

SEESAW MEDIA

Digital Natives' Preference in 4.0 Speaking Learning Class

Muhammad Rauuf Oktavian Nur¹, Ikrar Genidal Riadil²

Universitas Tidar
Magelang – Indonesia

[1m.rauufoktavian@gmail.com](mailto:m.rauufoktavian@gmail.com), [2ikrargenidal21@gmail.com](mailto:ikrargenidal21@gmail.com)

Abstract

Digital Natives students born into an era of instant networking. It makes everything have a connection with technologies. Digital natives having sophisticated technology knowledge and skills that can be potentially harnessed for better learning engagement inside the classroom. Seesaw is a simple way for teachers and students to record and share what's happening in the speaking classroom. Seesaw gives students a place to document their learning, be creative and learn how to use technology in language learning class. This paper will discuss the seesaw application within implementation problems and its solutions. The researcher will use a qualitative study for this research. The study's data is collected from the second semester until sixth-semester students of English Department at Tidar University. The conclusion, in this paper, is seesaw application fits with this generation of learners because it allows them to communicate with their instructors in real-time from the first day of class.

Keywords: digital native, speaking class, seesaw, online media, language learning

Introduction

Language is an important aspect of human being. By learning, language people can communicate with each other, get information from one to another and interact. Language has a big role in human life to make a relation in their environment. One of the experts states that language is used widely in communication between people who do not share the same first (or even second) language (Harmer, 2007). It indicates that language is very important to learn in human life.

Unfortunately, in the real condition, it is still difficult for Indonesian students to practice their English ability in daily conversation even though they have been studying English for ten years in formal junior high school, senior high school and university due to they might get a good score of English in their report card but they cannot speak English fluently yet (Mustafa, 2001). It is the fact that many English as a Foreign Language (EFL) teachers complain about their speaking classes in which a considerable number of students are not responding actively in speaking exercises. (Abadi, 2015)

Many factors may affect students negatively in taking part in speaking activities during the teaching experience. First, the large numbers of students which usually consist of 30 students or more become problematic. Such section provides fewer opportunities for them to practice speaking. Richards (2001) states that class size affects the quality of instruction in which it should not exceed fifteen for most language classes.

Second, students tend to conceal their mistakes and weakness to protect them from being laughed at. As a result, they are unwilling to speak English. So, the less they practice, the less they improve their speaking skills and the more they are afraid of doing so. Last, most teachers prefer teaching grammar to productive skills such as speaking and writing. This is supported by Mustafa (2001) who explains that many teachers in Asia tend to focus their teaching on grammatical items and knowledge of syntax.

In this era many students of English Department at Tidar University still shy to speak English on campus. Some of them only speak English in a special event. Sometimes, they speak English to their lecturers. Some

students also speak English with their certain friends in the English Department.

Each passing day brings a new paradigm and the conditions of effective learning are shaped in accordance with these new paradigms. The century we live in has introduced a number of facilities for the realm of education and most of these are closely related to the use of technology. Digital native generations are so close to the presence of technology. Gadgets are not considered as foreign objects to them anymore. They have a different view of technology. Their technology and life are highly connected. They should keep up to date. Their cognitive, intellectual needs must be met with the presentation of informative and relevant books. (Nur, 2018)

Nur (2018) also stated that the digital learners are digital native generation which uses a digital learning tool where teacher and students alike can create their own interactive timelines. Many new social features introduce collaboration and engagement between students.

Online media look to incorporate new technologies into advising practice. Students increasingly to contact via email, text messaging, and instant messaging rather than meet the teacher in the offices. Digital native does not see memorizing information as an education. Instead, they define education as the ability to know where information can be found and how to retrieve it (Prensky, July 2007). With instant gratification avenues such as YouTube, IM, chat rooms, and social networking sites and Wi-Fi hand-held PDA's with instant internet access.

Through using an application because one reason that currently, the future teacher will face the digital native learners. We call them like that besides they live in the digital era, recently most learners always bring their own smartphone wherever and whenever they go. Thus through using an application, which a lot of them are in the smartphone, is effective enough. Abbasi and Hashemi (2013) stated that the impact of using a smartphone

on learners to improve their vocabulary learning.

Moreover, most English teachers in developing countries have the crucial problems of low literacy in using the computer and the internet (Son, Robb, and Charismiadi, 2011). In short, the digital-native students are in the digital era now and they also will work by using digital technologies. Furthermore, a radical change in the education policy should be taken to implement massively e-learning in Indonesia schools.

Based on these phenomena, the researcher is interested in analyzing some problems related to the phenomena. Therefore the research problems are stated as follows, what kind of media you use in speaking learning class and for students, in your opinion, what is the impact of the habit of the digital native that mostly access seesaw media in their speaking class.

