

SPEAKING CLASS BASED COBORATIVE VIRTUAL LEARNING AS MULTILITERACIES CONCEPT

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Abstract

Learning speaking for university students should be creative and innovative. In line with corona virus diseases- 19 most of educational institution need to implement online learning for all the subject, also for speaking class. Speaking skill had taught in collaborative and virtual model in University of Muhammadiyah Tangerang, because collaborative virtual engage student's critical skill and speaking practice are facilitated well. This model is supported by the potential concept for teaching and learning speaking collaboratively in virtual, it called multiliteracies concept. Multiliteracies is a concept of scientific model in learning meaning , such as; linguistic meaning, gesture meaning, visual, and audio visual meaning. This research uses Class room action research with 35 sample of 2nd semester students from University of Muhammadiyah Tangerang. The result of this research shows that collaborative virtual learning is effective for teaching and learning speaking, because students are encouraged to speak and think directly while doing online discussion, as the implementation of multiliteracies concept for speaking this research also shows that students collaborative virtual learning become enjoyable and productive, because students required to design their own learning model.

Keywords: Multiliteracies; Collaborative Virtual Learning; Speaking Skill

Introduction

Learning language usually consider with four skills, which are divided into 2 categorisations: receptive skills and productive skills. Receptive skills consist of reading and listening, while for productive skills consist of writing and speaking, (Arjulayana et al., 2018) (Zhang, 2013). In learning productive skills, the needs of practicing and drilling are particularly important; to be able to drill those skills we need to consistence. Furthermore, learning to speak is the hardest skill for some of the scholars because it needs more practice in daily life, (Zhang, 2013). To be able to keep drilling or consistent in learning with different situation online learning could be the solution.

With the rapid growth of technology, the concept of teaching English especially in speaking skill will be more attractive if the teacher is able to implement the suitable

ways, (Mehdiyev, 2020). The suitable way which is applicable in this era is multiliteracies concept. Through multiliteracies concept teachers are able to represent and develop the language skills effectively in their English class, (Schwarzer et al., 2003). More over multiliteracies is able to foster students' understanding of text effectively, such as: 1) students will be easier to make the meaning of written text in partially audio visual, and spatial pattern, 2) students are able to increase their mutual understanding of cultural and linguistic diversity, the New London Group 1996 in (Westby, 2010).

Multiliteracies encourage students to comprehend and interpret any kinds of language symbol or design, so, through multiliteracies concept also students are not only able to make the language meaning, but also able to use the high order thinking

skill. To be able to promote student's proficiency the New London Group suggested four components to be mastered by the teacher, they are situated practice, overs instruction, critical framing and application, (Westby, 2010). In line with the demand of technology and cultural diversity, the online learning is considered to use, because through the online learning the limitation of time, place, and any others students' gap can be minimized. Furthermore, to practice those four components of multiliteracies the technology roles are really helpful, because now days the English people used actually it was in a way shaped by the technology itself, (Chapelle, 2003). In line with technology progress, kinds of online learning are involved, such as synchronous and asynchronous model of teaching and learning, where those are able to share student's production with their own platform, (Solhi & Eğinli, 2020). With multiliteracies concept those 2 model2 of teaching and learning can be implemented.

In industrial 4.0 online learning is the representation of digital era which requires many sectors to involve in digital and exchange data rapidly. In line with that the ICT roles can be adopted to advocate the educator's professionalism through fostering their capability in digital literacy, (Julaeha, 2011). In hence, this role may not be doubly anymore since many scholars knew many suitable and easy applications to be able to use as the E-learning platform in invisibly or visually. Nowadays some scholars and educators prefer with online learning, because learning online engage collaborative learning from many diversities than traditional classroom, (Dumford & Miller, 2018). Online learning implements the virtual model or non-virtual model, but since the ICT grow rapidly, many scholars and educators prefer to use virtual learning. In hence, the growth of visual application for learning is spread and updating facilities. Virtual learning as the proof of online learning and the maximize of digital function in educational phase, as

the representation of ICT growth, virtual learning able to bridges the gap among differentiations; place, time, participants, (Stonebraker & Hazeltine, 2004) .

