

Promoting Education 4.0 in English for Survival Class: What are the Challenges?

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Abstract

Education 4.0 is a new paradigm in educational context in which it focuses on the innovation and maximizes the use of information, internet, and technology. This new paradigm is currently promoted in many subjects, including English subjects in English Education Study Program of Universitas Tidar. One of the subjects that promote Education 4.0 is English for Survival. Therefore, this study reports to explore the challenges in promoting Education 4.0 in English for Survival classes. This study uses qualitative research in the form of case study. The participants of this study are the lecturers and the students of English for Survival classes. The instruments of data collection are questionnaire and interview. The finding shows that three challenges revealed in promoting Education 4.0 in which they cover lecturer's teaching technique, students' speaking skill, and facilities. Besides, the lecturers and the students need to highlight those challenges and solve those problems. All in all, against all the odds of promoting Education 4.0, the lecturers and students need to apply Education 4.0 in order to help the students to compete in the era of 4.0.

Keywords: Education 4.0, speaking, autonomous learning, perceptions

Introduction

Education 4.0 contends the notion of innovation in educational system. It derives to the idea that the development of digital era conquers to promote Education 4.0. It cannot be avoided that the use of information, internet, and technology support the teaching and learning process. Besides, the emergence of Education 4.0 is inspired by Industry Revolution 4.0. The educational system needs to apply the core of Industry Revolution 4.0 or Industry 4.0 in order to get a

synergy for achieving the goals in the globalization era. Sadiyoko (2017) states that Industry 4.0 gives impact to other fields including in education in which by the use of information, internet, and technology in education derives to the idea on the viewpoints of how the students learn and develop their skills to work in the future.

The development of technology takes an important role in the implementation of Education 4.0. The roles of technology support the teaching and learning process in this digital era due to those roles help the students to be autonomous learners. It means that the students can learn everything and everywhere by clicking many features or platform in the internet that relates to their subject studied. Besides, the notion of Education 4.0 has been trying to be applied in several courses in English Education Study Program of Universitas Tidar.

Based on the preliminary observation, the lecturers have already promoted Education 4.0 in their classes. The promotion can be seen from the way the lecturers use many platforms to support their teaching and learning process, the way the lecturers give the assignments in which it focuses on developing the students' skills, and the way the teachers assess the students. Besides, the lecturers also try to focus on the students-centered learning. It proposes that the students will be more active and develop their critical thinking toward the materials.

In promoting Education 4.0, the lecturers use the platforms of WhatsApp and Instagram to support their teaching and learning process. In this case, the students get assignments from the lecturers and they need to post their assignments in those platforms. Besides, this teaching and learning process helps the students to be active since the activities reflect students-centered learning. For instance, the lecturers ask the students to work in group and try to solve the problems toward the learning materials. The students can access the information from many sources before they discuss with their group and share to the whole class. However, the lecturers and the students get several problems when they promote Education 4.0 in the classroom

Regarding to the case stated, this study aims to reveal the hurdles found in promoting Education 4.0 in English for Survival classes. This study is guided by

the research question: what are the challenges of promoting Education 4.0 in English Education Study Program at Universitas Tidar?

Review of Literature

Teaching Speaking

Teaching speaking seems to be an easy activity to be conducted since it is the process of making the students can speak. However, a good preparation in teaching speaking is needed since it does not only focus on the way to ask the students to speak up but also it makes the students be autonomous learners. In teaching speaking, the use of teaching approaches affects the students' speaking skills. Richard (2015) contends that an approach of teaching speaking need to show a great understanding of spoken interaction and the kinds of skills in which involve in joining effectively in different kinds of speech events. It means that the approach should provide a chance for the students to participate actively in the kinds of genres of spoken interaction.

