



# PENGGUNAAN TIK UNTUK PENGAJARAN BAHASA

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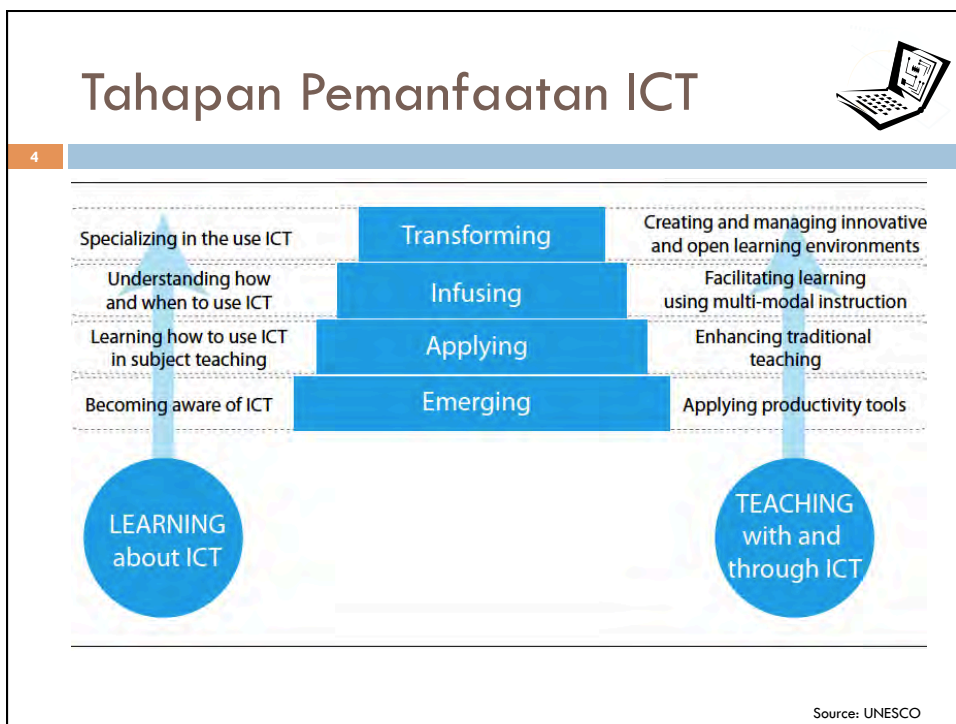
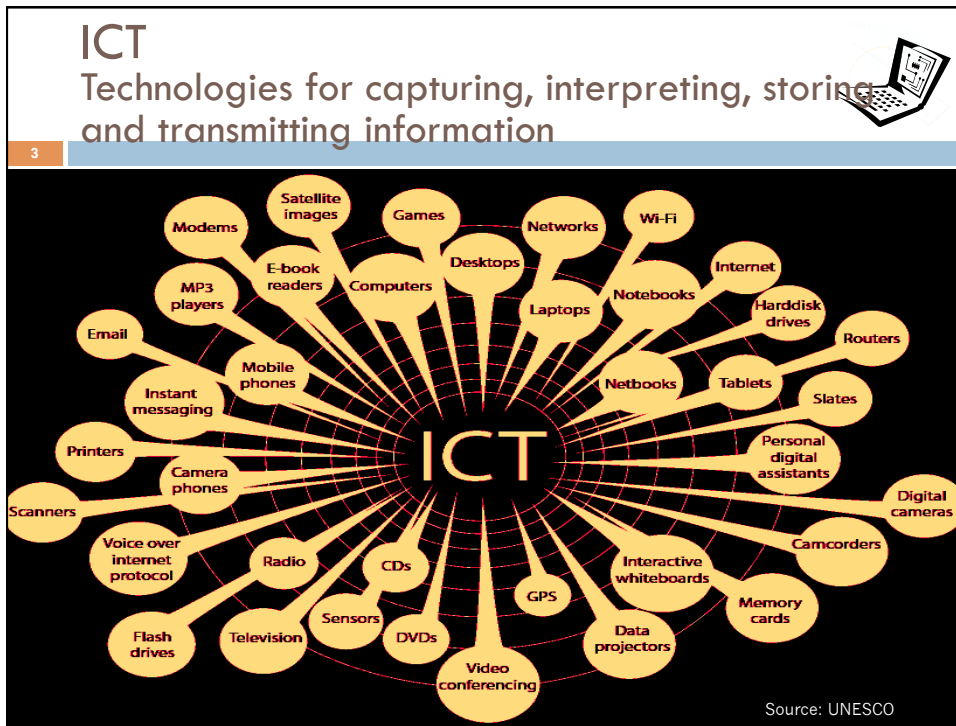