Many efforts are done by teachers to improve learning quality; one of those effort is implementing the collaborative virtual learning. the virtual learning itself is designed by the teacher to facilitate and encourage student's independency learning, limit the distance's gap, open system learning and of course treat student's critical thinking because they can make interpretation of phenomenon easily, (Julaeha, 2011), (Seifan et al., 2020). Concerning to the situation in this pandemic era, scholars and academia involved in virtual learning not only to manifest their ICT understanding, but also as one of their representation of digital literacy. Implementing the online learning can encourage students to be more active in discussing and stimulating their negotiating ability for any kinds of information,(Konstantinidis et al., 2009). Collaborative learning is a general term for educational practice simultaneously for scholars and educators, (Konstantinidis et al., 2009) that is why this model of learning is very potential for implementing a new concept in learning and teaching language. As the industrial 4.0 era, learning virtually is demanded to support student's and teacher's digital literacy, beside of that reason the virtual learning also more suitable for productive skills, (Hercik et al., 2015).

The combination among digital literacy, critical literacy, and traditional literacy for students' speaking skill especially in University level this research is presented. Through those literacies I assumed that students' speaking skill could be improved well, because those literacies have combined and become a potential concept to teach and learn speaking skill, called multiliteracies. The wide range of internet access support the practical of online learning for any kinds of language skill just depend on teacher' instructor

instruction and creativity, (Barton & Lee, 2013)

It is important for multicultural and EFL learners to understand the online learning and practice it. Concerning to the era demanding, students are critical need to improve their digital literacy and critical literacy. Without capability in digital and critics students will face many obstacles to grow, because Online learning reflects students and teachers development in their language understanding, (Dumford & Miller, 2018). There lots of people life with their experience and literacy practice through social media or online experience those are the representation of their social practice in learning online, (Barton & Lee, 2013).

As one of the representation of industrial 4.0, online learning is able to examine and change people's ways in which they learn and life in a modern era, (Barton & Lee, 2013). As we understood that learning is about taking a new identity, So in this era people learn online through the participation and involvement in a space of teaching and learning's role without stuck on the condition and situation, (Barton & Lee, 2013).

2.2 Multiliteracies Concept

Multiliteracies are the current way to encourage education practice become applicable and suitable with digital condition era. As the current approach multiliteracies can be defined as the concept of pedagogy approach for literacy education which covers the way of diversity in making meaning and communication to be understandable for any level and learning style, (Rowland et al., 2014) accordance with New London Group suggested, (Cope & Kalantzis, 1996). Discussion about multiliteracies, the multiple of literacy is appeared in our mind, but according to (Cole, 2009) Multiple is definite number of literacy factor which is really dominant in it. For example, traditional literacy has been dominating by writing skills, Students are required to write and express their taught in written form, or every single information

they got, either from listen or read the news students need to practice it in writing form, so, the students who have a good literacy in shifting the reading, writing, listening, and speaking automatically they will have a very dominant one of those, it called also multi.

The concept of multiliteracies learning can be designed in formal and informal learning situation. Meanwhile, multiliteracies learning concept can be in individual or group learning, in line with it the conception of multiliteracies+

Education is one of the most important parts in building a country. An education leads all children in the world to reach their future. Whatever the condition happens in the entire world, the children need to have their portion of education to get the knowledge, to reach their goal, and to open their eyes for their brighter future.

COVID – 19 pandemic has been run since 2019 till now. A teaching learning process must go on in every condition of this earth. There are many factors that can affect that process. Students in the world need to receive the proper knowledge from their lecturer to build their understanding, to empower their skills, and to open their world (because knowledge is the window of the future).

