Chapter I

Introduction

1.1. Background of the Study

There have been problems in the teaching of English as a foreign language. The big class sizes and teachers with poor mastery of English are two obvious factors that contribute to the ongoing problems in ELT in Indonesia (Dardjowidjojo, 2000). Other reasons for the problems include: (1) limited time allocated for teaching English, (2) students do not have limited time to actually learn to speak English in class because the teacher is more concerned with grammar and syntax, (3) the absence of good and authentic learning materials, and (4) the absence of the social uses of English outside the classroom (Musthafa, 2001).

With the development of Computer Assisted Language Learning (CALL) and Internet as media for teaching and learning English, some of the above problems can be minimized. Authentic leaning materials are available in the internet for teachers to be used in class and some activities for students are also available. Websites for English language teaching and learning are developing worldwide. For example, the British Council has developed websites specially designed for English Language teaching and learning. These websites are rich with activities for both students at various levels and their teachers, retrievable at (http://www.teachingenglish.org.uk/, http://learnenglishkids.britishcouncil.org/en, http://www.britishcouncil.org/central.htm).

The first website is designed to enrich English teachers with teaching materials to be implemented in class along with the methods. This website offers free downloadable teaching materials. The second and the third provide resources for students to do self study online. In these websites, the students only interact with the materials provided in the web. These websites offer free exercises and leaning materials for students to study in their own time. With the recent programming language, facilities for interaction and tasks which require interaction can be developed so that the students have the opportunity to practice using the language learned. Facilities to communicate with their teacher should also be provided for students to ask questions when they encounter problems.

In Indonesia, the central government through the Centre of Communication Technology called 'PUSTEKKOM' developed a learning resources website (http://e-dukasi.net) for elementary, junior high, senior high and vocational schools in 2003. However the students mainly worked with the materials provided in the web because this web site is behavioristic in nature, where the students are not provided with the opportunity to interact with other students and teachers (Gillani, 2003). With the recent development of software applied in the internet, interaction among students and between teacher and students can be facilitated, which is the major concern of the present study. In learning a language, students need to practice using the language actively with others (Clark,

1989). In this proposed Web-based Model, students have the opportunities to practice communication using the language learned both online and offline. This is expected to enhance both learning process and learning outcomes.

Development and studies of Computer Assisted Language Learning (CALL) can be traced back to the 1960s. Up until the late 1970s CALL projects were confined mainly to universities, where computer programs were developed on large mainframe computers (Ahmad, et al., 1985). The PLATO project, initiated at the University of Illinois in 1960, is an important landmark in the early development of CALL (Matthews, 1994). In the late 1970s, the arrival of the personal computer (PC) brought computing within the range of a wider audience, resulting in a boom in the development of CALL programs and a flurry of publications. Early CALL favored an approach that drew heavily on practices associated with programmed instruction. This was reflected in the term Computer Assisted Language Instruction (CALI), which originated in the USA and was in common use until the early 1980s, when CALL became the dominant term. There was initially a lack of imagination and skill on the part of programmers, a situation that was rectified to a considerable extent by the publication of an influential seminal work by Higgins & Johns (1984), which contained numerous examples of alternative approaches to CALL. Throughout the 1980s CALL widened its scope, embracing the communicative approach and a range of new technologies.

Traditional CALL programs presented a stimulus to which the learner had to provide response. In early CALL programs the stimulus was in the form of text presented on screen, and the only way in which the learner could respond was by entering an answer at the keyboard. Some programs were very imaginative in the way a text was presented, making use of color to highlight grammatical features and movement to illustrate points of syntax. Discrete error analysis and feedback were common features of traditional CALL, and the more sophisticated programs would attempt to analyze the learner's response, pinpoint errors, and branch to help and remedial activities (Gillani, 2003).

More recent approaches to CALL have favored a learner-centered, explorative approach rather than a teacher-centered, drill-based approach to CALL (Cameron, 1998). The explorative approach is characterized by the use of concordance programs in the languages classroom -- an approach described as Data-Driven Learning (DLL) by Tim Johns (Johns & King 1991). The explorative approach is widely used today, including the use of Web concordance and other Web-based CALL activities.

In the 1980s, interactive videodiscs were adapted for the multimedia personal computers (MPCs), which incorporated CD-ROM drives and were in widespread use by the early 1990s. The MPC is now the standard form of personal computer. CD-ROMs were used in the 1980s initially to store large quantities of text and later to store sound, still images and video (Brinton, 2001). By the mid-1990s a wide range of multimedia CD-ROMs for language learners was available, including imaginative simulations. The

quality of video recordings offered by CD-ROM technology, however, was slow to catch up with that offered by the earlier interactive videodiscs. The Digital Video Disc (DVD) offers much higher quality video recordings (Heinich, et al., 2002). A feature of many multimedia CALL programs is the role-play activity, in which the learner can record his/her own voice and play it back as part of a continuous dialogue with a native speaker. Other multimedia programs make use of Automatic Speech Recognition (ASR) software to diagnose learners' errors (Kozma, 2001).

