Preliminary design of mobile-asynchronous language laboratory on learning writing paragraph

P D Iswara1,*, J Julia1, T Supriyadi2, W Sopandi3, T Hartati3 and N Rahmawati1
1 Prodi PGSD Sumedang, Universitas Pendidikan Indonesia, Bandung, Indonesia
2 Prodi PGSD Penjas Sumedang, Universitas Pendidikan Indonesia, Bandung, Indonesia
3 Prodi Pendidikan Dasar (Pascasarjana), Universitas Pendidikan Indonesia, Bandung, Indonesia

*iswara@upi.edu

Abstract. The problem of a post-modern language laboratory is to formulate the concept of a mobile laboratory which is the device for laboratory users connected to the internet. This research attempts to formulate a preliminary design of mobile-asynchronous language laboratory. The concept of mobile-asynchronous language laboratory formulated through a trial of paragraph writing learning. The result of this research is that the mobile-asynchronous language laboratory uses social media WhatsApp is being developed. Further progress research will analyse data about learning instruction, learning activity, and learning result. This preliminary research only report limited progress of the research.

1. Introduction
This research was motivated by a trial of the use of mobile-asynchronous language laboratories in the elementary school teacher education (Pendidikan Guru Sekolah Dasar, PGSD) in Universitas Pendidikan Indonesia (UPI), Sumedang. It attempts to formulate a model for the use of mobile-asynchronous language laboratories. This is the initial research on the development of mobile-asynchronous language laboratories. The results of this study, obtained a number of data related to the use of mobile-asynchronous language laboratories. The data is in the form of conversation that shows students' abilities and their language learning development. Mobile-asynchronous language laboratories can also be projected as a class model in the future.

The purpose of this research is to formulate a number of basic concepts about the mobile-asynchronous language laboratory. This study aims to describe the use of mobile-asynchronous language laboratories. This research is expected to be useful for the development of language laboratories at UPI Sumedang. This research is also expected to be developed for further research. Subsequent research may lead to detailed specifications for the development of a recommended language laboratory.

Moving class is a class that arranges for students to move on the classes [1]. The transfer of this class aims to make students look for teachers, find suitable rooms (such as laboratories), look for a new atmosphere. If in certain classrooms there are language media, students can enter the class to use language media in that class. If in certain classes there are science media, students can enter the class to utilize the science media. It uses the term mobile laboratory and not moving laboratory when the two
choices appear. This is because the concept of mobile is the concept of moving teachers and students, and not moving class. The term mobile is utilized and not moving because the flexibility of mobile meaning is more appropriate than moving. The concept of mobile also refers to gadgets and the internet.

There are a number of deficiencies in moving classes. The lack of moving classes is that students need more time to move. If a lesson ends at 10, students need extra time to move to another class. The time needed for students to sit, choose a chair, and stay in class. Students may also potentially tired because of moving.

The asynchronous class is known in e-learning [2]. The asynchronous class is a progressive type of synchronous class. In asynchronous classes, teachers and students present in class according to schedule. Teacher makes an agreement with students, meeting on the same scheduled time and place. However, in asynchronous classes, teachers and students may not meet at the same time, do not make activity at the same time, yet both interact in learning. Students may not immediately respond to teacher stimuli. Some internet chess game is also played by email. A person can move a piece, a knight, a rook, or a bishop at any time, while his/her opponents analyze the game position for a long time.

Learner autonomy could be developed through activities such as independent study in the library, learning outside the classroom, independent work in a self-access center, and out of class tasks involving use of the internet [3]. With the ever-increasing development of technology, online teaching is more readily accepted as a viable component in teaching and learning, and blended learning, the combining of online and face-to-face learning, is becoming commonplace in many higher education institutions [4].

In paragraph writing instruction, teacher can use authentic assessment. Teachers asked students to describe picture cues and retell the story as a performance assessments, to write a text as a portfolio assessment and to produce a comic as a project assessment [5]. An example of authentic assessment is project based learning [6]. This study examines students' writing on social media. Loan’s research in 2017 has explained how Thai university students with a passive style of learning their English react positively to the teacher's interactive activities [7]. Caparas & Gustilo has investigated the preferred codes used in code switching (CS), functions of CS, and the motives of users for employing CS in Computer-mediated Communication (CMC) [8].

