**CHAPTER I**

**INTRODUCTION**

The study attempts to develop Web-based English instructional materials in promoting independent learning. This section presents the background of the research, problem statements, objectives of the research, significance of the research, and scope of the research.

1. **Background of the Research**

The demand for mastering the English language has been increasing steadily because of advancement in science and information technology. The language status as the international language of diplomacy and trade has also contributed to the need for English learning. Many of today’s most valuable sources of information are available primarily in English. Many claims that the English language is one of the main foundations of globalization (Johnson, 2009). In an academic context, English is the medium of instruction in many countries including Indonesia.

As part of today's globalized society, Indonesia has placed particular focus on the teaching and learning of English. The government has established English as one of the core subjects which is taught in formal, informal and non-formal education. In Indonesia, English has become a compulsory subject taught in all schools from the primary to the tertiary level. Additionally, at the secondary level, English has been nominated as a core subject in the national examination, which is a prerequisite for passing the final test. Although English has been taught for years at school, it has not produced the expected results. Data from the Bureau of Statistics showed the proficiency of students in English is still below expectations (Sri Lengkanawati, 2004). Moreover, Jabu (1995) states that the factors that cause the English teaching failure are: (1) the vast number of students in each class, more than 20, (2) the minimum of meeting frequency, (3) the unavailability of learning source centre, the library which prepares authentic materials for the students, (4) the unavailability of multimedia, (5) the low motivation of students, and (6) the unprofessional English teacher.

The students’ poor proficiency in English as indicated by PISA (Program for International Student Assessment) may be caused by some factors like students' characteristic, norms, and beliefs, students aspect as well as teachers factor who delivered the instruction (Jalal, et al., 2009). Such conditions are among other caused by the learning strategies of the students who still tend to copy what teacher note down on the blackboard and adopt memorization (Sri Lengkanawati, 2004). The teacher-centered instructional approach in which the teacher does most of the talking and activities leaves little time for students to practice their English. This is the consequence of a teaching and learning process that still takes teacher-centered approach. As a result, students become dependent on the teacher to guide them in learning the language.

 This dependence can be partly explained as being related to the impact of the cultural perception of teaching and learning in many Asian countries, including Indonesia. Understandably, typical classrooms which are passive and compliant make the learning environment less motivating for students. Asian students take a low profile, rarely asking questions or volunteering answers, let alone making public observations or criticism of course content. Students place the teacher as the source of knowledge and, therefore, believe that he or she should not be challenged. The phenomenon has contributed to the dependency of most Indonesian students on the teacher and led them to teacher center due to the domination of the classroom by teachers. As a consequent, students have a limited time to learn and practice English both in groups and individually. This has made the process of English language teaching in Indonesia harder for students (Suriaman, 2015).

 Another factor as the determinant of the effectiveness of instruction and learning is the planning of teaching done by teachers. Learning plan is not just to complete the administrative needs and the curriculum, but it must be designed with the involved components of instructional design. It includes instructional objectives that begin with an instructional analysis, students' need analysis and the context, formulate performance targets, the development of assessment instruments, the development learning strategies, the design and selection of materials, and develop and conduct formative evaluation (Yaumi, 2013).

However, the development of teaching materials was undertaken within the procurement of printed materials such as handouts, summaries of materials, and the materials in the form of a Power-Point presentation. Other publications such as books and the module are still very limited as well as teaching materials produced in the form of audio, visual and multi-media that are integrated with Information and Communication Technology (ICT). Moreover, the module or commercial materials used for teaching and learning process are usually not in line with the students need because there is no students need analysis conducted before developing the materials. Therefore learning materials delivered tend to not attract the interest of students (Yaumi, 2013).

 Despite the universal recognition of the importance of English at the tertiary level, the issues stated above have to some extent de-motivated students to learn the language. To make the students interested in learning the language, a more relaxed and unbound learning environment is essential. One way of creating such an environment is by encouraging the students to apply the concept of independent learning in which students are required to be more independent in selecting their learning materials and methods to fit their preferences (Sheerin, 1997). Further, she stated that independent learning has frequently been used to welcome this significant change which has specific aims that teacher pays more attention to the learner's needs, wants, interests, and abilities.

 Independent learning is an approach to learning which aims at widening access and acquiring skills for life-long learning, and promoting the development of learners' autonomy or student independence (CIEL Project, 2000). The instructional situation is created that the responsibility is heavily placed on the student. Furthermore, independent learning is an integral part of the learning and teaching process where students have an opportunity to extend their knowledge and to develop self-management skills. Most importantly, independent learning doesn't mean an absence of guidance, but the outcome of a process of learning that enables learners to work with such guidance as they wish to take (Knight, 1996). It can be concluded that this type of learning simply means that in an independent learning atmosphere, an individual learner, or with others, the learning does without the teacher's direct control. Responsibility for learning is the key to this concept.

