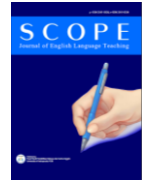




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Research Article

Innovative and Interactive Online English Teaching Methods at 12th Grade Majoring DKV in SMK Buddhi Kota Tangerang

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KEYWORDS

Online system;
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 Innovative and interactive teaching methods.

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A B S T R A C T

Nowadays, due to the pandemic and other problems, the establishment of physical classes is a big headache for both students and teachers, due to which the education system all over the world is shifted to the online system from the physical system. Advance technologies such as the Internet of Things are playing a significant part in various sectors of life such as health, business, and education. The results found in this research are that a teacher who teaches at 12th grade majoring DKV in SMK Buddhi has implemented innovative and interactive teaching methods which include Teacher methods, group discussions, learning by doing, question and answer sessions, think-pair-share, buzz sessions, use of different learning tools than before and experimental learning.

INTRODUCTION

English course in Informatics Engineering Program is classified as general subject, which shares only 2 credit courses per semester. This subject goal is targeted on students' mastery of basic English skill, especially writing and reading. These skills are emphasized more than the rest two skills in order to prepare the students to be able to receipt any written information by having reading skill, and then use it in any computer-based activities that requires writing text ability (Irlanda, M.M, et al 2017). As a lecturer teaching this subject for more than a decade, it is always interesting to find out the students' level of writing as well as having a thought on their difficulties while learning this skill because it is acknowledged widely that among the four skills of English learning, writings is considered as the

most difficult, especially when it comes to academic writings (Fareed et al., 2016, Mailia, 2017).

The needs of proficiency in writing are essential for both higher education and the work life after they graduate (Sajid & Siddiqui, 2015), hence, one of best indicator of a student's performance in course work during their first year of college is their ability to write an extensive text (Batalla, & De Vera, 2019, Geiser & Studley, 2001). Furthermore, improvements in analytical and informative writing skills are regarded as a reliable measure of the value that higher education should provide (Benjamin & Chun, 2003).

Moreover, Harmer (2007: 134) makes a number of claims regarding the necessity of teaching writing to students. The first argument is reinforcement: students will benefit much from having the language written down. Development of language comes in second. The act of writing itself is what aids pupils in their learning process. Writing is suitable for

learners who require time to develop language, (Durga & Rao, 2018) which brings us to our third reason: learning style. It's also a really contemplative exercise. The final justification is that pupils need to learn how to write as one of their skills. Writing letters, compiling written reports, responding to advertisements, and other creative written texts are skills that students must possess (Senel, 2018)

Unfortunately, as proven on some studies, writing is not an easy task, even it is considered to be the hardest skill to master. This statement is also supported by Iftanti (2016), whose study results on a conclusion that this difficulty of writing is more likely as oral culture is more rooted than writing one in Indonesian perspective. Furthermore Kellog (2008) once stated that contrary to the acquisition of speaking, writing coherent, effective texts requires a prolonged and challenging cognitive development process. In addition many EFL students find that learning to write is a difficult challenge since they are not sufficiently vulnerable outside of the classroom to the real language. Previous research has shown that low motivation, language deficiencies, and a lack of writing experience can all contribute to EFL students' writing difficulties (Ying, 2018; Yundayani, 2018; Zhang, 2018).

Despite the difficulties they might face, students find it's challenging to write in English as a foreign language (Batalla & De Vera, 2019, Gibbons 2002:25). These challenges mainly address three typical issues. The first issue is to procedure and organization, which includes idea organization, phrase structure selection, and sentence linking and sequencing. The second issue is language use, which has to do with the application of specific structures or technical abilities. The third issue is one of content. The issue at hand concerns what should be written down. This issue requires the instructor to choose the procedures, resources, and strategies carefully for the writing class (Harmer in Sa'adah, A.R., 2020).

Writing well requires students' capacity to think, recall, and apply language, which makes it a significant cognitive task (Alodwan & Ibnian, 2014). It necessitates the quick recall of topic-specific domain knowledge from long-term memory (Kellogg, 2001,). In addition, Brown (1987:87) stated that, when writing, students should concentrate on the following skills: coming up with ideas; organizing them coherently; using discourse markers and rhetorical conventions to incorporate ideas into written text; revising text for clarity; editing for proper grammar; and producing the finished product.

