The Implementation of Technology-Enabled Seamless Language Learning in Teaching Descriptive Text

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Abstract. This study reports on the implementation of Technology-Enabled Seamless Language Learning (TESLL) in writing descriptive text. It aimed to investigate how TESSL was being implemented in the classroom and how it affected the students' skill in writing descriptive text. Triangulation mixed-method was applied in this research with 6 classes of first year students from different study program at Universitas Kuningan were chosen as the participants. The data were taken from various sources like tests, observation notes, and documents to support the findings. Observation notes and documents were used to find out how TESLL was implemented in the classroom. Tests results were used to investigate how TESLL affect students writing skills. The first result showed that with the involvement of technology like LMS, online quizzes, YouTube videos and video conferences apps could cater the teaching and learning descriptive text in remote setting. This model also enhanced and elicited students' participation in the classroom activity especially in quizzes sessions. Then, second, the t result indicated that the significant scores were below 0.05. Therefore, it can be concluded that the implementation of TESLL has a significant effect in developing students' descriptive writing skill

Keywords: Seamless Language Learning; TESLL; writing skill

1 Introduction

It seems like an absolute condition, in teaching and learning, when students should have only reading, writing and arithmetic's competence or 3R (Keane, 2012). Yet, those competencies are insufficient for students to enter working environment in this disruption era with its 4.0 Industrial Revolution. Moreover, Keane (2012) stated that many institutions and companies ask 4C: critical thinking, communicative, collaborative, and creative as the requirements for those who want to apply for being their employee. Based on this fact, teachers (include lecturers) need to combine those two groups of competencies (3R and 4R) in teaching and learning process in the classroom especially for university level since university students are directly prepared to enter working environment. This phenomenon led to the appearance of 4.0 educational era to combine education and digital technology.

Moreover, digital technology becomes a common term for university students since almost all of them are having smartphone. In accordance with language teaching, Jati (2018) argued that cellular phone, smart phone, and tablet are important stuffs to support teaching and learning activities due to the benefits if those are used effectively. In addition, Floris and Renandya (2019) suggest that one of possible solution to face students' barriers in learning is by combining digital device in teaching and learning process since technology helps us to create positive environment and reduce students' anxiety level.

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Technology has changed teaching and learning habit in the classroom nowadays. Solanki dan Shyamleel (2012) dan Gilakjani (2017) informed that technology application helps students to recognize what they want and to accommodate visual and auditory learners. By using or maximizing technology, the effectiveness of teaching and learning process can be achieved more quickly.

Unfortunately, in language teaching and learning context, current learning activities are still dominated by PPP (presentation, practice, production), and it is just emphasizing more at language materials which are out of context. The materials or teaching activities such as the teacher directly teaches language theory rather than skill of communication, teaches language input rather than giving students activities that help them produce language output and so on (Liu & Zhao, 2008; Tedick & Walker, 2009). Furthermore, for those who are structuralism, language teaching is emphasizing on the understanding that language is a normative structure that consists of grammatical elements and vocabularies only (Canagarajah & Wurr, 2011). Finally, in these types of teaching and learning process the materials which are delivered are hard to show how language should be used in its context.

Due to the needs of language teaching model that accommodates 4.0 educational era, this research is implemented Seamless Language Learning (SLL). According to Kukulska-Hulme, 2015 and Wong, Chai, & Aw, 2015 SLL is a model of teaching that connect the activities of language learning in different scope. Learning scope of SLL connects of formal and informal, individual and social, physic and digital. This learning model proposes another perspective of how to put back the context, knowledge or language meaning for every aspect of skill by breaking time and space limit (Wong, Chai, Aw, & King, 2015). The combination of technology usage such as computer programs and applications inside the smartphone are maximizing SLL application further called as Technology-Enabled Seamless Language Learning (TESLL).