2. Method
This research uses a method which consists of several stages [7]: (1) explain the concept of moving-asynchronous language laboratory, (2) prepare trial classes (A, B, C) for mobile-asynchronous language laboratory use, (3) observe some important clue about mobile-asynchronous language laboratory, and (4) continue teaching and observing the laboratory. Research subjects were students in PGSD Sumedang who entered laboratory class or using laboratory class. Subjects numbered 46 students of class A, 43 students of class B, 44 students of class C, a combination of female and male students from 3 class (A, B, C) in PGSD Sumedang, West Java province, Indonesia.

3. Result and discussion

3.1. Explain the concept of moving-asynchronous language laboratory
The data of mobile-asynchronous language laboratory occurs because of an internet connection. The software used in this study is social media software used by teachers and students. Social media used in this study is not specifically made for language laboratories but is based on social media. The social media utilized in this research is WhatsApp because it is used by all teachers and students in this research project. WhatsApp is an instant messaging and social media software [9].

In mobile-asynchronous language laboratory, the teacher can deliver the lesson at any time: morning, afternoon, evening, night. Students can also do their lessons at anytime and anywhere: at home, in class, in the corridor, in the park, in the library, on the road, on the vehicle. In asynchronous laboratories students do not need to immediately respond teacher’ assignments as the teacher also does not need to immediately assess the students work. But communication on social media between teachers and

2
students means there is interaction between them. Interaction and communication means they both perform their respective tasks. WhatsApp will provide information about messages that are being written, sent, unread or read.

3.2. Prepare a trial class
In the trial (experimental) class, all students utilized a cellular phones connected to the internet or a smartphones. Group conversation on social media were made for announcements, while individual conversation performance will provide student individual performance. WhatsApp can be opened with a web browser on a computer. That way, all conversations can be transferred to the computer and properly documented.

3.3. Observe some important clue

3.3.1. Watching the level of students’ activity in the laboratory. In the moving-asynchronous laboratory or in the usage of WhatsApp, there are a number of students who are less active in group conversation. There are also students who lack a lot in expressing their opinions. That way, they are less likely to express their opinions. Maybe there are those who are worried about making mistakes so they can convey their message or opinion as little as possible. This adverse behavior must be eliminated because students should expect their mastery to learn rather than hide their disability.

3.3.2. Watching some students who has slow responses in laboratory activity. There are also students who respond late due to various reasons. But, this is what is called asynchronous because teacher sometimes does not need to demand immediate response. They can delay giving responses according to reasonableness.

3.3.3. Watch for too many students in the laboratory. Even if a teacher can manage classes with many students in his laboratory, the teacher must consider ideal class proportions. If a teacher manages 15-20 students, the teacher's burden is not too heavy. That way, the addition of a teacher assistant can be done if there are more than students 20 students in the class.

3.4. Continue teaching and observing the laboratory
In this stage, teacher asks students to respond some questions in the WhatsApp social media. Here is the example of the conversation between teacher and student. Iswara is the teacher, and Ririn Khoerunisah is the students.

| [6:34 AM, 6/30/2018] Iswara: Bapak akan japri kepada mahasiswa yang remedial. Jangan tanya nilai bila melihat banyak kesalahan dalam penulisan kalimat. Nilai adalah perjalanan dan perkembangan. Bapak berharap kajian berkembang menjadi lebih baik. |
| [12:39 AM, 7/1/2018] Iswara: Bagi yang belum remedial, kemukakan opini Anda tentang pilkada! Tik saja di sini atau menggunakan web.whatsapp! |
| [12:41 AM, 7/1/2018] Ririn Khoerunisah: Punten pak. Izin bertanya, nanti hasilnya di kirim ke bapak atau bagaimana pak? |
| [1:03 AM, 7/1/2018] Iswara: Kirim melalui japri, beri nama lengkap Anda, NIM, dan kelas! |

**Figure 1.** Chats between teacher and students in mobile-asynchronous language laboratory.

The translation of those chats are below.
Figure 2. Translation of chats between teacher and students in mobile-asynchronous language laboratory.

Lecturers connect with each student via private message (Indonesian slang acronym, *japri* is private message). By doing this students expected not to cheat or look at his/her friends’ answers. However, there are also indications that students tell other students about the question or the answer of the question. Even though the questions are open and easy questions, students sometimes wants to look at (or cheat) other students answer just to answer the question in the correct way, the correct language, the correct spelling, or the correct punctuation. The purpose of the laboratory session is to acquire the language used by students and correct their mistakes. Examples of wrong student answers are as follows.