One of the most crucial parts of teaching language is writing, as it allows students to express their thoughts and ideas on paper and share them with others (Brown, 1987:232). This indicates that writing is the act of communicating ideas through written language or putting

thoughts into words. The definition above might be expressed as follows: a writer (the person who delivers messages) writes a written text (a message), and a reader (the person who receives messages) reads the written text (Inayah, N and Nanda, R. P. (2016). Everyone possesses the ability to write. As long as there is a strong desire to be able to write, we can begin at any moment. In the meantime, writing is an exploratory activity, according to Studova and friends (2000:6), and the outline can be changed as the work is produced and put together to account for new points or shift emphasis. Robert (1990:1), however, asserts that writing offers a reasonably permanent means of preserving knowledge, opinions, sentiments, disputes, justifications, ideas, and so forth.

Related to the process of gaining writing skills, Henry (2000) highlighted some steps, called Micro-writing Process, a series of micro abilities enables a writer to produce well-written, error-free work. The writer must: (1) use the script, spelling, and punctuation appropriately as part of the micro-skills process. (2). Use the appropriate language to indicate the correct case, gender, and tense. (3). Make appropriate use of key elements to help the reader understand the writer's point of view, such as the subject, verb, and object. (4). Make the text cohesive so that the reader can grasp it with ease. (5). Organize each speech component correctly. (6). Make appropriate use of the terminology and words. (7). Adjust the writing style to the needs of the readership. (8). Make the main points clear.

There is a difference between writing for writing and writing for learning, according to Harmer (2007:112). Writing-for-learning serves as a practice tool or aide-memoire to assist pupils in working with the language they have been studying. These kinds of writing assignments are meant to provide students with reinforcement. Writing-for-writing, on the other hand, aims to improve students' writing abilities. Put another way, the major goal of these kinds of exercises is to help students improve their writing skills, regardless of the genre. There is no denying that writing has become a common place aspect of peoples' daily lives (Rao, 2017). Writing, in whatever format, works well for communicating ideas. Examples of this include straightforward signage at retail establishments and printed materials like newspapers and magazines. Literary works like poems, novels, and short stories, as well as academic and scientific materials like books, journals, and encyclopedias, demonstrate how important writing is to daily life in a variety of ways. Imagine how difficult it must be for people to perform their tasks without writing (Mulyadi et al, 2020).

There are various kind of texts that can be used for testing students writing skill, one of them is recount text. Recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened

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(Anderson in Harris et al, 2014) Likewise, recount text is used for retelling the events happened on the past to inform or entertain about what and when it happened, as stated by Knapp & Watkins (2005). In this study, recount text is chosen as the test instrument since this kind of text apparently quite familiar to the students where they are expected to write their personal experience.

Before writing a recount text, students must be familiar with the general structure and linguistic elements of the texts. According to Sapkota (2012:45), a recount text is arranged as follows: an introduction, a sequence of events, and occasionally an assessment or reorientation at the conclusion of the text. Recount texts typically start with an introduction to set the scene and provide background information that will help readers grasp the next section of the story. Furthermore, according to Barwick (1999:6), there are some language peculiarities in recount texts. They are proper nouns and pronouns used to identify persons, animals, or objects. The words are then produced in the past tense to retell past events. To express their emotions, writers might utilize a variety of action verbs and adjectives. In addition, adverbs and adverbial phrases should be used to sequence events in time and denote location..

METHOD

Innovative Teaching Methods

According to (Mynbayeva, 2018) Innovations are derived from Latin words in – in and nove – new which means the introduction of something new or fresh. So, innovation is a phenomenon that encompasses in itself the fundamental principles, methods, approaches, tools and concepts of the new. In addition, according to (Yuzyk et al., 2019) innovation is defined as a new way to organize and manage the workforce as well as a new kind of technology that applies to a variety of institutions, organizations and fields. It means that, if someone tries to make an innovation, for instance an innovative teaching method, it should be different than something that has ever existed before or simply said that it should be new.