Furthermore, many aspects need to be highlighted in teaching speaking, such as the teaching approach, students' need, media and materials (Okpala, 2006; Kusumaningrum, 2018). If these aspects are able to be combined, the teaching and learning process will be more interesting and run well. However, there are several problems that the lecturers find when they teach speaking. Husnu (2018) proposes that the biggest problem in teaching English for EFL learners was to change their viewpoints about English seems to be difficult skill to be studied since the learners have fail experience to learn English in the previous learning experience in which it effects the students to have English learning syndrome. This case proposes to the students' speaking ability.

The students' speaking ability is influenced by several factors. Wang (2014) views cognitive, linguistic, and affective factors give impact to the students' speaking ability since it also motivates the students to learn speaking. By considering these factors, the teachers need to pay attention in the way they teach. It deals with the use of teaching approach in speaking classroom. Many teaching approaches are able to be implemented in speaking. The different teaching approach reveals the students' need, students' level of proficiency, and learning

objectives. Murcia (2001) proposes that teachers have to follow new developments in teaching speaking in order to provide the best possible instruction for students.

Education 4.0

The development of Industry Revolution 4.0 contributes to the development in the educational field. Fisk in Sadiyoko (2017) reveals there is a term or platform for following the development in Industry Revolution especially for educational context in which it is well-known as Education 4.0. The term of education 4.0 becomes a trend nowadays. Education 4.0 reflects to the notion of learning innovation and makes use of information and technology in learning. Puncreobutr (2016) views that the core of Education 4.0 focuses on the learning management that helps the students to develop their skills by implementing the new technology in which it follows the society changes. It means teachers and students are able to make use of the development of information and technology to support the teaching and learning process in this era.

Furthermore, it is important to promote Education 4.0 to this millennial generation. In promoting Education 4.0 in the classroom, teachers and students need to consider characteristics of Education 4.0 concept. According to Sadiyoko (2017), there are nine characteristics of Education 4.0 as follows.

1. It can be done anywhere and anytime.
2. It is based on students' needs.
3. It is flexible delivery.
4. It reflects peers and mentors.
5. It is about sharing information to answer "why" and "where" questions.
6. It is about practical application.
7. It is about modular and project.
8. It reveals students ownership in which the students participate a lot.
9. It contends evaluation process.

By considering the aspects above, the teachers and students are ready to promote Education 4.0 in the classroom.

Autonomous Learning

Promoting Education 4.0 also promotes autonomous learning due to one of the characteristics in applying Education 4.0 is that the existence of autonomous learning. Autonomous learning derives from the idea of learners can learn autonomously. It means that the learning context is not only in the classroom but also outside the classroom. Learning can be done anywhere and anytime. Bekleyen and Selimoglu (2016) share that autonomous learning helps the learners to have a positive attitude about learning processes and make the students be responsible with their learning. Referring to language learning, autonomous learning is able to be implemented to help the students study language both in and out of the classroom. Orariwiwatnakul and Wichadee (2017) point out autonomous language learning students need to know the way to improve learning environment in which they have their own self-organized language learning.

Benson and Voller in Thanasoulas (2000) view that autonomous learning derived to the ideas as follows.

1. It is for situation that the learners study independently.
2. It is for a set of proficiencies that can be studied and applied in self-directed learning.
3. It is for the exercise of learners' responsibility for their own learning.
4. It is for the right of learners to decide the way of their own learning.

Method

The research method used in this study was qualitative research in the form of case study. Case study focused on the certain phenomenon. Gall *et al.* (2003) viewed that the research of viewpoints of case study participants in which it revealed on specific phenomenon. Besides, the specific phenomenon exposed in this study was the students and lecturers' perceptions toward the challenges found in promoting Education 4.0.

The subjects of this study were 2 lecturers and 30 students of English for Survival Class. English for Survival was one of speaking courses in English Education Study Program at Universitas Tidar (UNTIDAR). English for Survival was a course that would develop students' speaking skill in the form of

conversations in formal and informal ways with several topics such as introduction and small talks, around town, pastimes and activities, expressing needs and likes, describing people, describing places, and describing things, and retelling past events.

