

## **AMAZING UNIPA RACE: A SHARED CLASSROOM EXPERIENCE**

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**Abstract:** What makes learners shun speaking English in the classroom? Are they are shy, lack of confidence or afraid of making grammatical mistakes? One of many ways to overcome this problem is by using cooperative learning. In cooperative learning, the undergraduates are encouraged to work in small groups in order to create 3-D miniature models and finally gallery walk. In the Universitas PGRI Adi Buana (UNIPA), there is an activity named “Amazing UNIPA Race”. An activity encourages students to use verbal communication during Cross Cultural Understanding (CCU) class. Students work in small groups and must also be a team player. Amazing UNIPA Race promotes fun learning activity and students’ creativity in creating 3-D miniature models. Therefore, this paper is intended to share and provide an activity as a model where students are motivated to speak and enjoy fun activities. This paper is presented as a hands-on experience of the Amazing UNIPA Race to the participants who want to use it for their classroom teaching.

**Keywords:** *undergraduates, cooperative learning, speaking, CCU*

### **INTRODUCTION**

In order to encourage the students to speak, the author creates an activity which is named “Amazing UNIPA Race” under the CCU class. The Amazing UNIPA Race activity is similar to a treasure hunt activity where students are required to go to different countries to find clues from one station to another station, but the detailed activities have been modified carefully to focus on speaking skills. The word UNIPA is chosen because that word represents the name of the University where the students are studying. Under CCU class, students are exposed to learn new cultures from different countries and to explore the uniqueness of each country through the Amazing UNIPA Race. The Amazing UNIPA Race has two main activities – 3-D miniature and Vlog. The 3-D miniature gallery is used in the classroom to support the gallery walk presentations. Moreover, the Vlog project is used as a final product to improve students’ speaking skills.

Nowadays, Vlog is being used by all ages and it becomes trends. Teenagers, adults even the President of Republic Indonesia – Joko Widodo also makes the recording of his Vlog and uploads it on the internet. Vlog is a media for everyone to share experiences, express feelings and also to give information of something happened. The term of “Vlogging” refers to record a video which

contains important information and share experiences. As mentioned by Susan Gunelius (2016), a Vlog is a video blog post. It is created by creating a video of an event or a vlogger, uploading on the internet and publishing on the blog. The program is designed to build the students' confidence and to enhance the speaking skills of the students by using Vlog and project of making a miniature.

Therefore, the following project of "Amazing UNIPA Race" aimed to help the students get to know more about the new culture of other countries and also to improve the students' ability in speaking skills through Vlogging.

### **Significance of the Study**

This study can give more information especially to the subject of Cross Cultural Understanding (CCU) for undergraduates of English Department in Adi Buana University, in creating 3-D miniature and recording Vlog. They must be well-prepared, organized and technologically savvy because it supports and helps them a lot in the teaching learning process in class especially for improving their English language skills.

### **Implementation**

This study will give great contribution to English teachers in the future which they are expected to be able to create 3-D miniature innovatively as a teaching media and Vlog activities can create a productive environment where the undergraduates' students will develop their whole personality and more positive attitude to learning the foreign language.

### **Classroom Experience**

The project of making 3-D miniature and Vlog had been given to thirty students of semester eight batch 2013 class B in University of PGRI Adi Buana during the CCU class which produced 3-D miniature with different countries such as China, New Zealand, Mexico, Russia, Japan, England, Egypt, Thailand, Indonesia, and Germany. The subject of CCU (Cross Cultural Understanding) is a compulsory subject for the students. It is intended to improve students' English competent for understanding the new culture, practising the technology using Vlog to improve speaking skills. The students were divided into groups around three students for each group. This grouping technique was heterogeneous based on students' language ability. The purpose was to have group dynamic between weak students and strong students and understanding differences among themselves.