So, innovative teaching methods itself are methods that call the new form of “student-teacher” interaction as well as a fresh approach to the practical application of what is being learned (Mynbayeva, 2018). In line with that, (Kahramonovna, 2021) said that innovative methods are methods which are characterized by a new way of structuring students’ academic and cognitive activity. Meanwhile, according to Bystrova, Yu., V the notion of an innovative teaching method is the mix of all the most recent and successful methods of knowledge acquisition, transmission, and production. These methods actually help to modernize and intensify learning, foster creative thinking, and increase the potential of individuals to higher

education (Yuzyk et al., 2019). In addition, (Hashim et al., 2019) stated that there are some examples of implementation which can be considered as innovative teaching methods such as the utilization of digital and media content, computer-assisted instruction (CAI) and other unconventional teaching techniques.

From some definitions above, it shows that the implementation of innovative teaching methods is important and useful for students. In line with that, (Mynbayeva, 2018) stated that since schoolchildren and students have more short-term memory, it is essential to find innovative ways to integrate knowledge into long-term memory and to enhance competencies. Because of that, teachers are required to put an effort in the creation of innovative teaching methods and apply it when teaching. Nevertheless, to apply innovative teaching methods in Higher Education Institutions (HEI), it is first necessary to have a teacher who is naturally innovative, unafraid of challenges, and eager to enhance pedagogical activities. To put more detail, based on Dictionary of terms of Professional Education edited by O.Shapran, the phrase “readiness of innovative pedagogical activities” denotes the unique psychological condition that enables for the development motivational-orientation (the teacher's attitude toward seeking out activities), significantly operational, and evaluative-reflexive aspects in their relationship (Yuzyk et al., 2019).

It means that schools and higher education institutions like universities need teachers or educators who have innovative behavior. According to Kheng, Y. and Mahmood, R. in (Bawuro et al., 2018) innovative behavior is a behavior which brings new concepts and takes it through its full implementation. The way someone can innovate and implement his/her idea is based on four components such as the exploration of chances, conception of ideas, promotion or encouragement of the ideas, and implementation (de Jong, J. and Hartog, D. cited in (Bawuro et al., 2018)).

In addition to innovative behavior, teachers also need to understand the characteristics of innovative teaching methods. According to Mynbayeva, (2018) and Kahramonovna, M., D. (2021) there are seven characteristics of innovative teaching methods that is (a) thinking ahead and anticipating transformation; (b) willingness to the future; (c) constant hesitancy, or the inequalities of the system, (d) particularly the person himself; (e) the focus on the personality and its evolution; (f) the unavoidable presence of creative elements; and (g) relationships of the sort of partnership: collaboration, co-creation, mutual aid, etc. After the characteristics, there are also some factors which can affect innovative and creative teaching namely personal efforts, teaching beliefs, teaching dedication, and individual knowledge (Hamed,

Preece, & Hashim (2016) cited in (Hashim et al., 2019)). From those statements, it can be implied that in the implementation of innovative teaching methods educators or teachers should be up-to-date about any news or information which become trending in their students' circle in order to get related topics to them. By doing that, teachers can increase students' engagement and make them more active in discussion with their teacher.

Educators or teachers also should keep updating their knowledge about the technologies which can be used to make the teaching and learning process more attractive and creative. Knowledge of technology and learning tools that are different than usual will also help teachers in any changes or transformation that exist. In addition to teachers' personal effort, the dedication of a teacher in teaching is also necessary because the innovative teaching methods focus on developing students' independent process in receiving and understanding the material being taught.

There are many ways to implement innovative teaching method because someone's innovation can be different and always develop. Based on literature review which done by the writer from books, journals and articles, the writer found various examples which represent the application of innovative teaching method. According to Novak, M. in (Mynbayeva, 2018) kinds of innovative teaching methods are divided into non imitative and imitative. Brainstorming, pedagogical exercises and discussion are the examples which belong to non-imitative type while case study, blitz games, training and gaming - business role-playing are belong to imitative type. Shestopalyuk, O., V. in (Yuzyk et al., 2019) also mentioned the most widely used innovative teaching method that permit the use of modern teaching technology are: contextual learning, simulation training, problem-based learning, modular learning, full acquisition of knowledge and distant learning.