In the teaching and learning process of English for Survival class, the lecturers used the platform of WhatsApp and Instagram to support teaching and learning process. The lecturers asked the students to post their speaking assignments in Classroom WhatsApp group and their Instagram. Furthermore, their posts would get feedback from their friends. Nitza and Roman (2016) stated:

WhatsApp is a smartphone app intended for sending instant messages. Message can be sent both personally and in-group form to communicate with several people simultaneously. WhatsApp groups serve for communicating with students, nurturing a social atmosphere in the classroom, forming dialogue and collaborations between students, and as a means of learning.

Furthermore, the platform of Instagram was also applied to support teaching learning process. Instagram was a familiar platform for the students. Alhabash and Ma in Anggraeni (2017) proposed that Instagram was a nowadays platform that provide a photo and video-sharing mobile application in which permitted the users to take pictures or videos, to comment, and to share them. Anggraeni (2017) added that it was important to apply Instagram in teaching and learning process that based on the learning needs and objectives.

Besides, the instruments of data collection were close-ended questionnaire and interview. The questionnaires were given to 30 students and the interviews were conducted to two lecturers of English for Survival class. The questionnaires revealed five statements in which they focused on the students' perceptions toward the challenges found in promoting Education 4.0 in English for Survival class. Furthermore, the interview was conducted to know the lecturers' hurdles in promoting Education 4.0 in English for Survival class.

Findings and Discussion

In the teaching and learning process of English for Survival class, the lecturers developed the students' critical thinking and creativity through English for Survival assignments in which they should use the platform of WhatsApp and Instagram to do the assignments. The assignments were mostly in spoken form. For instance, the lecturers asked the students to discover about the topic that would be discussed; the students were able to access the internet to get their answers, then they would create a conversation. Then, they recorded the conversation and sent it in classroom WhatsApp group. Besides, the students would get feedback from their friends. The model of the assignment was portrayed in Figure 1.

Another example was the lecturers asked the students to create at least one minute video about an explanation toward the topic discussed and the students had to post their videos in their Instagram and they should give comments for their friends' videos. The students were enthusiastic in doing this kind of assignments due to they could do them anywhere and anytime as long as it did not break the deadline. Based on the questionnaire given, 28 out of 30 students viewed that they liked to post their English for Survival assignments in WhatsApp and Instagram. Furthermore, the model of the assignment could be viewed in Figure 2. Moreover, those types of assignments had already reflected the characteristics of Education 4.0.

As Sadiyoko (2017) mentioned that there were nine characteristics of Education 4.0 in which it covered (1) it could be done anywhere and anytime, (2) it was based on students' needs, (3) it was flexible delivery, (4) it reflected peers and mentors, (5) it was about sharing information to answer "why" and "where" questions, (6) it was about practical application, (7) it was about modular and project, (8) it revealed students ownership in which the students participate a lot, and (9) it contended evaluation process. The following figures showed the looks of the students' assignments.