The following activities during the process of creating 3-D miniature and Vlog were:

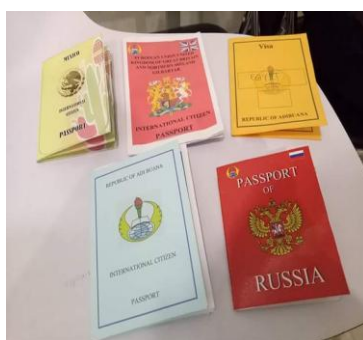
#### *1. Choosing the country for the final project*

The author gave some triggering questions to the students, such as: which country would you like to visit and please give the reason. Some of students raise their hand and express their point of view. From the students' answers, the author listed down all the chosen countries on the white board. Moreover, the author started to give explanation about the project. By the end of the first

meeting, they were divided into groups and able to choose the country they wanted to create for the miniature.

## 2. *Designing a passport*

For the second meeting, the author gave an example of a passport to be created by the students. The cover of the passport entitled “Republic of Adi Buana-International Citizen Passport”. The students focused more on cover design and also the design of the inside. During the meeting, the students discussed with the members of the group how to create a unique passport. The aim of this passport is to be brought by the students when they want to visit one country to another country. Thus, after visiting one country, the students automatically get one stamp to show that they have visited that particular country.



Picture 1. The Design of Passport

## 3. *Designing 3-D miniature*(Adapted from Arian, 2016)

In the third and fourth meeting, the students started designing the 3-D miniature. First, the students designed the model parts of their fictitious countries gallery. In other words, it relates to how the 3-D miniature looks like at the end. It could be wrapped it inside the box or even pop-up book. Next, the students searched the information to be put in the miniature such as: educational system, currency, government system, cuisine and landmark.



Picture 2. The Design of Fictitious Countries Gallery

## 4. *Practicing the gallery walk presentation* (Adapted from Erin Harton, 2017)

In the fifth meeting, the students presented their project through gallery walk presentation. Furthermore, the presentation was held as a competition so that

all the groups could learn from each other. During this activity, other groups were required to ask questions, to give feedbacks or to ask for clarification. They should also bring the passport during their visit and after they are done visiting one country, they got a stamp. The interaction was lively and some students made comments that they learned new culture while carrying out the task. This made them aware of many interesting parts of different countries. Moreover, students' projects were displayed on the wall and table prepared for that purpose. Students found that the groups' presentations were an interesting activity which students shared and learned from each other. In addition, each group should start at a different station. At their first station, groups are given time to listen their friends' presentation and ask some question or give comments. After 10 (ten) minutes, have the groups rotate to the next station. Repeat until the students have visited each station. The role of the author here is to monitor the stations while the students participate. The author also provides hints or clarifies if students don't understand or misinterpret what is posted at their station.

5. *Recording group Vlog for the final product*

In the next meeting, they learnt to record audio narration using Vlog and upload it on the internet (YouTube, Facebook, Instagram). As stated by Susan Gunelius (2017), creating a vlog is easy. Vlogging can be also a lot of fun. These are the following easy steps to create a vlog:

- a. Record a video by using a microphone that is compatible with the computer.
- b. Get a webcam. It allows the students to record video and save it on hard drive of computer.
- c. Prepare Vlog content about the culture of one country. Students must think about what they are going to say or do during the Vlog.
- d. Record the Vlog. Turn it on the microphone, start the webcam, begin recording and save the file.
- e. Upload Vlog file to internet. Upload the file to a site that everyone can see, for example: You Tube or Google video. Don't forget to get the embedding code. It is very useful for new blog post.
- f. Test the Vlog. View your Vlog and make it sure it is working properly.