In 1992 the World Wide Web was launched, reaching the general public in 1993. The Web offers enormous potential in language learning and teaching. Barolli et al. (2006) confirm that web-based e-learning system increases study efficiency when there is enough stimulating motivation given to the learners. Huang (2000) indicates that external links to other related websites give students exposure of authentic used of English. One of the benefits of web-based learning is the availability of links to other sites which provide similar information, exercise, explanation, simulation or task (Murphy & Cifuentes, 2001).

There are also studies in the area of effectiveness and positive contributions of web-based learning in English Language Learning for example. Son (2007) examined the use of the web for learning English as a second language (ESL), and observed learners' experiences in web-based language learning activities in an English language intensive course for

overseas students. In this study, it is reported that the students like the exposure to authentic materials, and the collaboration in doing the tasks. The students also claimed that the immediate feedback given in doing the exercise and quiz is really helpful. A study on the use of computers for language teaching in Indonesia was conductedby Yunandami (2007), who focused on the students' and teachers' perception on the use of computer in EFL classrooms. Her study concludes that a large number of students enjoyed learning English using computer, although one computer was shared by 3 or 4 students.

Considering the development of CALL, the rapid growth of computer technology, and the development of web-based teaching and learning, this study attempts to design a Web-based Model for the teaching of English as a foreign language (TEFL) to Indonesian Junior High School students. This model uses a Learning Management System (LMS) platform called 'moodle' which has appropriate features to optimize the use of ICT Information Communication Technology) in teaching and learning process. This study is also attempts to investigate how of this model contributes to teaching and learning processes.

1.2. Scope of the Study

The present study focuses on observing the condition of teaching and learning of English at junior high school including the purpose of teaching and learning, the teaching and

learning materials, the activities, facilities and media. Based on the observation a web-based Model for TEFL is designed and its effectiveness in developing students' learning is also examined. This study is a part of the previous study on the development and effectiveness of multimedia in English language learning for Junior High Students conducted by Lengkanawati et al. (2005). In the first year the research dealt with mapping the condition of learning English in junior high schools and developing the prototype of instructional design and storyboard as the springboard to develop the multimedia software. In the second year the research focused on developing materials for the software.

As a follow up, therefore, the present study concentrates on the development of A Web-based Model for TEFL to Junior High School Students, covering reading, writing, listening and speaking skills. This study starts with the exploration of the condition of teaching and learning of junior high school, and followed by identifying the elements of English language teaching and learning namely purpose, material, activity, media and evaluation.

1.3. Research Questions

The problems of the present study are formulated in the following questions.

(1) What is the construct of a web-based model appropriate for the TEFL to Junior High School students?

a. What are the elements of a Web-based Model?

b. How do the elements build the model?

(2) To what extend does the model facilitate teaching and learning process?

1.4. The Purpose of the Study

On the basis of the concerns mention above, the present study aims to

a. design a web-based model for TEFL to Junior High School students;
b. examine how the web-based model for TEFL facilitates the learning and teaching to Junior High School.

1.5. Significance of the Study

This study offers empirical data that may contribute to the theoretical development of studies on multimedia, especially the internet. The data obtained and the model developed in this study can be used for other researchers to pursue other studies in the area of language learning and internet as media for teaching and learning. This study may also be of benefit to students who have the access to the internet, in that the use of a Web-based Model for TEFL gives them experience which cannot be obtained from the classrooms.

Students may access and use the model individually either at school or at home to improve their English competency. When accessing and using the model, students are trained to study independently, and explore similar available models in the internet. Meanwhile, English teachers may use the model as supplementary materials in their classes or may blend the model with the classroom teaching activities.

Material developers interested in using the model may develop other teaching materials for other levels or even for other subjects. Decision makers may use the model as a basis for designing e-learning and Learning Management System. Finally, further research may use the model to explore a variety of aspects of teaching and learning.

1.6. Hypothesis

As mentioned earlier in this chapter, one of the purposes of this study is to examine the effectiveness of the web-based model for TEFL in enhancing learning. This purpose calls for an experiment, of which a hypothesis needs to be stated. This study starts with a neutral position; therefore, it chooses the null hypothesis (Ho), stated below:

Ho: there is no significant difference in language achievement between the experimental groups which are treated with a Web-based Model for TEFL Learning model, and the control groups, which are not exposed to the Web-based Model for TEFL model.