In order to develop methods to encourage independent learning, it is necessary to choose appropriate teaching technique and media that can cover all the problems faced by the students. In my point of view, by integrating technology such as the internet as a medium in the process of teaching and learning, it is potential to add the value to the learning process and to increase students' attention and motivation.

The introduction of computer technology and specifically the internet has had significant effects on second/foreign language teaching and learning (Tabatabaei & Gui 2011). Computer technology serves as an excellent tool for language acquisition, and research has shown that students are highly motivated when using computers and hence learning better when they are relaxed and motivated (Jaeglin, 1998). In other words, the instructional process by integrating technology is likely to make teaching more successful and more attractive. Technology is used in almost every aspect of instruction and learning (Mahmoudi, Samad, & Razak, 2012) and it has been known to promote and facilitate learning. Therefore, some researchers have been done focusing on the relationship between linguistic knowledge (mainly English) and computer variables in learning (Means, 1994).

 However, the utilization of the internet at Tadulako University (UNTAD) has not yet become a major requirement for its students in learning. The use of the Web to support the learning process is still very far from the expectation; the activity of surfing is an exclusive activity for most students. The students who use the internet for information technology are only limited to outside activities as a prosecutor science, for example, just to avail the facilities of chat, social media and games. The preliminary data obtained from the interview with some teachers and students of Tadulako University on May 14, 2015, indicated most of the teachers are reluctant to integrate their teaching with online resources due to the low ability to use multimedia as well as unavailable access equipped by University. While there is a demand that the teacher should have the ability to incorporate technology into instruction deemed to be one of the most relevant professional competencies of teachers (Fisher, 1997; Scheffler & Logan, 1999; Chang, Sung, & Hou, 2006).

The Internet is a worldwide computer network that enables communication among millions of users from around the world. According to Klassen and Vogel, 2003, as the Internet is increasingly integrated into education, the World Wide Web is becoming a powerful and dynamic medium for delivering instruction. The World Wide Web has emerged rapidly to become the premier electronic medium. Many institutions have adopted the World Wide Web as one of the feasible delivery methods for learning activities. The Web provides opportunities to develop new learning experiences for students not possible. Furthermore, Alexander (1995) stated that the Web is a medium of learning and instruction. It has a potential to support the creation of well-designed resources, such as Web- based instruction.

Several studies have shown that students who used Web-based instructional materials and practice find learning more enjoyable. They appreciate the freedom provided on computers to do experiments, spend long hours at a computer to complete a task, and enjoy testing out new (Nguyen & Kulm, 2005; Galbraith & Haines, 1998; Chi, Lewis, & Reimann, 1989; Reif, 1987.Web-based instructional materials include potentially powerful tools for enhancing teaching and learning processes in education (Hadjerrouit, 2010).

 Web-based instructional materials can provide teachers and students with a broad range of new and exciting experiences that sometimes are impossible to duplicate in a traditional classroom. Developments in Web based learning have provided students with a wide variety of teaching/learning alternatives that have expanded the educational process beyond the traditional classroom (Erdogan, 2008).

 Learning and instructional tool provided online tend to include a variety of materials (texts, pictures, flashes, music, and videos) and bright packaging. These learning materials attract students’ attention and facilitate their acquisition of the related language knowledge. Web-based instructional materials as supplementary resources for teaching English can promote classroom interaction to maximize opportunities for students to put English to a genuine use and to create a student-centered learning environment.

 In response to student independent learning, Web-based instructional materials were introduced to accommodate this approach. The Web-based instructional materials are supplementary resources for teaching that aims learners to acquire the right knowledge skills in order to function as active, self-reflected, and collaborative learners (Hadjerrouit, 2010). Furthermore, Hadjerrouit stated that Web-based Language Learning Resource has the potential to support a learning environment in which students explore knowledge and enhance their learning. He added that a learning environment in this context is one in which the students can control their learning, under the guidance of the teacher, and the order in which they learn and perform activities based on their needs (Hadjerrouit, 2010; Erstad, 2006; Wilson, 1998). It indicates the ultimate aim of introducing Web-based instructional materials is in line with independent learning approach where the student takes their own responsible for their learning.