This SLL research is conducted in teaching and learning process at university level, where Kuningan University is chosen as the site. In this university, English is one of compulsory subject. Moreover, for English subject, there are two types of writing that will be learned deeply by the students: descriptive and narrative. Meanwhile, writing subject is chosen based on the opinion that implementing writing component in English subject syllabus is based on main reason that writing helps students to learn. According to Hedge (1988, in Alfaki, 2015), writing is an activity that support learning process. It is called as support since the process in creating a text or writing should face several phase starting from finding the idea, finding the references, finding the appropriate language and presenting the paper.

Furthermore, descriptive text was chosen since this type of text is frequently found for many purposes such as advertisement, food packaging, learning program pamphlet, game, and many others. Creating descriptive text seems easy but if the writer has no ability to use the appropriate vocabularies and has low imagination, the result of description will be less accepted. Therefore, in this research, the students will be given an experience how descriptive text is used. Then the classroom activities will be designed as good as possible by involving digital technologies.

There are several researchers do the research about the application of digital technology digital in education area. One of the researchers is Young (2014) by creating “Animated storytelling as collaborative practice”. Young analyzed the animation of stop motion as a tool of telling a story visually by using artists, students, and social communities. The purpose of this activity is to encourage students to be brave of telling a story through animation. Young concludes that animation can be used as a tool to facilitate the existence, spread and story recordings and promoting story agent

The next previous study is conducted by Andrew (2016). It is about the strategy used by the teacher to improve students' writing skill by using Text-to-Speech application. The research exposed how seven primary school teachers are maximizing the digital application Text-to-Speech to transform their teaching and learning process through new teaching and learning experiences. From this research, it can be seen how a teacher appreciate the new technology to stimulate new alternative to create teaching and learning process that gives good and maximum benefits for their students. Next is a study conducted by Milrad, Wong, Sharples, Hwang, Looi, and Ogata, (2013) that described how seamless learning is used to face the defiance in our educational system related to the introduction of mobile technology in classroom context, and the continuity of other educational practices.

Those research prove that maximizing the use of technology in teaching and learning process can be an alternative to teach a language learning especially writing descriptive text. Furthermore, the gap that is fulfilled by this research is that the model applied as teaching technique which is Technology-Enabled Seamless Language Learning (TESLL) model in creating descriptive text in English subject of university level.

2 Method

This research implemented triangulation mixed-method involving 2019-year students from six classes in Kuningan University as the participants. In triangulation mixed-method, quantitative and qualitative data collections and analysis were used to answer of the research questions. The data were collected through tests, field notes, documents, and videos. These data collections are also called as triangulation to find out a holistic and in depth understanding toward the subject matters. In the quantitative aspect, pre-experimental method was implemented to test whether TESLL significantly affect students' skill in writing descriptive text. The qualitative aspect assessed how TESSL was implemented in the classroom and used to analyzed students' progress of writing descriptive text before and after the treatment seen from their writing products.

3 Result and Discussion

3.1 The Implementation of TESLL in the Writing Class

In the current research, the Technology-Enabled Seamless Language Learning model was implemented in several classes in 3 different faculties in Universitas Kuningan. The teaching and learning using this model has been carried out for about three sessions at each class using LMS developed by campus (https://ecalss.uniku.ac.id/). The first session was pre-test that is used to test students' initial writing skill before the TESLL model treatment. The test was given to all sample students by giving them a picture of people queuing at the cinema. The students were just asked to describe the picture. There was no special instructions and word limitation for the description. After the students experienced in describing picture in pre-test, the second session was about explaining the theory of descriptive text. The explanation was recorded using Zoom video conference application. It began with comparing two different set of writings describing the same object to show which writing product only telling what happed and which one vividly described what happened.

Fig 1. The Image Used for Pre-Test

Then, it was followed by the aim of descriptive writing explanation, the use of five senses for description, tips and tricks for describing something, and literary devices used for descriptive writing. The explanation was given to set the same students' understanding toward descriptive writing. The session ended by giving the students an exercise to describe a picture entitled "Fun Fair" contains 12 sentences below the picture to help the students in making their descriptive text.