Methodology

Qualitative research is used in this research. Patton and Cochran (2002) explain qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which generate words, rather than numbers, as data for analysis. Qualitative research is understanding of social phenomenon based on participant's point of view. In order to increase information into a certain phenomenon, such as an environment, a process, or a belief. The data are collected by giving questionnaires to participants. The data collection procedures of this study were started by giving the questionnaire, asking the participants to fill in the questionnaire and finally the researcher compiled the questionnaire that had been answered.

This method is influenced by (Cam and Tran, 2017) and (Kusumaningrum, 2018). It is adapted and combined both of them. After the data have collected, it will be analyzed and recognized. Like what Cam and Tran (2017) stated that the questionnaire is a quite useful collection method because researchers

can reach many participants and respondents in a short time and it does not need cost so much.

The questionnaire was chosen by adopting the research from Binnur Genç İter, which conducted research entitled *technology affect language learning process at an early age*. In order to find out digital natives' points of view on their ways in speaking the English language learning, a structured questionnaire was given to the participants. As the purpose of this study was to investigate digital natives' ideas, 7 questions were prepared and asked each research group in detail. In digital natives' were first asked do you think it is important or not students' speaking ability in the process of language learning. Second why speaking ability in the process of language learning is this important or not important. As a third question digital natives' were asked what media do you often use when learning in the Speaking class. As a fourth question digital natives' were asked does the use of the Seesaw application in Speaking classes provide convenience especially for online class systems, Next question digital natives' were asked will you apply to the use of the seesaw in English classes when you become a teacher later. Then is the use of technology in speaking class more effective. Last they were asked what do you think are the weaknesses of using seesaw applications in speaking class. In addition those are questions were prepared and asked to the Fourty students of second until eight semester of English Department at Tidar University are the participants of this study.

In order to attract digital native learners in speaking class, the future teachers have to have some methods to attract their interest. It could be a conventional or modern method. However, for the conventional method, it will be difficult to attract them. In a study entitled *Seesaw Media: Digital Natives' Preference in 4.0 Speaking Learning Class* and in order to achieve the goals and objectives of the study. As for this research

method, the authors carried out the following steps:

The arrangement of this study consists of:

1. Research Subject

The research subjects were students in 2nd semester to 6th semester of English Department Students Tidar Magelang University, Central Java with 40 people.

2. Research Place

The study was conducted at Tidar University Magelang, Central Java.

3. Research Time

4. This research was conducted in the 2018/2019 year.

The steps to get into the seesaw media are as following:

1. Go to the seesaw web: <https://web.seesaw.me/> click register to sign up for free; or download the application on google play store or apple app store.
2. For the role as teacher, click "I am a teacher."
3. Enter your e-mail address and password to register.
4. Fill the data and then click - create teacher account.
5. For roles as students click "I am a student" then enter the class code, click students register.

Besides that the questions which given are in the English language although some reason that respondents answered are in Indonesian. Even though it does not impact the research. Besides, they could express their feeling easily and free. Not only that the questionnaire does not let the respondents write their real name. They could write their real name or the initial. Then the researcher will name them as respondent one, two, and so on and it does not impact the data that have collected.

Findings and Discussion

1. Findings

a. The Using of Technology in Speaking Class

The method that could help learners is the using of technology in the classroom. As we know that the modern era and digital native learners are definitely related. Thus the using of technology in the classroom is needed by learners.

The using of technology in learning language process moreover is important. Most respondents agree with that. There are 88% or 35 respondents agree with that and the rest do not agree. Most of them who agree with the using of technology could help digital native learners in speaking class because it makes the learning process to be easy and connected. Besides that today we live in a modern era and we face digital native learners.

All of the respondents have and use more than one technological vehicles. The female digital native student told that they always choose mobile phones because it was easy to carry everywhere. These results show that digital natives make gadgets are not considered as foreign objects to them anymore. Their technology and life are highly connected.

Although more than a half respondents agree with that also there are some respondents do not agree. “We must have a strong and stable internet connection in order to use that kind of application effectively,” argued respondent 14. That reason is also caused that not all digital native learners in Indonesia could use and access it easily. Especially those are who live in a remote area. It is impossible for them to use it because to make phone dialling is very difficult instead of accessing the internet.

Depends on that data, it can be concluded that although less than 50% do not agree with it but also the using of technology should adjust the placement. Like we need different treatment when we teach in a remote area or a big city.

b. The Using of Seesaw application in speaking class

It is clear that digital native learners and also the teacher and future teachers need technology during the learning process. It could help them, make it easy or attract learners. Here the researcher introduces a technology application called Seesaw. Inside of application, there is a feature which it will and could help digital native students. Through this feature, they will get a big chance to interact with each other intensively every day and every time.

When the respondents were asked whether they will implement this method or not when they teach the digital native students, the diagram shows that 85% or 34 English future teachers will implement it. It reveals that the method could be chosen.