Independent learning in the form of Web-based English Instructional materials is a new learning approach for students at Tadulako University. This method needs to be explained and explored to students who seem doubtful about its usefulness. The reported literature review reveals that limited attention has been devoted to Web-based English Instructional Materials (WBEIM) in Indonesia generally and at Tadulako University particularly. Besides, Web-based English instructional materials are still difficult to be developed by the teacher since they are still dominated by technical and software experts. As a consequence, the development of WBEIM is carried out without an actual understanding of issues pertinent to learning and pedagogy (Hadjerrouit, 2010).

 While there is recognition that WBEIM is a resource that can promote independent learning, there has been no empirical evidence to support this assertion in Indonesia. There are many researches and articles discussing about Web-based learning in Indonesia such as the research conducted by Oenardi Lawanto (2000) from Universitas Surabaya whom explored Web-based learning as complementary learning and training activities. Bambang Hariadi (2009), a researcher based in STIKOM Surabaya also conducted a research on the use of Web-based learning but in the context of cooperative learning method. In terms of Web-based instructional materials promoting independent learning, however, there has been none research conducted particularly in this area. Therefore, the researcher is allured to find out how to develop Web-Based English Instructional Materials that can promote independent English learning at Tadulako University. This research will be the first research that explored the use of Web-based instructional materials by integrating English language skills to promote students’ independent learning at university context.

Being aware of the problems faced by both teachers and students and the urgencies of creating active learning activities in university particularly at Tadulako University, it is necessary to design and develop Web-based instructional materials which are able to promote independent learning. Therefore, the researcher will apply varieties different medium/tool in developing materials namely Web-based English instructional materials for improving students' independent learning. To maximize the educational value of WBEIM, researchers in this field will explore the design and usability of Websites. Typical design considerations of instructional sites include navigation tools, response time, credibility, and content (Nielsen, 2000). Among the above considerations, the Web application will be applied is Moodle 2.0 Website as part of interactive Web tools.

This instructional materials through Web-based is believed potentially enhancing the learner-centeredness of these students’ instructional experiences and contributing a great deal to their motivation.

1. **Research Questions**

 Based on the research background above, this research, therefore, sought to answer the following five research questions:

1. What Web-based English instructional materials of teaching and learning are needed by students to promote independent learning at Indonesian university context?
2. How are the Web-based English instructional materials designed to promote independent learning at Indonesian university context?
3. How are the Web-based English Instructional materials developed to promote students’ independent learning at Indonesian university context?
4. How are the Web-based English Instructional materials implemented to promote students' independent learning at Indonesian university context?
5. How effective are the Web-based English Instructional materials to promote students’ independent learning at Indonesian university context?
6. **The Objective of the Research**

This research is designed to explore the development of Web-Based English Instructional Materials to promote students' independent learning. Therefore, this dissertation has five objectives;

1. To analyze web-based English instructional materials needed by students to promote independent learning at Indonesian university context.
2. To design web-based English instructional materials needed by students to promote independent learning at Indonesian university context.
3. To develop web-based English instructional materials which enables to promote students’ independent learning at Indonesian university context.
4. To examine the implementation of web-based English Instructional materials to promote students’ independent learning at Indonesian university context.
5. To find out the effectiveness of Web-based English Instructional materials to promote students’ independent learning at Indonesian university context.
6. **The Significance of the Research**

The researcher expects that the result of this study brings a useful contribution to the language instruction, especially for the teaching English as integrated skills. By providing interactive, attractive, challenging learning materials such as Web-based instructional materials will make learning environment lively. It is expected the Web-based English instructional materials that developed by teachers facilitates the students to improve their interest and motivation in learning English.

1. **Scope of the Research**

This research, by discipline, is under the study of Applied Linguistics. It is specified on enhancing student independent learning through Web-based English instructional materials. By content, this research emphasized on developing Web-based English materials as General English Course (MKDU) for the students of Non-English department academic year 2015/2016. By activity, the researcher develops Web-based English instructional materials in order to facilitate students learning, in which the researcher firstly collects data from the students and lecturers regarding types of materials used, observe classroom instruction in a view to identify how the teaching process handle by the lecturers.

A need analysis is conducted to find the student needs on Web-based English materials. Based on this analysis, the researcher reviews literature dealing with effective Web-based instructional materials and indicators of WBEIM which enable to promote independent learning. A number of sites and employ a variety of both qualitative and quantitative data collection to explore the situation, how do the students learn through Web-based English materials that provided by the lecturers, the response of students, English lecturers, before conducting research and development (R&D). A Web-based English instructional material is developed based on the prototype theory and validated by expert judgment. After validation, one-to-one test and a simulation of the product is conducted to the small of lecturers and students. Revision is made to increase the quality of materials and become a product. The product is tried out to students in field test. Evaluation is conducted after the try-out to see the effectiveness of the materials designed through Moodle 2.0 Web-based and to obtain students response on the materials.