## Apa yang kita bahas?



- Pengertian TIK (ICT)
- Perkembangan ICT
- TIK untuk pengajaran Bahasa
- Berbagai Tools dalam pengajaran Bahasa
- Rencana berikutnya (minggu depan)





## Perkembangan/Trends ICT



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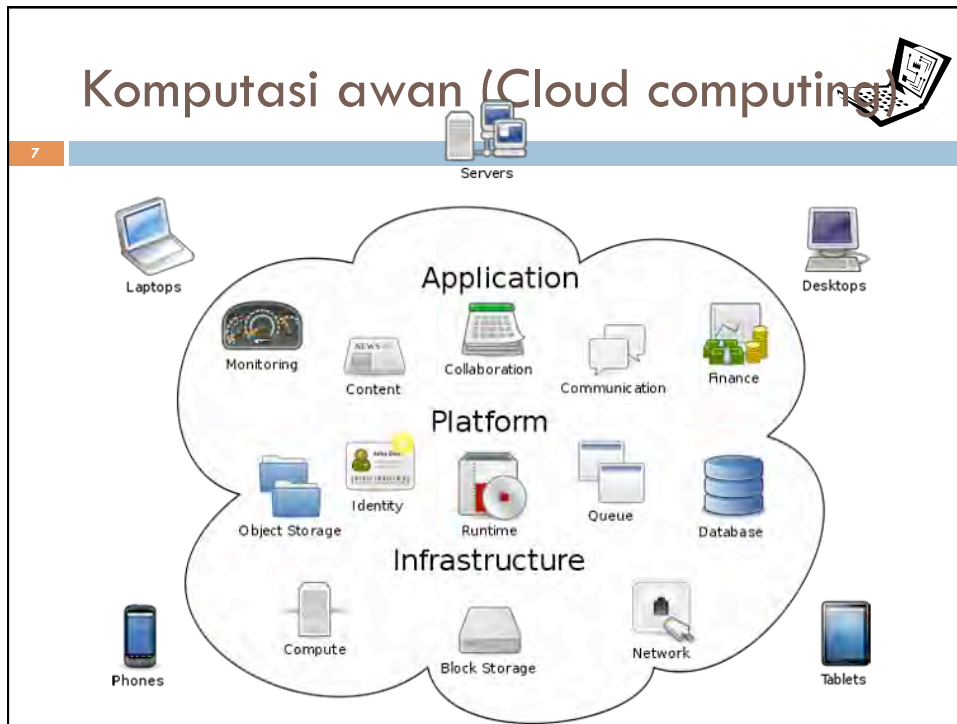
## Perkembangan/Trends ICT



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- Komputasi awan (Cloud computing)
  - ▣ Penggunaan resource computing (hardware dan software) sebagai pelayanan yang diakses melalui jaringan internet
- Perangkat bergerak (Mobile devices)
  - ▣ Smartphones, tablets, mobile phones
- Jejaring sosial (Social networking)
  - ▣ Aplikasi web yg memudahkan kita menjalin hubungan sosial dan berkomunikasi