![Image of a chat between teacher and student]  
*Figure 3.* A screenshot about the chat.

The translation of those chats are below.

![Translation of a screenshot about the chat]  
*Figure 4.* Translation of a screenshot about the chat.

Students also give emotion icons which do not appear in word processing programs. Utilization of emotion icons is commonly used on social media. In the text above the student made some mistakes. Students should express their thoughts as follows.

![Teacher correction in the mobile-asynchronous language laboratory]  
*Figure 5.* Teacher correction in the mobile-asynchronous language laboratory.

The translation of those chats are below.

![Teacher correction in the mobile-asynchronous language laboratory]  
*Figure 6.* Translation about the teacher correction in the mobile-asynchronous language laboratory.

In Indonesian language lessons, accuracy in spelling and grammar is an important value. Those accuracy is an important point that increases student scores. Students are expected not to make too much mistakes. Unfortunately, there are many students written language which is terribly bad. Such terrible case has been neglected since elementary school. Allegedly, since elementary school the teacher paid little attention to students written text, students’ essays, or students’ paragraph. Perhaps, this is also due to a
large number of student in classes (approximately around 40 students in one class). Here is another example of students’ mistakes in the WhatsApp written text message.

[2:01 AM, 7/2/2018] Iswara: Apakah Anda pernah berböna pendapatan dengan HTI? Selain demokrasi, sistem lainnya apa yang Anda ketahui? Apakah sistem itu bisa digunakan di Indonesia?

[2:07 AM, 7/2/2018] Euis Lina: Menurut pendapatan saya HTI (Hizbut Tahrir Indonesia) itu sendiri merupakan salah satu organisasi politik yang berdeologis Islam dengan tujuan untuk membentuk Khilafah Islam atau Negara Islam. HTI memiliki tujuan mengembalikan kekuasaan keluak mestani untuk kepentingan tafsir ke Audum Allah. HTI juga ingin memperbaiki sistem perundangan dan budaya di negara Indonesia yang diniat tidak Islam dan sesuai dengan norma norma Islam, serta membubarkan dari sistem hidup dan pengaruh negara Barat. Saya pernah mengalami perbedaan pendapat dengan HTI. Yakni dalam hal penerapan ideologi negara. Saya berpegang bahwa Pancasilis merupakan ideologi yang cocok diternapkan di Indonesia, karena Indonesia memiliki beragam suku dan agama.

[2:17 AM, 7/2/2018] Euis Lina: Sistem lain yang saya ketahui adalah sistem distrik. Sistem distrik merupakan sistem pemilihan dimana suatu negara dibagi menjadi beberapa daerah pemilihan yang jumlahnya sama dengan jumlah wakil rakyat yang akan dipilih dalam sebuah legam perwakilan. Dengan demikian, satu daerah akan menghasilkan satu wakil rakyat.

[2:30 AM, 7/2/2018] Euis Lina: Sistem distrik tersebut bisa digunakan di Indonesia. Indonesia terdiri dari beberapa daerah. Dengan demikian, ketika sistem distrik digunakan di Indonesia, maka akan terpilih para pemimpin dari daerah pemilihan yang telah ditetapkan sebelumnya. Banyak keuntungan ketika sistem distrik digunakan di Indonesia. Sistem ini akan mendorong partai politik untuk melakukan penyeleksian yang lebih ketat dan kompetitif terhadap calon yang akan diajukan untuk menjadi kandidat dalam pemilihan. Selanjutnya, setiap partai politik akan mengajukan para kandidat dalam pemilihan umum dengan kualitas yang baik. Rakyat pun akan lebih mudah dalam memilih calon pemimpin.

[2:41 PM, 7/2/2018] Iswara: ... membentuk khilafah Islam atau negara Islam.

[2:43 PM, 7/2/2018] Iswara: Kata selanjutnya jangan digunakan di awal kalimat.

Figure 7. Another example of mobile-asynchronous language laboratory activity: chats and corrections.

The translation of those chats are below.

[2:01 AM, 7/2/2018] Iswara: Have you ever disagreed with HTI? Besides a democracy, what do you know about the others systems of election? Is the system can be utilized in Indonesia?

