

**The Design of English E-Learning
Using Streaming Media and Webcasting
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Abstract

English learning communicatively is required at higher education level, especially vocational education since the language is about to be used actively in industry after students graduate. However, problems occur here specifically in Indonesia when students are lack of the first ability of communicative competence, which is grammatical competence. In the other hand, they are supposed to perform the English expressions appropriately and understand the functions of the expressions. This paper shares the idea of solving the problems using e-learning effectively with streaming media and webcasting. Finally, it discusses the challenges that occur in using those tools, as part of the teaching method in classroom.

Keywords: e-learning, communicative approach, streaming media, webcasting

Teaching English using communicative approach in Higher Education, especially in vocational education, is an ideal model since students might use English actively after graduate. At Politeknik Pos Indonesia the syllabus designed is about teaching English communicatively to students as the purpose of the institution is to produce graduates with active English skills. The approach is relatively new here in Indonesia because up to now students are still used to the traditional approach, learning English through grammar exercises. The students' basic skills in English influence the way they are going to learn English communicatively. The teachers' competence in teaching English using communicative approach also plays important role here because the teachers have to understand first the teaching model using such approach.

Communicative approach, according to Canale and Swain (1980), has to fulfill the four components, which are:

1. grammatical competence: words and rules
2. sociolinguistic competence: appropriateness
3. discourse competence: cohesion and coherence
4. strategic competence: appropriate use of communication strategies

One establishes communicative skill if he or she has performed the four components relatively. Actually, students of Politeknik Pos Indonesia have learned the first component, which is the grammar, since they are in junior high school. The competence now, however, does not show any significant results as the English Proficiency Test scores are always below average. In addition, English is a foreign language in Indonesia as no one intends to speak the language for daily activity. English is spoken in a very 'exclusive' community.

The difficulties as for the second component is that students will never have the idea of appropriateness in using the language. This will be discussed later in the paper as the example for the feedback. All in all, as for the students in Politeknik Pos, teachers try to integrate the grammatical rules to the function of communication.

In classroom activities, problem especially occurs when students are still lack of the ability of the grammar competence. They still make grammatical error or even pronunciation. In term of communication approach, the error can be ignored as long as the students have the courage to use the English language. However, how far can the error go? In descriptive grammar, the language used by the students can be analysed as language influenced by cultural and mother-tongue background. How it is used and the error followed can be accepted as the standard of 'Indonesian' English.

In term of prescriptive one, it is irritating to hear someone saying ‘I go to campus yesterday’ or even usually say ‘I am go to campus yesterday.’ These are examples happened at classroom activities, although the perfect ones also occur. This grammatical problem is to be solved with teaching grammar, again traditionally, consuming much time at classroom. The purpose of teaching English communicatively is not achieved because here students are not used to implement the language in utterance.

There are many solutions can be thought of for this problem for classroom activity. For the lowest level of grammar competence, teaching grammar can take place at classroom as long as the activities are using the communicative approach. However, for students with advanced level of grammar, dealing with basic grammar would be very monotonous and boring. This could demotivate them in learning activity at classroom. At higher education level, it is high time for teachers to support the students to learn, here English, independently, as teachers have to give the right feedback for this model of teaching. In teaching grammar with the variety of level competence, teachers can use the tools of computer technology, of many others, for supporting the feedback and learning independently. Actually, the advanced technology is very ‘rare’ for education in Indonesia in the term of teachers’ competence and availability. In addition, according to Jill and Charles in Harmer (2007:176) the recent resources have to be seen as only the tools not the methodologies and actually event there are none in the classroom, using people as the resources are actually the most important. As in Politeknik Pos Indonesia, the resources used are those tools which are available. We do not invest new technology or create application for the purpose in this practice.

As classroom practice using computer technology, the technology will be used in giving feedback to the grammar of students in practicing presentation. According to the English syllabus at Politeknik Pos Indonesia, the teaching of the language has to

be about communication in everyday life, certain and job situation. For job situation, the language is used in giving presentation. Before practicing the presentations, students learn the language expressions usually used in the presentation, given by the teachers. Teachers explain the expressions and their functions and interpretations. The expressions have to be used at the right place and time, so that there will be no understanding in using the terms. Teachers have to give the explanation that students do not have to translate, for certain situation, Indonesian to English, they merely learn the certain expressions used, here in presentation. Teachers do not have to focus on the structure, but teachers can underline the tenses used and ask the students to deepen them independently. This can be a little problem too as students cannot figure out the meaning of the functions by themselves, while there are lack of time for explaining as classroom activity. This is the role of computer technology taking place, also as the feedback.

After students understand the function of language expression in giving presentation, they have to present certain topics at classroom. Teachers prepare the video camera and record the presentations. The recorded videos are analysed by the teachers in the term of presentation techniques, contents, and grammar in the spoken English and the visuals used. The recorded videos of students at Politeknik Pos Indonesia show that they are already accustomed to the certain expression in introducing and closing the presentation. Grammar mistakes always occur and teachers can show them in the video by showing the correct ones on the texts occur. Students also still translate the Indonesian phrase into English without knowing or understanding the context or appropriateness in it. For example, students have already given one of the examples of language expression in closing the presentation, such as ‘This is the end of the presentation.....’. However, they still influence by Indonesian language and instead using the fixed expression they say ‘Until here.... ‘ There is a phrase used in Indonesian ending a presentation which has the same meaning as the latter, but it has different context and meaning when we use it in English. This can be explained

further by the teachers on the comments on the internet page. After the videos have been edited for feedback, they can be launched on the internet as the webcasting with comments on the pages from the teachers. Others can access to the videos and give comments to them.

The feedback coming from teachers, peer friends, guests can be one of the learning processes how to learn English communicatively for teachers from other places. Beside being the feedback for those who give the presentation, it can even become feedback for other who want to learn how to give presentation. So, this design can be widespread and we can share knowledge and gain advantages from technology.

Usually webcasting is used for advertising, showing live concert, news, radio or television broadcast. Webcasting is the future of on line education as many universities now have used webcasting for the lectures or any study related to the usage of video. I think *Youtube* is one kind of webcasting used, which is also for entertainment. One thing about accessing streaming video in Indonesia is that it is still with very low quality. Sometimes, we will not get clear picture or the picture coming very slowly. It is because the quality of bandwidth is very low and it has to be shared with many computers in one environment. It requires good money to get good quality of bandwidth. However, many applications now can solve the problem of streaming video to be published on the internet. For the example: there is an application that can convert the big size of video file into a small one so that it could be published on the internet without having to face the slow movement of the pictures. This could be the challenge for many other teachers all over the world, who wish to use the streaming media and face this same problem, to find out the solution for this matter.

As for the idea of the presentation project in Politeknik Pos Indonesia, students could give their presentation anywhere as they are connected on line via a video. Teachers

and the students could watch their presentation in streaming video, and if it is recorded it could be a webcasting of learning giving presentation. This project could give encouragement to students because students usually get excited when working assignment dealing with technology. As for the feedback from teachers, teachers can give more feedback and evaluation in the website where there is the webcasting of the presentations. The feedback can be seen and learnt not only for the students enrolled in the course but also other students connected to the sites. This could give more preparation to be better for students who will enroll the course next year. The archive of the presentation in the webcasting can be very valuable for students who wish to follow the internship program because they can show their performance in giving presentation as the portfolio from the website of the webcasting as one of the recommendations.

Finally, the challenge is not only to integrate the grammar exercise to communication activities in the classroom; not only to find out the solution of bandwidth problem, but also to motivate the students to learn English with some kinds of technology and to convince the institution about this project of webcasting.

References

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