In contrast, (Subramani & Iyappan, 2018) listed several ways which make greater use of Information and Communication Technology (ICT) in innovative teaching method such as:

1. The use of Voice Threads, a web program that enables the user converts collections of media like pictures, videos, documents, and presentations into a conversational setting
2. Blogging
3. Do the presentation using Prezi, a flexible tool that have a professional appearance and allows the users to make the presentation as informal or formal as they like

4. Using podcast as the new teaching media for teachers in delivering material
5. Using Screencast as highly efficient and cost-effective learning technology that can support learning process across many subject areas especially in communicating concepts, presenting material, and collecting students' responses
6. Using Moodle, which is an open-source technology, as a tool to help teachers in designing their teaching session

Additionally, Kahramonovna, M., D. (2021) also stated that it is important to take into consideration the interests of learners while creating tasks and activities, besides both the teacher and the students should discover the lesson enjoyable. In line with that, the researcher mentioned three other ways which more interesting to do by the teacher in a class such as using music by selecting one of students' favorite songs for language learning especially in grammar session, using some dialogues from a popular show, TV series or movie, and using contents from Instagram or other social media to mix up boring tasks.

Interactive Teaching Method

Based on the previous explanation about the terms "innovative teaching method" and "interactive teaching method" the writer got an understanding that in innovative teaching methods the main point of this method is to be creative in planning and creating student's activity and also it should be different than the usual teaching-learning activity. Meanwhile, the main point in the interactive teaching method is the teacher's effort to make students become more active through activities which prioritizes student's interaction. So, it can be said that an innovative and interactive teaching method is a creative way which is used by educators to improve student's activeness and problem-solving skills with the basis of interaction.

To be clear, (Eli, T. 2021) stated that innovative and interactive teaching methods are strategies or activities that are designed to generate a kind of interaction between teacher and student and to provide a fun and memorable learning process. Meanwhile, (Wickramasinghe & Upeksha, 2016) give another statement about this method, they argued that innovative and interactive teaching methods are method which have the ability to not only enhance educational quality but also to motivate students by improving leadership and generating the desire to accomplish the nation's social and economic growth goal. In addition, (Muhammedova, K. 2019) says, "Therefore, the formation of an innovative educational environment in universities with the support of interactive technologies is becoming one of the defining trends in the development of the education system.". It means that innovative and

interactive teaching methods are methods which complement each other to improve the quality of education and one of methods that modernize the education system. Nevertheless, beyond all of the benefits from innovative and interactive teaching methods, teachers need to know about several points when deciding what kind of teaching method that they want to use in a classroom. It depends on the types of subjects, the types of students, the total number of students, and the equipment available in the class (Wickramasinghe, S. & Upeksha, G., N., 2016 cited in (Eli, T. 2021). Those are matters because not all subjects will be effective when the teacher implements new activity in the learning process, some of it just needs the teacher to be more communicative during the class. So, it is essential to know about the types of innovative and interactive activities like gamification, think-pair-share, flipped classroom, learning stations, group discussion, role play and learning by doing (Eli, T. 2021)

Approach of the study

This chapter deals with the research methodology adopted in order to conduct to research. Only qualitative research was used to find answers. In the qualitative approach, the data are taken from observation, interviews, and questionnaires. Some theories and opinions from the experts are added to support the analysis. The qualitative, interpretative, or naturalistic research paradigm defines the methods and techniques most suitable for collecting and analyzing data. "Qualitative inquiry, which focuses on meaning in context, requires a data-collecting instrument that is sensitive to underlying meaning when gathering interpreting data". From the statements above qualitative research describes naturalistic research, field observers, and participants. Detailed data was collected through open-ended questions that provided a direct quote. The interviewer is an integral part of the investigation.

Data Source

The researcher gets the data from tenth grade at SMK BUDDHI Tangerang and there are seven classes, however, researcher took one class in 12th DKV 1 and there are 40 students in the class. Besides, the writer got the data from teacher interviews and questionnaires.

Data Collecting

In collecting the data, some techniques are used as follows:

1. Observation

The researcher observed the teaching-learning process by attending in the classroom and writing a conclusion of whatever happens in the learning process at SMK Buddhi Tangerang.

2. Interviews

An interview is done to get some information and data that is needed in his research from an English teacher. The researcher interviewed the English teacher to get some information about his technique. Questioner is a method to collect data from the source given at the end of the research. To get the result from the source, the questionnaires were given to the students on the last day of observation.

The phase was scheduled and was arranged into three phases according to the English conversation timetables of class 12th DKV 1, The first schedule was on February 17th, 2023. In this phase, research introduces himself to the students. The second phase was scheduled for 18th February 2023. In this phase, the research begin to conduct observation in the class and record the first session of using Online English teaching with some applications.