[2:07 AM, 7/2/2018] Euis Lina: In my opinion, HTI (Hizbut Tahrir Indonesia) is one of the political organizations idealistic Islam with the aim of forming an Islamic caliphate or an Islamic state. HTI has a purpose for Muslims to return to obey the laws of God. HTI also wants to improve the law and legal system in Indonesia which is considered to be un-Islamic in accordance with the demands of Islamic law, and liberates from western influences. I have disagreement experienced with HTI in the application of ideology state. I hold that Pancasila is an ideology that is suitable to be applied in Indonesia, because Indonesia has various ethnicities and religions.

[2:17 AM, 7/2/2018] Euis Lina: Another system that I know is the district system. The district system is an electoral system on which a country is divided into several electoral districts whose numbers are equal to the number of representatives who will be elected in a representative institution. Therefore, one region will produce one representative of the people.

[2:30 AM, 7/2/2018] Euis Lina: The district system can be utilized in Indonesia. Indonesia consist of several regions. Therefore, when the district system is useful in Indonesia, the leaders of the electoral districts that have been previously determined will be elected. So many advantages when district systems are useful in Indonesia. This system will encourage political parties to conduct more rigorous and competitive selection of candidates to be nominated to become a candidates in the election. So that every political party will propose candidates in general elections with good quality. The people will also be easier in choosing a potential leader.

[2:41 PM, 7/2/2018] Iswara: ... forms an Islamic caliphate or an Islamic state.

[2:43 PM, 7/2/2018] Iswara: until’s word. Don’t use it at the beginning of the sentence.

Figure 8. Translation of another example of mobile-asynchronous language laboratory activity: chats and corrections.
In the citation of the above data, it appears that teacher Iswara correct errors made by students. The errors include ... forming an Islamic caliphate or an Islamic state (no need for capital letter), until’s word, can’t be used at the beginning of the sentence, and utilization of which words are not appropriate.

4. Conclusion
Through this research, it can be concluded that teacher can use mobile-asynchronous laboratory. Teacher and students can use his/her gadget to connect to each other in mobile-asynchronous laboratory. Teacher can recommend students to correct their mistakes in writing paragraph. Teacher can recommend the correct answer, the correct language, the correct spelling, or the correct punctuation. Teacher can switch between group conversation and private conversation with student(s). Teacher can use moving-asynchronous language laboratory over and over within the whole semester. And then teacher can find effective and efficient mode in moving-asynchronous language laboratory usage.

References
[1] Wawasan Pendidikan 2016 Moving Class : Pengertian dan Tujuan serta Manfaat https://www.wawasanpendidikan.com/2016/08/Moving-Class-Pengertian-dan-Tujuan-serta-Manfaat.html [Accessed on 19 April 2018]
[2] Tiffin J and Rajasingham L 1995 In Search of The Virtual Class (New York: Rontledge)
[3] Lengkanawati N 2017 Learner Autonomy in The Indonesian EFL Settings Indonesian Journal of Applied Linguistics 6 2 pp 222-231
[4] Wright B 2017 Blended Learning: Student Perception of Face-To-Face and Online EFL Lessons Indonesian Journal of Applied Linguistics 7 1 pp 64-71
[5] Rukmini D and Saputri L 2017 The Authentic Assessment to Measure Students’ English Productive Skills Based on 2013 Curriculum Indonesian Journal of Applied Linguistics 7 2 pp 263-273
[6] Yuliani Y and Lengkanawati N 2017 Project-Based Learning In Promoting Learner Autonomy In An EFL Classroom Indonesian Journal of Applied Linguistics 7 2 pp 285-293
[7] Loan N 2017 A Case Study of Combined Peer-Teacher Feedback on Paragraph Writing at A University in Thailand Indonesian Journal of Applied Linguistics 7 2 pp 253-262
[8] Caparas P and Gustilo L 2017 Communicative Aspects of Multilingual Code Switching in Computer-Mediated Communication Indonesian Journal of Applied Linguistics 7 2 pp 349-359
[9] Wikipedia contributors 2018 WhatsApp Wikipedia, The Free Encyclopedia Retrieved 06:38 October 20, 2018 https://en.wikipedia.org/w/index.php?title=WhatsApp&oldid=864815918