, and feelings in a coherent, systematic, and logical manner to others through articulated sounds.

Questions can be placed at specific points. The target answers to these questions can refer to the story that was shown before the question appeared, or target the continuation of the story. Not only referring to stories that have been shown, but also teacher can ask learners to express expectations of the continuation of the story.

After that, the column for the answer choices usually used in listening class as an answer to the questions posed can be filled in with “already” and “cannot”. When the learner chooses “already”, it means that the learner has answered. Meanwhile, when

the learner chooses “cannot”, it means that the learner cannot explain or respond to answers to the questions posed by the questions asked.

If we look at the activity design described above, in this activity learners need to use other tools. In practice, these devices are released based on an agreement between the teacher and the learner. Learners can use a tape recorder to record their answers which are then sent to the teacher or stored for independent data.

Based on the heutagogical approach, learners have the freedom to determine their own learning goals. In this case, the teacher can prepare several videos to be given to students. From several choices given by the teacher, students can choose one of the videos to be answered later. After answering these questions the learner can send answers to the teacher. In this simple activity carried out in Edpuzzle, it can be seen that learners have the freedom to choose which videos they will work on as well as have the freedom to express their ideas or ideas based on what they see. However, the corrections are returned to the teacher. That is, the role of the teacher is still important to see whether the learners’ ideas are acceptable in Indonesian culture and whether the linguistic aspects used by learners are good or not. An example of a speaking learning design through Edpuzzle is presented as follows.

The speaking learning design is intended for BIPA 1 students for 60 minutes. The topic taught is daily activities. The learning objective is students able to tell a person’s daily activities in simple Indonesian language through using words and phrases related to daily activities in plain-spoken language; using words and phrases into sentences related to daily activities; and using time sequence conjunctions (example: then, after that). Learning steps include three activities are opening (20 second), main (30 second), and closing (10 second). On the opening, teacher adds to the vocabulary of activities by providing videos containing the activities in Edpuzzle. After each activity, the question appears: “What is he doing?” The teacher asks the student by reading the questions listed on the Edpuzzle screen: “What is he doing?” (Answers target activity verbs and target grammar structures). On the main, teacher provides three to 4 sample videos that contain daily activities. Videos range from commercials to footage. Teacher asks students to choose the video they want and answer any questions that appear. On the closing, teacher replaces the stories that have been made by the learners by asking the learners to retell the whole story. Language aspect portfolio is used to assess speaking skills.

In the lesson plan, it can be seen that after the activity is finished, learners are still asked to retell the whole story. This means that with the help of this Edpuzzle device, students are not only guided slowly to express their ideas and ideas in question pieces.

However, at the end of the activity, the students were invited back to put together the stories that had been compiled. This is an alternative to speaking activities other than the ones that usually use cut-outs.

4. Conclusion and Suggestion

Alternative speaking learning for foreign students is essential so that learning continues even though it must be done online. Several research results related to the use of online learning platforms and Edpuzzle in language learning have been presented to support the use of Edpuzzle in the realm of speaking learning BIPA online. The stages of speaking learning through Edpuzzle have also been explained to make it easier for BIPA teachers to design speaking quizzes.

This article only focuses on learning alternatives for one language skill, namely speaking. An internet connection and the ability of students to operate the program greatly influence the success of this learning so that it needs further development. Therefore, this article can be a reference for other researchers who will provide alternatives to technology-based speaking learning.

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