Learning a language is learning a basic tool to communicate with most of people in the world, to understand their lesson which is explained in international language, and to understand a special knowledge written down in a book which use English as the written language. Maritime English is English for specific purpose taught in maritime education. It is similar with general English in skills. It has four skills also; those are speaking, writing, reading, and listening. In delivering the material, the lecturer needs to meet the students so that the skills can be applied as it. It is because the understanding of this lesson is influence the other lesson to prepare the future job of the students.

Methodology

This research is conducted at Universitas Muhammadiyah Tangerang-Indonesia with Classroom action research design. The subject of the research is 35 students from semester 1 majoring in English department. The research is started from March 2020 until July 2020 in implementing the multiliteracies concept through virtual collaborative model. The goal is to help student's communicative competence and become keener as a technology user in improving their speaking in technology age. There were 2 cycles' process in collecting the data after teaching and learning process as advocated by multiliteracies concept, and both cycles are aimed to see the progress of students' learning achievement.

Findings and Discussion

There were 2 cycles in collecting the data, with the first cycle to see students' progress of collaborative learning through multi-literacy concept, and then continue to revise the strategy still implementing the multiliteracies concept for the 2nd cycle. The purpose of those cycles is to see the progress and positive improvement after collaborative learning using multiliteracies concept.

In the 1st cycle, students are tested through Focus group design virtually with the duration is 30 minutes for 1 group, each group consist of 5 students. First cycle showed that the process of virtual discussion is quite hard, because the time of test is in rainy day, and their partner's voice not clear and it affected to their respond. Another reason is students' understanding in using digital information, such as finding information in YouTube, google, and social media is quite low. They prefer to listening the music in YouTube without trying to find information regarding to their learning material, so the utilize their smart phone in finding information to upgrade their knowledge is inappropriate with learning

outcome, (Supratman & Wahyudin, 2017). Finally, the score of virtual collaborative learning in the 1st cycle is not good, 45% students were getting the score 71-82, and 55% got the score 40-70.

The In the 2nd cycle the result is better than the previous. Students more enjoy learning virtually because they can create their own media then they show and present to their friend the media they made, and their friend should respond it orally. So, the obstacle of listening because of their friend pronunciation's problem or situation busy is not affect to their respond capability. Beside of that, students also able to respond spontaneously and more interactive, so the natural speech can be voiced, (Etelapelto & Bopry, 2003) This enjoyable learning makes students expect the speaking class routine, beside of creating their own picture in explaining their ideas, students also suggested to watch the information from you tube together then they can discuss it together through FGD virtually what the channel talked about. Furthermore this research indicates students represent their capability in utilize the technology among their society, (Etelapelto & Bopry, 2003) accept the situation in network through collaboration will enhance learner skill and eliminate learning society block.

The current studies explore that virtual learning able to increase the quality of instructional teaching method, and efficient, (Julaeha, 2011). In hence, collaboration virtual learning is the best ways for students and teacher to explore their digital understanding and improve their critical thinking. In the other side virtual learning also as one of new movement in digital learning boundaries, role of students as participant in a process of learning can be more active and efficient, (Herrington & Oliver, 2000). Combining with multiliteracies concept the process of collaborative virtual learning more effective because students are required to utilize their smart phone, (Marenzi & Zerr, 2012) to find information and report their activity and knowledge acquisition regularly, so before

the process of virtual learning students can be suggested to read lots in a phase of implementing their multiliteracies concept; they need to write, read, listen, use internet access, understanding the information then they need to represent it in the picture as the representation of their critical literacy, (Hicks & Reed, 2007)

Conclusion

Collaborative virtual learning can be the best resource in implementing the specific language skill, such as speaking, because students are guiding to learn contextually, (Marenzi & Zerr, 2012). As the educational practice on cognitive simultaneously, and mental effort for students and teacher, collaborative virtual learning can be the one of efficient learning model in creating meaningful learning and acquisition knowledge, (Konstantinidis et al., 2009). In line with this result finding, collaborative virtual also one of the most current learning way in digital era, and it is able to stimulate students learning creatively and enthusiasm.

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