Moreover, respondent 10 and 23 argued that Seesaw application is an amazing software to teach, easy to use, has many variations of media which student can use to respond to any activities. The digital native learners can enjoy apply their speaking ability, check their friends’ respond and give feedback for each of them. Respondent 31 argued that the learners can join the class although they are at home because of something else.

However, those six respondents or 15% do not agree with that. They have a different reason why. Respondent 37 for example if he prefers to use another media in speaking class than Seesaw application because his phone is not supported for that media. The reason is also supported by the respondent 11 that he also will not use the Seesaw application because he feels shy when his friends can see his video more than once.

“The using of Seesaw application is very good in our condition and area but I am not sure that we can use that media in another place. Especially the place which difficult to get a strong and stable internet connection. I will not use that application in those areas.” Respondent 21 give a long and specific reason why he will not use it.

2. Discussions

Digital learners are the digital native generation which uses a digital learning tool where teacher and students alike can create their own interactive timelines. Embedded social features promote collaboration and engagement between students (Nur, 2018) it is relevant with all of the respondents which all of them agree to prefer to use technology in their speaking class than using conventional media.

Speaking skill is one of the skills in English that requires training and habits in everyday life. As English Department students they will have a big chance to interact with the overseas students. Some events for them on any campus are international events. It means they will meet, discuss and challenge their English skill with another student from another country. The digital native students have to increase their speaking skill because it is very important for the digital native students especially to speak in public. However, with the help of interesting media such as Seesaw application make it easy for digital native students to speak intensively. Because of that, all respondents who have given their answer agree with that. No one doubt that Seesaw application has a great and main role for digital native students in their speaking class.

The seesaw application provides a wide variety of strategies which can be used to complement rather than other application. Many activities in the seesaw application are more widely used in college classrooms because all of the respondents need to speak intensively wherever and whenever they are. The activities in Seesaw application not only helped students understand certain aspects of spoken language but thus activities also raised grammatical and phonological awareness through frequent sentence drills in communicative interaction. The respondents also agree that it implies an important function of communicative competence in communication, especially in speaking competence which has an important role in

the development of communicative competence.

Furthermore, a new concept of teaching is important to be considered since the education environment is dynamically changed. The improvement of technology should be beneficial for teachers and students. Besides using technology only, teachers need to develop pedagogical understanding when they would like to integrate technology in their teaching in order to benefit students, so then they will be able to integrate pedagogical, content of their teaching, and technology which will be developed through their experience in using technology (Matthew and Punya, 2005). The respondents also totally agree that as the future teacher they need methods to help their digital native students. The methods will also attract their students' interest. 85% of the respondents will implement the Seesaw application in order to give their digital native students appropriate media to enhance their speaking skill. It relates to the reason because Seesaw application is easy to use. Besides, it is free to download although users must pay if they want to get Seesaw plus. However, this feature is totally free.

However, not all respondents agree with the using of Seesaw application in the speaking class. It happens because Seesaw application will make difficult instead of easy. Besides the Seesaw application is using strong and stable internet connection whereas not all people could have and access it. Moreover in the remote area. The data shows that 15% of respondents will not use the Seesaw application. Although the number is great enough but also the using of technology in the learning process fits with the theory why.

Conclusions

According to the students' idea, it can be said that Seesaw application has a positive effect on digital native students in their speaking class when it is used appropriately. Digital learners are aware of this good impact and think the lecturer is the key factor in this

unlimited world. It is obvious that technology brings real world in front of the student. These digital learner ideas demonstrate that technology is inevitable in today's world. Not only does it teach a new language but also it assists digital native students gaining new cultural items. Therefore, digital native students can be more motivated and active via technology.

The use of Seesaw application can facilitate digital native students' learning activity that made the activity more interesting especially in speaking class. Therefore, digital learners can be more motivated and active via technology. Even the student thinks that technology is really important for them, some digital learners do not have the same idea with them. They like technology in their real life, however; they want to live a real language learning atmosphere in the classroom.

The digital learners' teachers should use technology in their classes in order to increase their students' language awareness but the teachers should be careful while using technology inside and outside of the classroom, they should organize the activities according to student age, language level, interests, and needs. In addition, language lecturer should lead the digital learners and their parents to correct web sites after the class period. Lecturers also should create task-based activities and prepare project-work for their digital natives' students. To the future researchers, particularly those who are interested in applying any activities using Seesaw application, it is suggested to conduct classroom action research or other designs on the use of this application in the teaching of other language skills, for instance listening, writing, reading and also other types of genre.

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ABOUT THE AUTHORS

Muhammad Rauuf Oktavian Nur:

Undergraduate Student of English Education Program, Faculty of Education and Teacher Training, Universitas Tidar, Magelang, Indonesia.

Ikrar Genidal Riadil:

Undergraduate Student of English Education Program, Faculty of Education and Teacher Training, Universitas Tidar, Magelang, Indonesia.