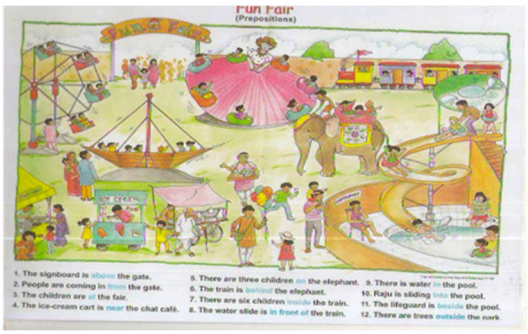


Fig 2. Image for Exercise in Session 2

The third session was specially designed for delivering material about "Show don't Tell" technique in making descriptive writing. This material was delivered through a video from YouTube that describe the technique in details including its examples. Because this session was asynchronous, all students were asked to make a summary of the video that told about their understanding toward the materials given. This third session ended by giving the students an interactive quiz. The quiz was conducted in campus e-class. It consisted of 9 multiple choices questions that assess student's skill in identifying sentences that show description not directly tell the object as it explained in "Show don't Tell" technique. The following is the question example.

"She is a very happy person."
Which of the following sentences shows your meaning instead of just telling it?

a. She is always happy.
b. Whenever I see her, she has a spring in her step and a smile on her face.
c. She is the happiest person I know.
d. She makes me really happy because she is always happy.

Finally, posttest was given to the students in session 4 to assess their descriptive writing skill after the TESLL treatment. Before the posttest, the students were given two videos from YouTube which consist of no dialogue. The video will be the object of their description. In the first video, it showed underwater situation at Raja Ampat Papua. The second video showed the situation in De Louvre Museum in front of Mona Lisa Painting. The students were asked to choose one of the video and make a descriptive writing about the situation in the video. They were expected to use "show don't tell" technique that has been explained in the treatment.

3.2 The Effect of TESLL to Students' Descriptive Writing Skill

This section discusses the finding of comparing pre-test and posttest score of students' descriptive writing products given to 6 classes in different in Universitas Kuningan. The pre-test was conducted before the treatment to identify students' initial level of their writing skill. Then, descriptive writing posttest was given to all participants after the treatment. All the gained data was analyzed using SPSS to find out the effect of implementing TESLL to students' descriptive writing skill. Based on the scores gained by the subjects, it can be summarized as follows:

Table 3. Paired Samples Statistics

		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Class 1	Pre-test 1	61.46	37	2.873	.472
	Posttest 1	78.59	37	3.804	.625
Class 2	Pre-test 2	61.84	38	2.422	.393
	Posttest 2	73.61	38	2.746	.446
Class 3	Pre-test 3	61.37	27	22.697	4.368
	Posttest 3	63.04	27	27.177	5.230
Class 4	Pre-test 4	60.29	31	23.811	4.277
	Posttest 4	64.26	31	25.351	4.553
Class 5	Pre-test 5	65.56	25	6.783	1.357
	Posttest 5	76.72	25	7.368	1.474
Class 6	Pre-test 6	61.63	27	8.670	1.669
	Posttest 6	76.259	27	4.4622	.8587

In table 3.1, it can be seen that the mean of posttest scores in all of classes are higher than the mean of pre-test scores. Furthermore, standard deviations of both tests in every class also show differences: pre-test scores are higher than posttest scores. Rough conclusion is there is an effect of implementing TESLL model to the students' descriptive writing skill. To ensure the result of comparing pretest and posttest means, the next step is done. It is calculating standard deviation and standard error of differences between two means (pretest and posttest). After that, the dependent t-test is calculated using the following formula:

