



## EDUCATION 4.0 IN ENGLISH FOR SURVIVAL CLASS

### What, why, and how is to promote it?

**Candradewi Wahyu Anggraeni**

Universitas Tidar (UNTIDAR)

Indonesia

[candradewi@untidar.ac.id](mailto:candradewi@untidar.ac.id)

#### Abstract

The purposes of this study are to explore the ways in promoting Education 4.0 in English for Survival class, to contend the reasons of promoting Education 4.0, and to discover the students' viewpoints toward the use of WhatsApp and Instagram platforms for promoting Education 4.0. The research method used in this study is a qualitative approach in the form of case study. The participants of this study are the students and lecturer of English for Survival class. The instruments of data collection are observation, interview, and teaching reflexive log. The findings show that there are three ways in promoting Education 4.0, seven reasons of promoting Education 4.0, and two different students' perspectives of promoting Education 4.0 in English for Survival class. In addition, the students and lecturer need to consider several aspects in promoting Education 4.0 in English Language Teaching.

**Keywords: Education 4.0, speaking, WhatsApp, Instagram**

#### Introduction

The term Education 4.0 is currently becoming a trend to be implemented in an educational setting. The educational setting starts to discover virtues of Education 4.0. Many benefits derive to the idea of the need for the educators, teachers, students, and educational stakeholders to support in the implementation of Education 4.0 in many subjects.

The term of Education 4.0 is derived from the term of Industry Revolution 4.0. Sadiyoko in Anggraeni (2018) contends that education field gets impacts of Industry 4.0 especially in the development of information and technology supports the students and teachers to assist their skills for the better future. It means that Education 4.0 contributes to the success of input and output in this 21<sup>st</sup> century of learning.

Puncreobutr (2016) proposes that the notion of Education 4.0 plugs away at how to manage the learning to succor the students and teachers to deal with development of information and technology in educational context. It can be inferred that the skills of students and teachers can be improved by applying Education 4.0.

Dealing with Education 4.0, this paper focuses on promoting Education 4.0 in English for Survival (EFS) class. English for Survival class is one of compulsory courses for speaking in English Education at Universitas Tidar (UNTIDAR).

In teaching EFS class, the lecturer tries to apply Education 4.0 by making use of two social media platforms that are Instagram and WhatsApp. Those platforms are familiar nowadays in which many people use it. It cannot be avoided that those platforms have drawbacks. However, the lecturer and the students concentrate on the positives sides of using Instagram and WhatsApp to support the teaching and learning process.

In teaching EFS class in which it is about speaking materials, the lecturer needs to pay attention to the development of teaching speaking. As Murcia (2001) reveals that providing best teaching in speaking is important, so the teachers have to follow the advancement of teaching speaking.

Referring to the trend of Education 4.0, the positive sides of Instagram and WhatsApp platform in learning EFS, and the development of teaching speaking, this paper

is aimed to explore three standout research questions as follows.

1. What are the ways to promote Education 4.0 in EFS class?
2. Why is Education 4.0 promoted in EFS class?
3. How are the students' perspectives toward the ways to promote Education 4.0 in EFS class?

### Methodology

This paper used qualitative research design in the form of a case study. Gall *et al* (2003) stated that a research design that focused on the certain phenomenon was called a case study. The subjects of the research were the lecturer and students of English for Survival class of English Education Study Program at UNTIDAR.

The instruments of data collection were classroom observation, interview, and teaching reflexive log. Furthermore, the data collection procedures were as follows.

1. Doing classroom observation for knowing the implementation of Education 4.0 by using Instagram and WhatsApp in EFS class.
2. Interviewing the students in order to explore their viewpoints toward the use of Education 4.0 in EFS class.
3. Exploring teaching reflexive log in promoting Education 4.0 in EFS class.

The data analysis technique passed several steps. The first step was taking the classroom observation data. In this step, classroom observation protocol and photos were used to ease the researcher in completing the data. The second step was conducting the interview to the students by using semi-structured interview. The third step was scrutinizing the lecturer's teaching reflexive log.

Moreover, this research applied easy and simple procedure in which it could be used as a reference for another researcher who wanted to conduct the similar research idea of Education 4.0. The procedures were asking for permission to conduct the research in EFS class, doing classroom observations,

delivering interview, exploring teaching reflexive log, analyzing the data, elaborating the data, creating the research finding themes based on the data elaborated, and making the research conclusion.