## RESULT AND DISCUSSION

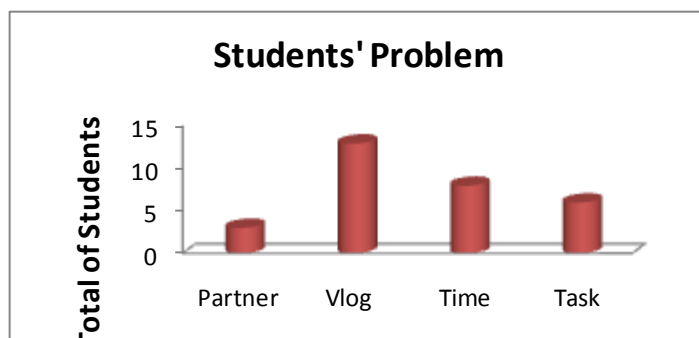


Figure 1. Students' Problem

There are 30 (thirty) students give positive response if they have problems in doing the digital story. There are 13 (thirteen) students who have difficulty with the technology such as: how to do the recording the Vlog and also they don't get use to talk in front of the camera. To overcome this problem, they usually ask to the teacher or friends if they face these difficulties. Furthermore, students need to record more than one time before uploading on the Internet. There are 8 (eight) students who face the problem in managing the time. They feel that six meetings are not enough to complete the whole project. There are also 6 (six) students who have difficulty in creating fictitious countries gallery because they are not creative and good at designing the 3-D project. And the last, there are 3 students have problem with their friend because of their friends are not helpful at all.

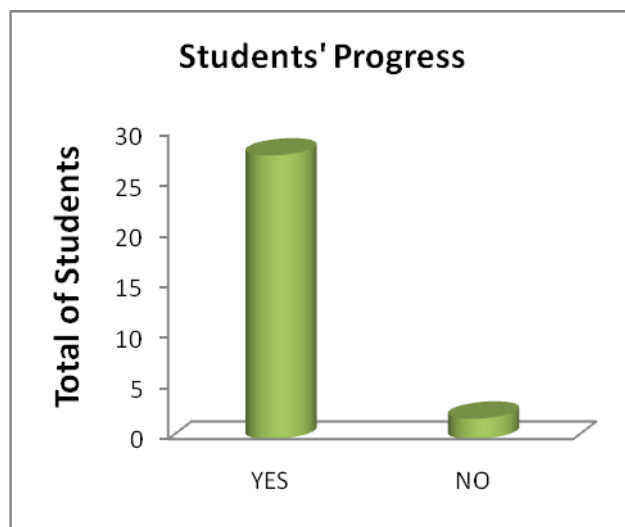


Figure 2. Students' Progress

The data above shows that 28 students get a good progress after doing this project. They become more confidence in doing the wall gallery presentations and recording the Vlog. This activity helps to improve their speaking skills. The 3-D miniature made by the students is truly their own creation and innovation and this gives good impact to the English teacher in future.

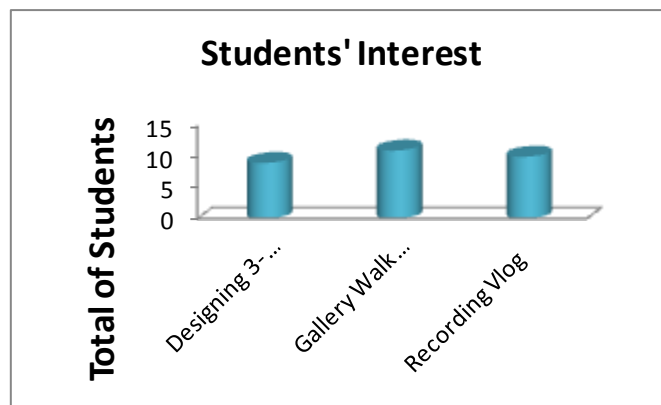


Figure 3. Students' Interest

The data above present there are 30 students who were interested in the activities of “Amazing UNIPA Race”. There are some activities given to the students such as: designing 3-D miniature, designing passport, gallery walk presentation, and recording Vlog. It can be seen from the data that the highest activity chosen by the students are gallery walk presentation. The reason they chose gallery walk presentation because it helped students to practice their speaking skill and learn new culture of a country.

## **CONCLUSION**

All in all, the project of “Amazing UNIPA Race” has improved the students’ confidence and speaking skill. So far, the activity ran well but there is also a room for improvement. The activity of “Amazing UNIPA Race” is a powerful way to motivate students to speak more in class. It allows the students for peer-to-peer learning. This activity also adds a practical experience that supplements the lecture materials. Having been through the process, the author strongly believes that the “Amazing UNIPA Race” is a perfect mechanism for engaging, motivating students in class. This research and the author’s classroom experience show that “Amazing UNIPA Race” do play such roles and have a positive effect on students learning outcomes.

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