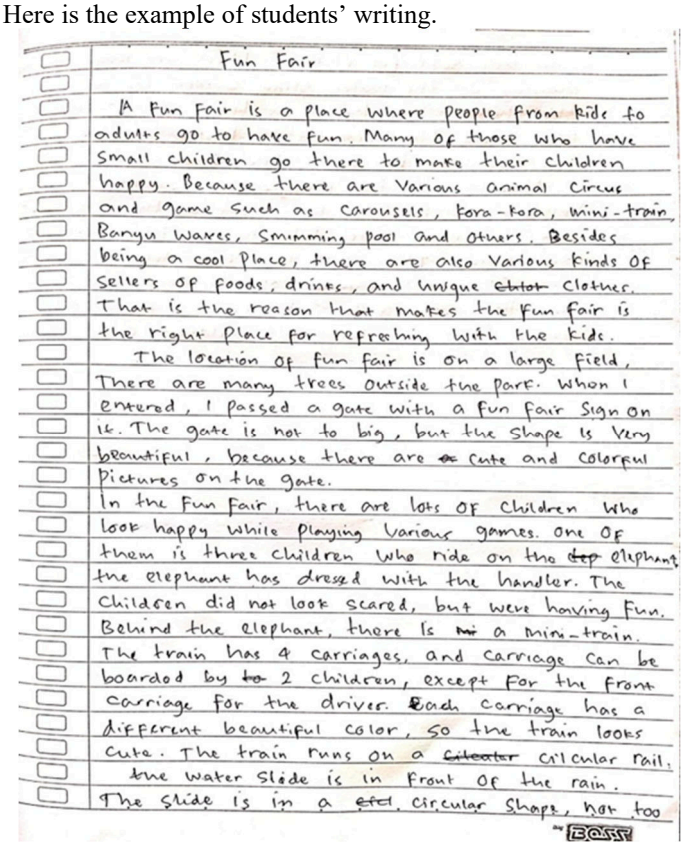
$$t = \frac{\bar{X}_1 - \bar{X}_2}{S\bar{D}}$$

Table 4. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Class 1	Pre-test 1 - Posttest 1	-17.135	4.211	.692	-18.539	-15.731	-24.752	36	.000
Class 2	Pre-test 2 - Posttest 2	-11.763	2.842	.461	-12.697	-10.829	-25.514	37	.000
Class 3	Pre-test 3 - Posttest 3	-1.667	24.931	4.798	-11.529	8.196	-.347	26	.731
Class 4	Pre-test 4 - Posttest 4	-3.968	26.066	4.682	-13.529	5.593	-.848	30	.403
Class 5	Pre-test 5 - Posttest 5	-11.160	6.446	1.289	-13.821	-8.499	-8.656	24	.000
Class 6	Pre-test 6 - Posttest 6	-14.6296	6.7732	1.3035	-17.3090	-11.9502	-11.223	26	.000

Paired sample t-test table show the statistical computation results of pre-test and posttest scores from 6 classes. To check the significance of this t value, then there are two different conclusions that can be drawn from the table. From the table, it can be seen that the significant (2-tailed) score class 1, 2, 5, and 6 are the same (0.000). The scores were below the score of significant level 0.05. Thus, in these cases, H0 is rejected which means there is a significance effect of implementing TESLL model to the students' descriptive writing skill. However, cases in class 2 and 3 are different. The significant score of these two classes were 0.731 for class 3 and 0.403 in class 4. These score are above the score of significant level 0.05. It means that in class 3 and 4 the H0 is accepted which means there is no significance effect of implementing TESLL model to the students' descriptive writing skill. The mean scores of these two classes (class 3: -1.667, class 4: -3.968) are prove that there is only a slight increase in the students' scores after the treatment.

The above statistical results are the numerical prove of the effect of the TESLL implementation to the students' descriptive writing skill. Because this study is a triangulation mixed-method, qualitative analysis is needed to provide more prove and validation of the claims made from the statistical results. The followings are text analysis of the descriptive writing products made by the students. As it mentioned before that in the first meeting the students were given a picture entitled "fun fair" and asked to make descriptive writing based on the picture. Here is the example of students' writing.