### Findings and Discussion

Education 4.0 in EFS class played an important role in scaffolding the students' speaking skill in this 21<sup>st</sup> century of learning. Based on the data analysis, there were three findings found as follows: 1) Three ways of promoting Education 4.0; 2) Seven reasons of promoting Education 4.0, and 3) Two different perspectives of promoting Education 4.0

1. Three ways of promoting Education 4.0  
Promoting Education 4.0 in EFS class was a must in the educational context due to the lecturer needed to follow the advancement of teaching speaking in the 21<sup>st</sup> century of learning. Based on the classroom observation and teaching reflexive log, three ways were exposed to promote Education 4.0 as follows.

#### a. Teaching Methods

The lecturer shared in the teaching reflexive log that she applied different teaching methods in each meeting for avoiding the students' boredom and for helping the students to grasp the speaking material given.

The use of distinctive teaching methods implemented in EFS class contributed to the success of the teaching and learning process due to the students could follow the lesson well. The example of teaching reflective log was as the following.

#### *Teaching Reflexive Log- Meeting 2*

In today's meeting, I apply collaborative language teaching in teaching the materials about formal greeting; informal greeting; formal introduction; and informal introduction. The students are active in joining the classroom discussion and classroom activities. In this meeting I ask the

students to do classroom activities in peers and group. They create role plays that reveals the material discussed. However, it differs with the previous meeting in which I apply Communicative Language Teaching.

In the first meeting, I ask the students to be active individually. Therefore, they come forward and speak in 4 minutes for each student. This kind of activity develops students' confidence to speak in the front of people. Besides, in this second meeting, I need to pay attention to several students who still use Indonesian language sometimes in their discussion. Since English for Survival class is a speaking class, the students must use full English in the teaching and learning process. Therefore, it will be the students' daily basis to use English in the inside and outside classroom.

Furthermore, I also ask my students to create conversation and post their recording of conversation in the WhatsApp group of EFS class. It is one of ways of promoting Education 4.0 in the classroom. Education 4.0 covers the use of technology that enhances the quality of teaching and learning process, the development of students' critical thinking, and it is flexible activity.

Regarding to the teaching reflexive log, it could be stated that the different use of teaching methods could be a way to promote Education 4.0.

### b. Assignments

Assignments also played an influential aspect in promoting Education 4.0 as long as the assignment revealed the characteristics of Education 4.0. In EFS class, the lecturer mostly used the platform of WhatsApp and Instagram as the media for the lecturer and students to give and upload the assignments given. The assignments given followed the learning objectives in the lesson plan, so the students had excellent learning outcome in EFS class.

Below was the example of the assignment given to be uploaded in Instagram.

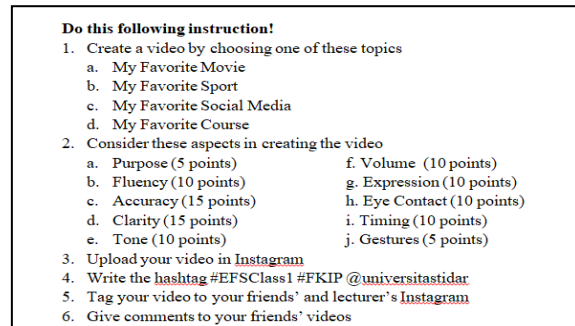


Figure 1 . Example of the assignment

Figure 1 showed that the students had to do the assignment and uploaded it in the Instagram by following the instructions stated. The assignment also reflected the characteristics of Education 4.0. Sadiyoko in Anggraeni (2018) mentioned that the characteristics of Education 4.0 were mobile assignments, students' need-based, flexible delivery, friends and teachers' reflective feedback, critical thinking development, active students, project-based, and evaluation process.

Besides, the teaching reflexive log in the tenth meeting shares that the students were very creative in doing their individual assignments that should be shared in WhatsApp group for drawing and explanation assignment, and in Instagram for sharing the students' favorites.

Below were the examples of students' assignment that were uploaded in WhatsApp and Instagram.