The third phase is on February 20th, 2023, in this phase, the writer continues to record study English Online with some applications, interview teachers, and give the questionnaires to students. Finally, the writer collected the results of the questionnaires and interviewed the teacher.

Method of Data Analysis

In this study, the writer conducted descriptive qualitative research that describes the process of teaching Innovative and Interactive Online English Teaching Methods in SMK Buddhi Tangerang 12th grade. The data that have been collected from observation, interviews, and questionnaires are analyzed in discussion, not in numbers.

RESULTS AND DISCUSSION

The Innovative and Interactive Material Online Teaching English Method

The Researcher divided the class into 2 groups and the first group assignment was given by the teacher to teach the students how to apply media literacy skills in a positive way. In this project, students should change a poster advertisement with harmful media messages to become a better one with more positive messages. The way to do it is by recreating the poster and creating a counter-advertisement which consists of the new design and positive message.

Through this project, the students not only learn better the material discussed in the class but also feel the experience and the enjoyment in creating an advertisement using whatever applications they want. It can increase students' creativity in making a positive poster advertisement from an ambiguous one while still maintaining the important elements from the source advertisement. In sum, this project lets the students learn the material by doing a practical activity or it could be called the teacher has applied the learning-by-doing method.).

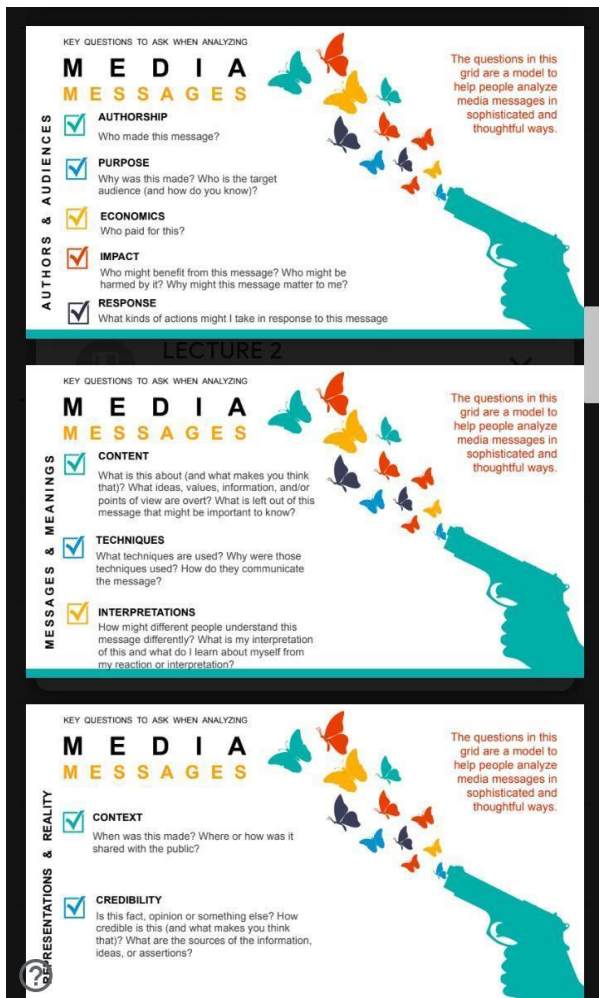


Figure 1. Level of Student Participation in Discussion Activities

The Activities in Online Teaching English Method

This slide is from the second meeting material with the title “The Core Principles of Media Literacy & Key Concepts”, there are many sub-topics in this meeting and one of them is the key question to ask when analyzing media messages. There are several points such as authorship – who made this message (?), purpose – why was this made? Or who is the target audience (?), economics – who paid for this(?), impact – the positive and negative effect on someone about the messages and response – what kinds of actions might the reader take in response to the message(?). It means that the messages from the media should be made with the deepest consideration of many things and as the person who made the messages in the media it should be accurate and clear.



Figure 3 . Students' assignment result using Fodey

Related to the material in the second meeting, the Teacher gave an assignment to his students to create news that was supported by actual facts and true information. In doing this individual task, the lecturer introduced his students to a website which is www.fodey.com. This website is a newspaper clipping generator that allows the user to write anything in limited words and then it will change the words into the real newspaper format.