Fun Fair

A Fun Fair is a place where people from kids to adults go to have fun. Many of those who have small children go there to make their children happy. Because there are various animal circus and game such as carousels, kora-kora, mini-train, Banyu waves, Smimming pool and others. Besides being a cool place, there are also various kinds of sellers of foods, drinks, and unique ~~clotot~~ clothes. That is the reason that makes the fun fair is the right place for refreshing with the kids.

The location of fun fair is on a large field. There are many trees outside the park. When I entered, I passed a gate with a fun fair sign on it. The gate is not to big, but the shape is very beautiful, because there are ~~or~~ cute and colorful pictures on the gate.

In the fun fair, there are lots of children who look happy while playing various games. one of them is three children who ride on the ~~dep~~ elephant the elephant has dressed with the handler. The children did not look scared, but were having fun. Behind the elephant, there is ~~mi~~ a mini-train. The train has 4 carriages, and carriage can be boarded by ~~to~~ 2 children, except for the front carriage for the driver. Each carriage has a different beautiful color, so the train looks cute. The train runs on a ~~cilcoter~~ circular rail. the water slide is in front of the rain. The slide is in a ~~efel~~ circular shape, not too

Fig 3. Example of Students' Writing

Student's text above shows that the student has good ability in creating descriptive text based on the picture give. He can create the text by applying the structure of descriptive text, yet, almost all descriptions are "telling" not "showing". For example, it is seen from the first sentence in the first paragraph:

"A fun fair is a place where people from kids to adults go to have fun"

That sentence seems boring since the writer only tells the reader about the definition of fun fair. From student's sentence above, it can be concluded that at the first treatment, students almost had no idea to develop the descriptive sentence in to "showing" mode. The use simple present tense indicates that the tense only defines "fun fair" without trying to ask the reader to fell how fun is in the fair. The student did not try to show for example the expression of "adult" and "kids" when they were fun at fun fair. The use of figurative language is also not found in the sentence. Actually, from the adjective "fun" the students can show more the situation at the fun fair. Perhaps this was led by students' lack understanding of "show don't tell" process. Therefore, second treatment was conducted, and the technique was almost the same. In the second treatment, the students were asked to describe the picture given by the lecturer. The picture below is used as students' second assignment.

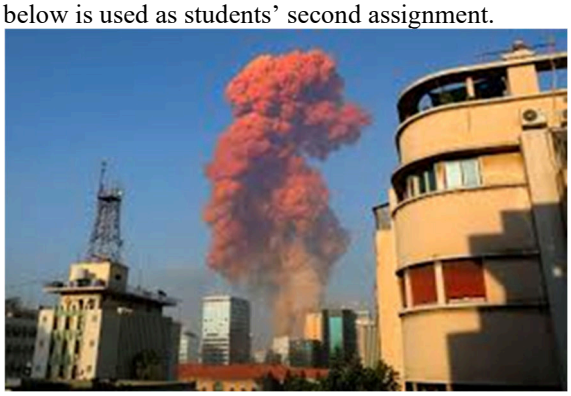
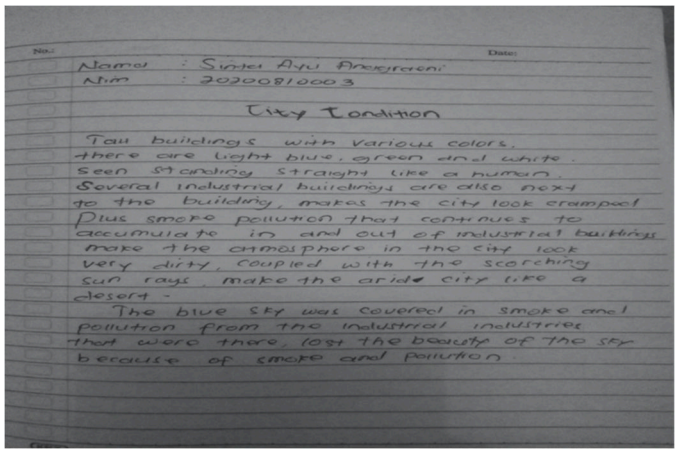


Fig 4. Picture for Students Exercise

For the second treatment, the students were asked to describe picture 3 above. In this chance the students also urged to write by showing instead of telling. The second text below is the example of students' writing in second treatment. It seems like there is improvement showed by the students.