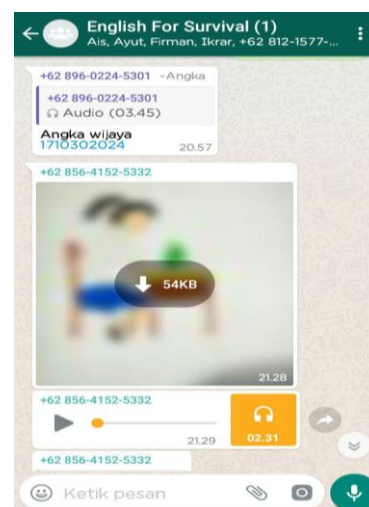


Figure 2. Outlook of students' assignments in WhatsApp



Figure 3. The student's assignment in Instagram

### c. Roles of Lecturer and Students

In promoting Education 4.0 in EFS class, the lecturer and the students had to pay attention to their roles in teaching and learning process. The teaching and learning process focused on the students-centered learning in which the students must be active in the classroom. The students were asked to participate more in the discussion inside or outside the classroom. For instance, the students needed to give fruitful feedback to their friends' works in WhatsApp group or in Instagram. Therefore, it helped the students to participate actively in the discussion or classroom activities. Besides, the students were practiced to be autonomous learners or independent learners.

Furthermore, the lecturer's role was as a facilitator. It meant that the lecturer had a crucial role in facilitating the students' learning problems or their difficulties toward the materials given.

Regarding the teaching reflexive log, the lecturer stated that she was fully being the facilitator in EFS class due to she must be a facilitator so that the students were able to implement the characteristics of Education 4.0 students.

### 2. Seven reasons of promoting Education 4.0.

Promoting Education 4.0 derived to the notion of two sides, those were the pros and the cons. However, the teachers or lecturers; the students, and educational stakeholders had to focus on the reasons of promoting Education 4.0. Based on the classroom observations and teaching

reflexive log, there were seven reasons of promoting Education 4.0 as follows.

- a. Facing the era of millennial generation
- b. Developing students' speaking skill
- c. Exploring the benefits of applying Education 4.0
- d. Exploring the development of social media platforms for supporting teaching and learning process
- e. Joining the era of digital literacy students
- f. Joining the era of digital literacy teachers or lecturers
- g. Promoting autonomous learning

Those seven reasons were the keys which had to be emphasized in promoting Education 4.0. Many benefits were taken when Education 4.0 was implemented in teaching and learning process.

### 3. Two different perspectives of promoting Education 4.0

These perspectives reflected to the students' different perspectives toward the promotion of Education 4.0 in EFS class. Based on the interview conducted, the students viewed that promoting Education 4.0 in EFS class had advantages and disadvantages.

The advantages of promoting Education 4.0 covered developing students' speaking confidence, improving students' speaking proficiency, making Instagram and WhatsApp become positive social media platforms, and creating the active classroom atmosphere. It was proved by one of the students' response below.

Extract 1. Response of interviewing the student

"In my opinion, I get many benefits in joining EFS class that promotes Education 4.0. I can develop my speaking confidence because I must upload my speaking assignments in WhatsApp and Instagram so I must speak well."

However, there were several students who viewed that promoting Education 4.0 in EFS class provided disadvantages. The students viewed that the disadvantages were

the lack of internet connection and the indirect spoken feedback. One of the students responded the interview as follows.

Extract 2. Response of interviewing the student

“It is hard for me to upload the assignments in instagram if I don’t have good internet connection.”

Extract 3. Response of interviewing the student

“I like to get direct spoken feedback. If my assignments are uploaded in instagram, I cannot get direct spoken feedback, it is only written feedback.”

### Conclusion

This paper is purposed to explore what, why, and how to promote Education 4.0 in English for Survival (EFS) class. The findings show that there are three ways, seven reasons, and two different perspectives in promoting Education 4.0 in EFS class.

Referring to those findings, it can be inferred that the lecturer and students need to consider several aspects such as teaching methods, types of assignments, students’ speaking skills, and supporting facilities. These aspects are highly to be underlined in order to promote Education 4.0 in English Language Teaching generally and in English for Survival class particularly.

### References

- Anggraeni, C.W. (2018). Promoting Education 4.0 in English for Survival class: what are the challenges?. *METATHESIS Journal*, 2(1), 12-23.
- Gall, J.P., Gall, M.D., and Borg, W.R. (2003). *Educational Research: An Introduction (7<sup>th</sup> ed.)*. Boston: Pearson Education.
- Murcia, C. (2001). *Teaching English as a Second or Foreign Language (3<sup>rd</sup> ed.)*. Boston: Heinle & Heinle.
- Puncreobutr, V. (2018). Education 4.0: new challenge of learning. *St. Theresa Journal of Humanities and Social Science*, 2(2), 92-97.