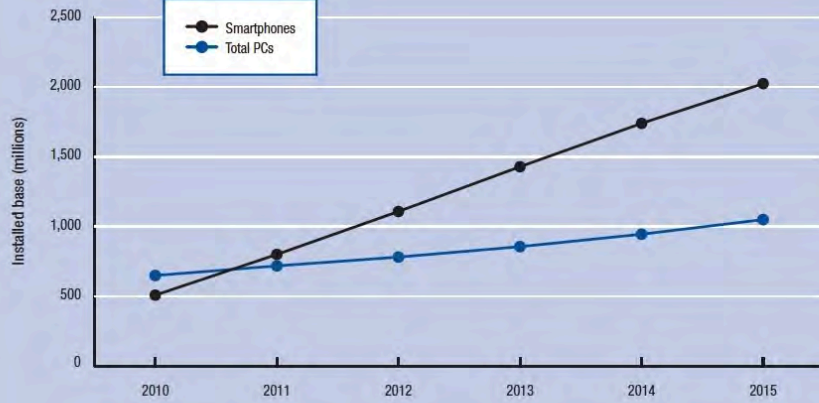




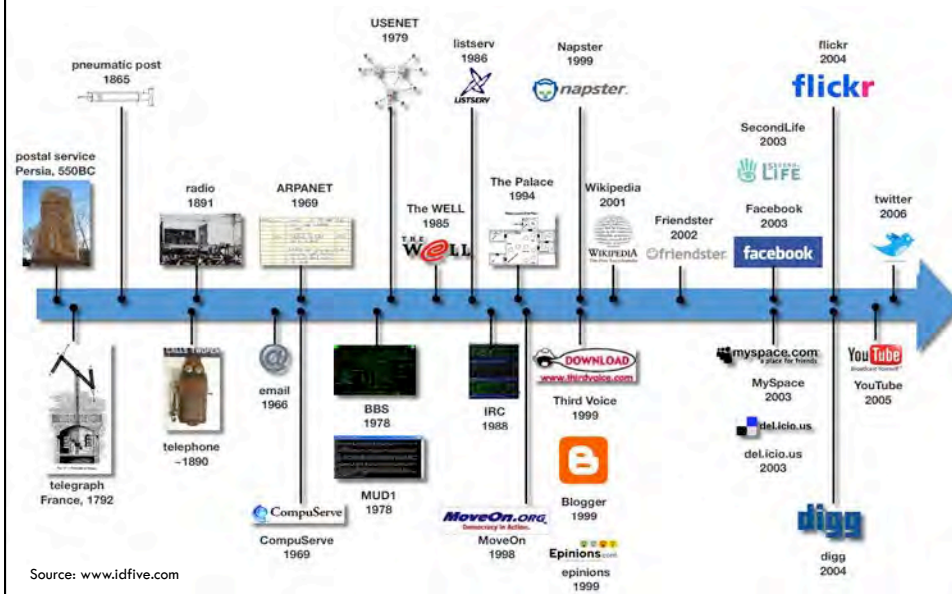
## Perangkat bergerak (Mobile devices)



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## Jejaring sosial (Social networking)





ASIA INTERNET USE, POPULATION DATA AND FACEBOOK STATISTICS							
ASIA	Population (2012 Est.)	Internet Users, (Year 2000)	Internet Users 30-June-2012	Peningkatan	Penetration (% Population)	Users % Asia	Facebook 31-Dec-2012
<a href="#">Brunei Darussalam</a>	408,786	30,000	318,900	10.6	78.0 %	0.0 %	254,760
<a href="#">Cambodia</a>	14,952,665	6,000	662,840	110.5	4.4 %	0.1 %	742,220
<a href="#">China</a>	1,343,239,923	22,500,000	538,000,000	23.9	40.1 %	50.0 %	633,300
<a href="#">Hong Kong</a>	7,153,519	2,283,000	5,329,372	2.3	74.5 %	0.5 %	4,034,560
<a href="#">India</a>	1,205,073,612	5,000,000	137,000,000	27.4	11.4 %	11.4 %	62,713,680
<a href="#">Indonesia</a>	248,645,008	2,000,000	55,000,000	27.5	22.1 %	5.1 %	51,096,860
<a href="#">Japan</a>	127,368,088	47,080,000	101,228,736	2.2	79.5 %	9.4 %	17,196,080
<a href="#">Korea, South</a>	48,860,500	19,040,000	40,329,660	2.1	82.5 %	3.7 %	10,012,400
<a href="#">Malaysia</a>	29,179,952	3,700,000	17,723,000	4.8	60.7 %	1.6 %	13,589,520
<a href="#">Myanmar</a>	54,584,650	1,000	534,930	534.9	1.0 %	0.0 %	n/a
<a href="#">Philippines</a>	103,775,002	2,000,000	33,600,000	16.8	32.4 %	3.1 %	29,890,900
<a href="#">Singapore</a>	5,353,494	1,200,000	4,015,121	3.3	75.0 %	0.4 %	2,915,640
<a href="#">Sri Lanka</a>	21,481,334	121,500	3,222,200	26.5	15.0 %	0.3 %	1,515,720
<a href="#">Taiwan</a>	23,234,936	6,260,000	17,530,000	2.8	75.4 %	1.6 %	13,240,660
<a href="#">Thailand</a>	67,091,089	2,300,000	20,100,000	8.7	30.0 %	1.9 %	17,721,480
<a href="#">Timor-Leste</a>	1,143,667	0	10,293		0.9 %	0.0 %	n/a
<b>TOTAL ASIA</b>	<b>3,922,066,987</b>	<b>114,304,000</b>	<b>1,076,681,059</b>		<b>27.5 %</b>	<b>100.0 %</b>	<b>254,336,520</b>