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City Condition

Tall buildings with various colors, there are light blue, green and white. Seen standing straight like a human. Several industrial buildings are also next to the building, makes the city look cramped. Plus smoke pollution that continues to accumulate in and out of industrial buildings make the atmosphere in the city look very dirty, coupled with the scorching sun rays, make the arid city like a desert.

The blue sky was covered in smoke and pollution from the industrial industries that were there, lost the beauty of the sky because of smoke and pollution.

Fig 5. Example of Students' Writing

In the picture 3.5, the first sentence of the text: “Tall building with various colors” indicates that the student tried to show the reader about the physical appearance of the building, yet it is still very simple and vivid less. It is continued by the second sentence: “there are light blue, green and white seen standing straight like human.” The writer used simile figurative language by using “like’. In this case the writer tried to show the situation of the building by comparing it with human as living thing. Of course, this second text shows us students’ improvement in creating descriptive text. The second text is not as boring as the first text since it is more communicative.

The writer also tried to make another comparison in the last line of the first paragraph: “make the air city like a desert”. The writer tried to compare city air situation with desert which is very dry. This comparison once again helps the reader to imagine more about the situation of the city by only paying attention to the picture and the text. This ability of showing is getting improved although it is still in simple form. After giving treatments to students about how to show not tell, not all students can apply it well. Yet, several students got improvement on their writing ability by writing longer than their previous text. This longer text does not indicate that they have good understanding toward showing not telling but it might indicate that their vocabularies are improved. The example is in the text below.

DESCRIBE THE PICTURE

one day when the sky was clear a very violent explosion in the middle of the urban area. The explosion produces smoke that is very high, really high above the towers in the area, besides the height of the smoke is also very thick so that it suffocates the breath and feels sore if the eyes are due to the dust generated from the explosion, the smoke is brownish orange in shape a mushroom that was three times the height of the surrounding buildings.

Fig 6. Example of Students’ Writing

The text in picture 5 cannot be categorized as “showing”. The student who wrote the text was still doing the “telling” process. This can be seen from the beginning of the text that the writer tells us directly about the explosion rather than showing the “form” of explosion itself. Beside the explosion, the writer also directly talking about the type of the area which is “urban area”, once again, the writer did not “show” how urban it was. Although this text cannot be categorized as showing, yet the writer has done his/her best by writing the paragraph longer. It can be inferred that the writer wanted to describe the picture by giving vocabularies as much as possible. This effort can be counted as the process of being “show don’t tell” in writing descriptive text.

4 Conclusion

Based on the quantitative and qualitative analysis of the data from the implementation of TESLL, several conclusions can be drawn. TESLL model which was implemented in descriptive writing class is effective in improving students’ writing skill. The fact shows that the improvement of students’ writing scores before and after the treatment were statistically significant. Qualitatively, there were changes in the students writing products. After the treatment, students’ descriptive writing was getting more vivid. They started to explore five

senses and figurative language for making description. However, there are a small number of students that still could not develop their writing very well due to their minimum vocabulary mastery. Furthermore, although the teaching and learning was in remote setting, the students were still enthusiastic in joining the class. It was seen from their attendance in the e-class, video conference, and assignment submissions. Thus, in sum, TESLL model is applicable to be implemented in the classroom especially for teaching writing. The key is the teacher should be willing to make extra effort in preparing the lesson and selecting the appropriate digital technology that can help attaining the goal of learning English.

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