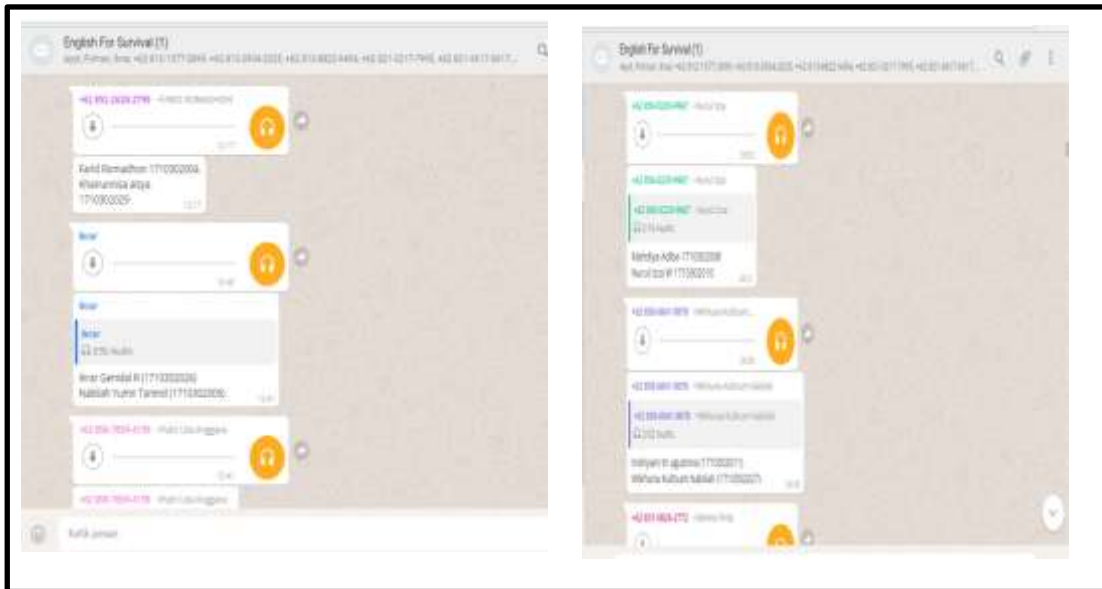


Figure 1. Students' assignments in WhatsApp



Figure 2. Students' Assignments in Instagram

Referring to the assignments in WhatsApp and Instagram in which it promoted the characteristics of Education 4.0, it was found that there were three challenges of promoting Education 4.0 in English for Survival classes. Based on the questionnaires distributed and the interview conducted, three main challenges captured in promoting Education 4.0 in English for survival classes could be viewed in this following diagram.

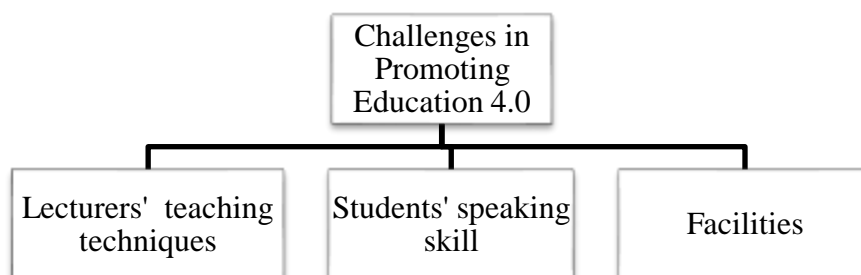


Diagram 1. Three Challenges in Promoting Education 4.0 in English for Survival Class

Regarding to Diagram 1, three challenges were found in promoting Education 4.0 in English for Survival class which covered lecturers' teaching techniques, students' speaking skill, and facilities. These kinds of hurdles were exposed when the lecturers and students tried to promote several characteristics of Education 4.0 in English for Survival classes.

Lecturers' Teaching Techniques

Teaching techniques played a core role in the success of teaching and learning process. Lecturers needed to implement different teaching techniques so that the students would not be bored in joining the classroom. As it was stated in the questionnaire results, the data showed that all participants (30 students) agreed that the lecturers needed to use different teaching techniques in each meeting so that the students would be more active and be interested in the classroom. That was why; it became the challenge for the lecturers to apply different teaching techniques, particularly when it also dealt with promoting Education 4.0.

Based on the interview with the lecturers, the lecturers also tried to implement different teaching techniques. However, they got drawbacks in choosing the teaching techniques that fulfilled the students' needs and reflected the characteristics of Education 4.0. The lecturers' responses were displayed as follows.

Extract 1. Response of Lecturer A

I need to consider students' skill and students' need when I apply different teaching techniques in my class because it is about delivering the material and the way the students will understand the material. The teaching techniques have to make the students to create dialogue or conversation or another spoken works toward the materials given especially when it promotes Education 4.0.