Sumber: <http://www.internetworldstats.com/stats3.htm> (Oktober 2013)



## Mengapa kita membutuhkan TIK untuk pengajaran bahasa?



- Apakah TIK suatu keharusan dalam pengajaran bahasa?
- Fungsi TIK untuk pembelajaran bahasa

## Apakah TIK suatu keharusan dalam pengajaran bahasa?



- Dua kesalah pahaman ttg TIK (Bax, 2003)
  - ▣ "Mahakuasa"
    - ▣ TIK dapat melakukan segala sesuatu dan dapat menggantikan guru dalam belajar mengajar.
  - ▣ "Agen Tunggal"
    - ▣ Faktor kunci dalam keberhasilan pelaksanaan teknologi adalah teknologi itu sendiri.



## Apakah TIK suatu keharusan dalam pengajaran bahasa?

Computers <b>CAN</b>	Computer <b>CAN'T</b>
<ul style="list-style-type: none"> <li>Judge <b>predetermined</b> right-or-wrong answers, e.g., multiple choice and fill-in-the-blanks</li> </ul>	<ul style="list-style-type: none"> <li>Judge <b>unexpected input</b></li> </ul>
<ul style="list-style-type: none"> <li>Provide <b>immediate</b>, yet <b>fixed</b>, feedback, suggestions, and encouragement</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>individualized</b> feedback <b>beyond a predetermined list</b> of messages</li> </ul>
<ul style="list-style-type: none"> <li>Provide <b>authentic</b> information through <b>multimedia</b> - <b>texts, images, sounds, videos</b>, and <b>animations</b></li> </ul>	<ul style="list-style-type: none"> <li>Engage learner in rich <b>negotiation of meaning</b> characteristic of face-to-face interaction</li> </ul>
<ul style="list-style-type: none"> <li>Motivate task <b>persistence</b></li> <li><b>Record</b> learner's writing, speech, and learning progress</li> </ul>	<ul style="list-style-type: none"> <li>Motivate <b>depth and quality of engagement</b> characteristic of human interaction</li> </ul>

(Adapted from Meskill, 2002)

## Apakah TIK suatu keharusan dalam pengajaran bahasa?



- Tidak, tapi TIK akan menjadi "normal" dalam praktek sehari-hari, seperti pena atau buku (Bax, 2003).
- TIK harus diperlakukan sebagai bantuan, bukan obat mujarab.
- Efektivitas penggunaan TIK tidak berada dalam TIK itu sendiri melainkan bagaimana menggunakannya dan untuk tujuan apa.
- Dengan TIK, kualitas belajar mengajar DAPAT ditingkatkan.

## Fungsi TIK dalam pembelajaran bahasa



ICT can function as:

- a multimedia resource (image, audio, video)
- a reference library (rich, authentic resources)
- a virtual classroom (more learning opportunities)
- a meeting place (more communication opportunities)
- a publishing space (sense of achievement)

## Pembelajaran berbasis TIK



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- Pembelajaran berbasis komputer (CBL)
  - ▣ CALL (Computer-Assisted Language Learning)
  - ▣ MALL (Mobile-Assisted Language Learning)
  - ▣ Multimedia pembelajaran
  - ▣ Games, dll
- Pembelajaran berbasis web (WBL)
  - ▣ E-learning
  - ▣ Virtual lab
  - ▣ Website (situs pembelajaran, personal, blog, facebook, dll)

## New Paradigms in Education

(Gubbins, Clay, & Perkins, 1999)