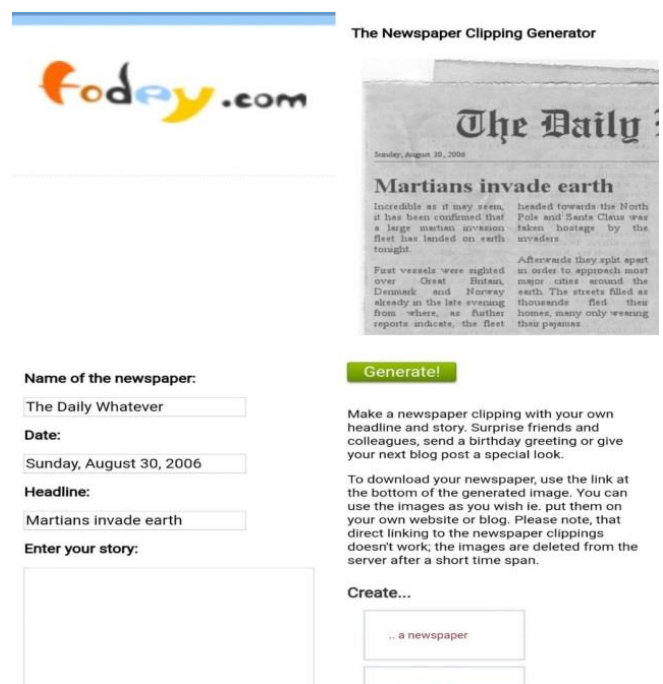


Figure 2. The visualization of Fodey : a newspaper clipping generator

The Results of Online Teaching English Method in SMK Buddhi at 12th Grade.

This is the visual of Fodey's website. After the students open the website, there is an example of the result that the

user will get after changing the words into the real newspaper form (picture on top right). The next is the boxes the user should fill to make their own newspaper clipping (picture on bottom left). The user can make their own name of the newspaper, date, headline, and story. After the user fills the boxes, the user can click the button “generate” to get the result of their own newspaper clipping.

Under the generate button, if we focus on the last explanation from the picture, it explains that this generator is actually used to make birthday greetings in an anti-mainstream form. It means that the lecturer introduced the new learning tools to his students and also, he adapted the usability of this website to the needs of this course. It can be implied that the lecturer is already implementing the innovative teaching method in his class by giving this task to students.

This can be approved by the statement (Kahramonovna, 2021) which states that innovative methods are methods that are characterized by a new way of structuring students' academic and cognitive activity. Another statement that can be related to the kind of assignment from the lecturer which mentioned that some examples of implementation that can be considered innovative teaching methods namely the utilization of digital and media content, computer-assisted instruction (CAI) and other unconventional teaching techniques. The reason is that instead of giving the students the to create or write the news by using Microsoft Word or another software which gives the students monotone vibes, the lecturer introduced this website and gave an assignment to students to create news in the new media which can be said that it is unconventional teaching techniques and a new way of structuring student's academic activity at the same time

CONCLUSION

Based on the observation the researcher concluded that the lecturers have implemented innovative and interactive teaching methods in the classroom, but from the four courses that have been observed by the researcher, there is little difference between several courses on the variation of the method used by the lecturers who teach in the class. For example, in the Media Literacy course, the lecturer who teach in this class provided variations in learning activities in every meeting and the method used is the Small Group Discussion, Learning by Doing, Gamification, and the use of modern and unique learning tools both web-based or software. Then, in the Semantics Pragmatics course, the lecturer also provided enough variations in the application of innovative and interactive teaching methods, the type of methods that have been used is Group Discussion, Learning by Doing, Buzz Session, Think-Pair-Share and

the use of Prezi on the last meeting as an up-to-date way in doing presentation in class.

The researcher also concludes that some teaching tools which used by the teacher during the learning process can be classified based on learners' education level. For instance, Fodey's website is suitable for elementary school students to college students based on its function and features which contains no negative elements. Meanwhile, Bad News game is more suitable for junior high school students with teacher supervision to explain the purpose of the game and also what can be learned after playing the game or for senior high school students to college students. It is because the topics and types of language used in the game as well as the possibility of the user will imitate the ways taught in the game. Then, Prezi is also suitable for junior high school students to college students because it can be an additional option for students in designing their presentation.

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