Extract 2. Response of Lecturer B

I tried my best in using different teaching techniques in my class but I also find difficulties. I always search a lot of information in the internet or read several references to solve my problems. I do agree that we as lecturers must have different teaching techniques to make our class become great and awesome.

Students' Speaking Skill

One of the most important aspects in English for Survival class was that the ability for students to speak effectively and efficiently. It could be accessed through the speaking assignments given in which it promoted Education 4.0. On the other hand, students' speaking proficiency for each student was different. The distinction level of students' speaking skill also became challenges in promoting Education 4.0. Although the questionnaire showed that there were 28 students who said agree that uploading my assignment in WhatsApp and Instagram motivate them to have good speaking skill, there were two students who choose disagree. It indicated that the lecturers needed to pay attention in the process of helping the students to have good speaking skill. They were not only motivated but also they need to show their efforts in developing their speaking skill.

In addition, the lecturers showed their viewpoints in the interview in which they always motivated the students to develop their speaking skill by doing the assignment in WhatsApp and Instagram with their best efforts. The lecturers also asked the students to practice more and to be autonomous learners by looking at many references or sources in another platform in order to develop their speaking proficiency.

Extract 3. Response of Lecturer A

It was a challenge for me to develop my students' speaking skill since some of my students still have low level of speaking skill. Some of them still produce errors and mistakes in their speaking. However, their confidence was fully appreciated. Therefore, I should focus on the way my students speak in the correct way in the form of linguistic features or performances.

Extract 4. Response of Lecturer B

Promoting Education 4.0 in my class is such a challenge for me to make my students have good speaking skill. Many ways have been applied to develop my students' speaking skill such as asking them to have four minutes speaking activities in the classroom in which they should share everything in English and they will get feedback or questions from their friends. In promoting Education 4.0 in my class, some of my students share that they are not confident enough in uploading their speaking assignment in WhatsApp and Instagram because they think they have not had good speaking skill yet. However, the students must upload their assignments.

Facilities

The third challenge in promoting Education 4.0 in English for Survival class was in the facilities aspect. The facilities covered the internet connections, smartphone, and the platform of WhatsApp and Instagram. Based on the questionnaire distributed, 20 out of 30 students stated that it was easy to upload the assignments in WhatsApp and Instagram. However, 10 students viewed that they had difficulties in uploading their assignments especially in Instagram due to they did not have Instagram account. It meant that they had to create an Instagram account. Furthermore, 15 out of 30 students pointed out that they got problem when they uploaded the assignments since they did not have good internet connection and supported hand phone. Besides, the students should find good wireless fidelity (wi-fi) or have stable Internet connection in order to help them in doing the assignments.

The lecturers also viewed the same perceptions as their students thought. They contended that facilities in the form of internet connection, of having

WhatsApp and Instagram account, and of having supported phones became important aspects in promoting Education 4.0 in English for Survival class.

Extract 5. Response of Lecturer A

It cannot be avoided that some students have difficulties in submitting their assignment in WhatsApp and Instagram because they do not have good internet connection. One or two of my students do not have smartphone yet, so they borrow their friends' smartphone to upload their assignments.

Extract 6. Response of Lecturer B

Having good internet connection and supported mobile phone are two important things in promoting Education 4.0 in my class. But, some of the students find problem when they have to buy quota for their internet connection in uploading the assignments. Sometimes, they tend to use free wi-fi at campus.

Conclusion

Promoting Education 4.0 in English for Survival classes is one of great ways to follow the development of educational setting since nowadays students belong to millennial generation in which they fit to implement Education 4.0 in their class. The three challenges found in promoting Education 4.0 must be solved by considering the learning objectives, students' need, students' speaking proficiency level, and lecturers' readiness. Education 4.0 is able to be implemented in many subjects as long as the teaching and learning process should reflect the characteristic of Education 4.0.

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