### Traditional

- lecturing on factual information
- working as an individual
- teacher was the primary source of knowledge
- teacher and print media served as the primary means of communication
- learning was separated from the rest of the community

### New

- guiding, motivating, and facilitating
- valuing working together
- many rich sources of immediate knowledge
- learning using a vast variety of media including the Internet
- learning now occurs globally

## Bagaimana TIK digunakan dalam konteks pengajaran bahasa?

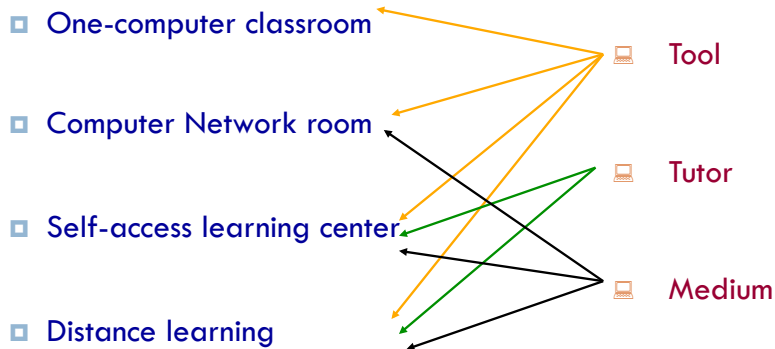


- Four Contexts and Three Roles
  - Locus of Control
  - Early CALL vs. Modern CALL
- (CALL: computer assisted language learning)

## Contexts & Roles for computer assisted language teaching

### Contexts

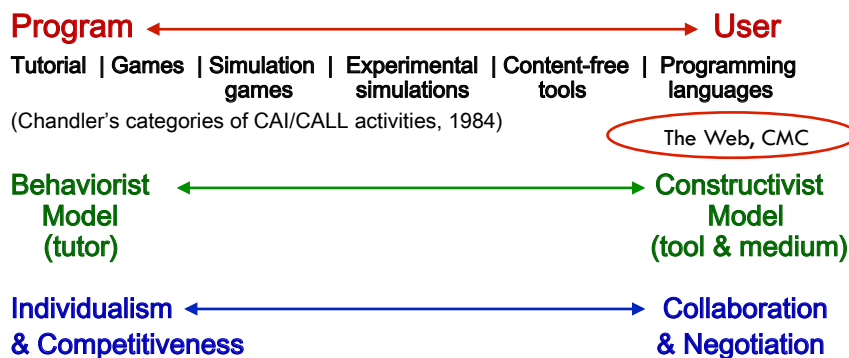
### Roles of the Computer



## Locus of Control



**Locus of control:** the continuum between the program's and the learner's responsibility for decisions about the learning outcomes, sequence of learning, learner interactions, and even content.



## Early CALL vs. Modern CALL



Early CALL	Modern CALL
<ul style="list-style-type: none"> <li>• behaviorist approaches</li> <li>• individualized, programmed-learning drills</li> <li>• viewing language as discrete components</li> <li>• emphasizing the importance of control</li> <li>• giving extrinsic feedback</li> </ul>	<ul style="list-style-type: none"> <li>• communicative and socio-constructivist approaches</li> <li>• collaborative, task-based activities</li> <li>• viewing language as a whole</li> <li>• emphasizing the importance of guidance</li> <li>• giving both extrinsic and intrinsic feedback</li> </ul>

## Perangkat lunak untuk pengajaran bahasa?

- CALL-specific software and websites    □ Tutor
- Generic application programs            □ Tool
- Web resources and programs            □ Tool
- Computer-mediated communication  
(CMC) programs                            □ Medium
- Course/learning management systems   □ Tutor, Tool, & Medium

## CALL-Specific Software & Websites

### Language Learning Lessons + Activities

- multiple-choice & true/false quizzes
- gap-filling exercises
- matching
- re-ordering/sequencing
- crossword puzzles
- games
- simulations

## Generic Application Programs

Applications designed for general purposes that can be used to support language learning, such as

- word-processors (Word)
- presentation software (PowerPoint)
- spreadsheet (Excel)
- diagramming software (Visio)

## Web Resources and Programs



- Online dictionaries
- Online concordances
- Reference sites (encyclopedias, e-texts, etc.)
- News/magazine sites
- Web-quests
- Web-publishing tools (webpages, blogs, wikis)

## Online Dictionaries



### English-English Multi-source Dictionaries

- [Answers.com](http://Answers.com)
- [TheFreeDictionary.com](http://TheFreeDictionary.com)
- [OneLook Dictionary Search](http://www.onelook.com/) <http://www.onelook.com/>
- [Language Tools](http://www.itools.com/lang/) <http://www.itools.com/lang/>

## Online Concordancers (1)



What is a concordancer?