Ho: $\mu 1 = \mu 2$

1.7. Research Methodology

The design of this study is research and development following Borg, 1979, which has major steps. They are (1) research and information collecting, (2) planning, (3) development of preliminary form of web-based model for TEFL, (4) preliminary field testing, (5) main TEFL web-based model development, and (6) main field testing. The research and information collecting included review of literatures about language learning theories in relation to e-learning and the use of computer as a media for teaching and learning languages. School and classroom observations are also conducted to observe the possibility for implementing the web-based model for TEFL. A feasibility of running the web-based model for TEFL in the Learning Management System (LMS) is also an important aspect to be considered at this stage. In the planning stage, skills required by the students and teacher were defined. The objectives of the web-based model for TEFL were stated clearly and the lesson sequences were also determined. After defining the skills of the teacher and students required in running the web-based model for TEFL and determining the objectives of the model, a small scale feasibility testing was conducted. In the development stage, a web-based model for TEFL, learning and teaching materials were written and uploaded at the Learning Management System. Evaluation device such as questionnaires and interview guidelines were prepared. In the preliminary field testing stage, the Web-based Model for TEFL was tried out at school with10 students. Data from interviews with the teacher and students, observational sheets and questionnaires were

collected and analyzed. In the Web-based Model for TEFL development and main field testing stage, the Web-based Model for TEFL is developed and tested for a semester at two schools.

In collecting data, two private Junior High Schools (A school and B school) in Bandung were chosen as the research sites. A school was chosen because this school has a website and its server is compatible for running the LMS software (www.talenta-college.com/elearning). Second, the school has a computer laboratory with the internet connection, and provides a compulsory subject that builds skills for computer technology and information. The other site is B school. This school has Local Area Networks (LAN) which is compatible for running the Web-based Model for TEFL. Its existing Local Area Networks is also possible to connect to the internet. Two classes from A school are used as experimental groups and two classes as control group. One class from B school is used for experimental and one class is used for control group.

There were four main instruments used, i.e. questionnaires, interview guidelines, observational sheets and tests. The questionnaire was used for finding out the condition of teaching and learning at junior high school in relation to the use of multimedia and finding out the teachers' and students' responses toward the model. Interview and observation were conducted to cross check the responses in the questionnaires. Tests

were used for finding out the effectiveness of the model. These data collecting will be discussed in detail in chapter 3.

Following Brorg's (1979) research and development, data obtained from questionnaires, interviews and observational sheets were analyzed both qualitatively and quantitatively through stages of identification, classification, and descriptive quantification. The pre-test and post-test results were analyzed using inferential statistics for examining differences, i.e. matched and independent t-tests and are going to be discussed in chapter 3.

1.8. Definition of Key Terms

Several key terms are used in explaining, discussing, and reporting the results of the present study. There are five key words used, i.e. a TEFL web-based model, online learning, learning management system, authoring tools, and effectiveness.

A web-based model for TEFL is teaching and learning materials that were designed by the researcher together with junior high school teachers of grade VIII, placed in a server and can be accessed through Local Area Network (LAN) connection or internet connection. The teaching and learning materials were designed based on the current curriculum (KTSP).

Online learning in this study is defined as interactive learning in which the learning content is a web-based model for TEFL which is placed in a server and is made accessible trough LAN connection or internet connection.

Learning Management System (LMS) in this study is defined as a software used as the platform to place the web-based TEFL. This software automates the administration: it tracks learners, records data from learners and provides records that can be accessed by the teacher and student. This software also manages the learning materials, quizzes, and assignments, and provides report to the learners about the learning feedback and results.

Effectiveness in this study is measured by comparing the test results of the learners in the experimental group and learners in the control group. When the test results of the two groups are found to be significantly different, and the experimental group are better, then the web-based model for TEFL is considered effective. This examination of effectiveness is further enhanced by students' responses, observation on the use of the web-based model for TEFL and interview.

1.9. Organization of the Dissertation

This dissertation will be framed as follows;

- Chapter 1 introduces the present study.

- Chapter 2 reviews some discussions related to web-based models for TEFL which are available, among others; Essential Elements of Online Courses (Elbaum, et al. 2002); Learning Theories and the Design of E-learning Environments (Gillani. B., 2003) and Virtual Student, a Profile and Guide to Working with Online Learners (Palloff, et al. 1999). This chapter also reviews other related issues about web-based teaching and learning in various journals including online journals. The development of the Web-based Model for TEFL is based on the learning and teaching theories discussed and to be applied for developing the Model.
- Chapter 3 is going to describe and discuss the methodology of the study.
- Chapter 4 is concerned with how the web-based model for TEFL is applied to Junior High School students. The condition of using multimedia, especially computer and internet in teaching and learning English at junior high school is also discussed. This chapter is going to describe the Web-based Model for TEFL and its development and describes approaches in applying the web-based model for TEFL and analytical framework used to examine the effectiveness of the model.
- Chapter 5 presents conclusion, recommendation and limitation of the study.