- A concordancer is a computer program that allows users to search a collection of authentic texts (i.e. a corpus) for multiple examples of selected words or phrases.
- Users can use a concordancer to find examples of authentic usage to demonstrate word collocations, word usage, or even the structure of a text.

## Online Concordancers (2)



- Collocation Explorer  
<http://research.iwillnow.org/project/bncrce/>
- CANDLE Project
- (NLP tools, including TOTALrecall and TANGO) , <  
[http://candle.cs.nthu.edu.tw/newcandle/Home\\_C.asp](http://candle.cs.nthu.edu.tw/newcandle/Home_C.asp)>
- VLC's Web Concordancer (Virtual Language Center of the Polytechnic University of Hong Kong) <  
<http://vlc.polyu.edu.hk/concordance>>
- Online KWIC Concordancer (a business letter corpus)  
<<http://ysomeya.hp.infoseek.co.jp/index.html>>
- Simple Search of BNC (British National Corpus) <  
<http://sara.natcorp.ox.ac.uk/lookup.html>>
- Google or other search engines



## Reference Sites: Encyclopedias



- [Bartleby.com: Great Books Online](#)
- [Encyclopedia Britannica](#)
- [Columbia Encyclopedia](#)
- [Encyclopedia Smithsonian](#)
- [Encyclopedia.com](#)
- [Wikipedia](#)
- [Canadian Encyclopedia](#)
- [MSN Encarta: Online Encyclopedia](#)
- [Infoplease](#)
- [Informationsphere](#)
- [Literary Encyclopedia](#)

## Reference Sites: E-texts



- [The World Wide School Library](#)
- [Online Library of Literature](#)
- [The Literature Network](#)
- [The Online Books Page](#)
- [Page by Page Books](#)
- [Great Books](#)
- [Bibliomania - Online Literature](#)
- [The Internet Classics Archive by MIT](#)
- [Project Bartleby: Great Books Online](#)
- [Full Text Great Literature Classics](#)
- [The Classical Library](#)
- [Classis Bookshelf](#)
- [Project Gutenberg Electronic Books](#)
- [American and English Literature Online Books](#)

## News/Magazine Sites



### In the U.S. or U.K.

- [BBC News](#)
- [BBC Learning English](#)
- [CNN News](#)
- [CNN Student News](#)
- [Discovery.com](#)
- [Newsweek](#)
- [National Geographic](#)
- [Public Broadcasting Service \(PBS\)](#)
- [Reader's Digest](#)
- [Time Magazine online edition](#)
- [The New York Times](#)
- [USA Today](#)
- [US News and World Reports](#)
- [Voice of America - Special English](#)
- [Washington Post](#)

## Web-Quests



- A WebQuest is an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Web.
- WebQuests are designed to use learners' time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation.
- The use of WebQuests facilitates collaborative learning, offers different kinds of resources, develops thinking skills, and provides a variety of ways to access and construct knowledge.

## Web Publishing Tools



- Webpages
  - [TrackStar](http://trackstar.4teachers.org/trackstar/) (<http://trackstar.4teachers.org/trackstar/>)
  - [Web Worksheet Wizard](http://wizard.4teachers.org/) (<http://wizard.4teachers.org/>)
  - [Project Poster](http://poster.4teachers.org/) (<http://poster.4teachers.org/>)
  - [Tripod site builder](#) / [Yahoo! SiteBuilder](#)
- Blogs
  - [Top 100 Language Blogs](#)
  - [Top 25 Language Learning Blogs 2012](#)
- Wikis (for e-portfolio or collaborative projects)
  - [Seedwiki](http://www.seedwiki.com/) <http://www.seedwiki.com/>
  - [Schtuff](http://www.schtuff.com/) <http://www.schtuff.com/>
  - [Jotspot](http://www.jot.com/index.php) <http://www.jot.com/index.php>

## CMC Programs

### Synchronous:

- Online Chat Room
- [Dave's ESL Cafe's Chat Central](#)
- [ESL Chat Room in EnglishClub.com](#)
- [Chat Room in Englishbaby.com](#)
- [VLC Chat Rooms](#)

### Asynchronous:

- Email / Discussion Forum
- Dave's ESL Cafe:
  - [Student Discussion Forums](#)
  - [Teacher Discussion Forums](#)
  - [BBC Learning English – Communicate](#)
  - [EnglishClub.com ESL Forums](#)
  - [Nicenet.org](#)

## Possible Uses of Asynchronous Discussion



- Exchange of ideas and perspectives
- Reflective conversation
- Debate on controversial issues
- Peer review of assignments
- Presentation of text-based works

## Strengths of Using Asynchronous Discussion



- Extending classroom discussions
- Providing a less intimidating environment
- Allowing everyone's voice to be heard
- Supporting collaborative learning
- Encouraging reflective learning and critical thinking
- Promoting more careful deliberation over course content
- Gaining multiple perspectives
- Increasing the use of the target language
- Recording and storing all discussions

## Constraints of Using Asynchronous Discussion



- Extra time needed for both students and the teacher
- Text based interaction only and lack of non-verbal communication
- No guarantee for immediate feedback
- Lack of spontaneous exchange of ideas
- Students' language proficiency, attitudes, peer interaction can affect the quantity and quality of discussion
- The design of discussion questions and activities can affect the willingness of student participation

## Tips to Implement Asynchronous Discussion Activities



- Require participation and include a grade for participation.
- Divide the class into small groups for discussion.
- Clearly define tasks, expectations, and deadlines.
- Make the discussion questions interesting, meaningful, and purposeful.
- Make sure discussions are of a long enough duration to allow full and thoughtful participation.
- Refer to students' discussions often in class and help them to see the value of online discussions.
- Encourage students to ask questions to each other, so that more responses can be elicited.

## Course/Learning Management System

- A Course/Learning Management System (CMS/LMS) is a software system designed to facilitate teachers in the management of online learning courses for their students.
- These services generally include access control, delivery and management of course content, communication tools, quiz functions, and administration of user groups.
- The functions of CMS: tool + tutor + medium
- Similar Terms: also called Virtual Learning Environment (VLE), Learning Management System (LMS), Learning Support System (LSS), or Learning Platform.

## Course/Learning Management System

- Three uses of CMS in educational contexts
  - ▣ Standalone Online Course
    - predominantly in the distance learning sector
    - separation of place and/or time
  - ▣ Compliment (Enhanced) Course
    - enhance the traditional face-to-face course
    - does not reduce contact time
  - ▣ Supplement (Hybrid / Blended) Course
    - “fill in” or complete the face-to-face course
    - reducing the time dependency

## Online Lesson Design

### Content Design

- Presentation
  - ▣ Conciseness
  - ▣ Comprehensibility
  - ▣ Accuracy
  - ▣ Good organization
  - ▣ Interestingness
- Interaction
  - ▣ Inquiry-based
  - ▣ Task-based
  - ▣ Emphasis on Collaboration
  - ▣ Immediate feedback

### Visual Design

- ▣ Consistency
- ▣ Legibility
- ▣ Good use of space
- ▣ Careful use of color
- ▣ Alignment & proximity
- ▣ Well-designed tables, charts, and figures
- ▣ easy and clear navigation
- ▣ Small file size

## Komponen e-Learning



- Sistem e-Learning (teknologi)
  - ▣ Portal e-Learning
  - ▣ Learning Management System (LMS)
- Konten (materi) e-Learning
  - ▣ Materi pembelajaran
  - ▣ Multimedia: teks, gambar, animasi, simulasi
- Infrastruktur e-Learning
  - ▣ Server dan Client (PC/laptop)
  - ▣ Jaringan (koneksi Internet)
  - ▣ Perangkat penunjang

## What next? (mulai minggu depan)



- Eksplor Besmart
- Membuat blog
- Membuat e-learning
  
- Tempat: Lab Multimedia (R 302, Gd lama)