**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

 The present study attempts to develop Web-based instructional materials to promote independent learning. This chapter deals with two sections, conclusions and suggestions.

1. **Conclusions**

Based on the findings in the previous chapters, the conclusions are drawn as follows:

1. The present teaching and learning method for General English Course implemented at Universitas Tadulako shows inadequacy in fulfilling students’ needs and expectations. The Web-based English instructional materials that are needed by the students based on research conducted through need analysis should be seen from how students perceive their objectives in learning English. In the result, it is identified, that the students demanded for materials that are able to prepare students’ readiness to be able to continue their studies abroad and their competitiveness in finding jobs after graduation as well as the ability to communicate well in English. Most of the students disclosed that the four language skills in English are important namely listening, speaking, writing and reading skills. Thus, integrated English materials that can enhance their capabilities in the four English language skills are needed.

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1. In order to accommodate students’ needs, the Web-based English instructional materials are designed to facilitate the current needs and conditions. The prototype model is created and developed using Moodle (Modular Object-Oriented Dynamic Learning Environment) application. To initiate the design of the Web-instructional materials, the English lecturers are involved to give their idea in terms of the model, the contents or the performance of the design as well as offer suggestions for the improvement of the design.
2. The Web-based instructional materials are developed to meet students’ need by integrating language skills practice materials with variety of multimedia materials. The topics of the materials are developed based on the students preference that taken from the result of students need analysis as well considering the objective of this course that are to encourage students to be able to communicate in English well that would boost their added value in continuing their study abroad, and to be able to compete in finding jobs.
3. The implementation of web-based English instructional materials has brought changes and positive impact to the students. The standards and indicators of students’ independent learning are achieved through web-based English instructional materials. This is indicated from the students’ opinions toward the content, audio-visual materials that are proven to be very positive and appropriate to be used as instructional materials. The students agree that the flexile learning atmosphere along with the interactive and resourceful materials, allow them to be attracted and motivated in learning independently. The fun learning atmosphere and the flexibility of lecturers’ teaching method as the main feature of Web-based instructional materials are very appropriate for students particularly in helping them to be independent learners. The fact that users are able to access the materials with minimum training and do not depend on the presence of teachers prove to help students to be motivated in learning independently.
4. In determining the level of effectiveness of the Web-based instructional materials, they can be assessed from the achievement of the objectives of the learning materials and the response of both lecturers and students through questionnaire and semi interview. It can be inferred that the Web-based English instructional materials are proved to be very effective in promoting independent learning. The students disclosed how the contents of the materials are engaging and understandable with attractive displays and can lure them to continuously learn English outside the classroom area. In addition, other than the students, the lecturers interviewed also responded positively proving the significant effectiveness of the Web-based English instructional materials. The online learning materials are easy to be used since the Moodle application does not require computer skill. By simple and short training how to access the materials, the students are provided more time to interact with the materials. Furthermore, the students can practice and do their assignment outside classroom anytime and anywhere as their access to learn independently
5. **Suggestions**

Based on the above conclusion, this research proposes some suggestions, as follows:

1. The Web-based instructional materials in the future not only can be used for the teaching of English but also to other fields of study. However, if it is to be implemented in the future, the researcher suggests for the concerned institution particularly Tadulako University to facilitate and enhance the operation and utilization of the Web-based instructional materials by improving the broadband network of internet in campus to ease the process and access of the Web for students. For the reason that the effectiveness and sustainability of the use of web-based English instructional materials depends highly on the availability and speed of internet. In addition, concerned with the limited facilities of students, the researcher suggests for the campus to provide facilities such as accessible and loads of public computers which students may use in campus areas. This will absolutely augment students’ motivation and capabilities in accessing knowledge.
2. Need analysis should be carried out to initiate the development of instructional materials or during the life of course because as students become more involved with the course, their attitudes and approach may change. Therefore the identification and analysis of needs should be a continuous process. The process of identification and analysis can help teachers to introduce necessary changes, if deemed necessary, so as to promote learners in their progress throughout the program.
3. This research is conducted to implement a Web-based English instructional materials in Tadulako University to meet the leaning needs and expectations of the students and to enhance their capabilities in English. However, the research is focused in showing the interactivity and accessibility offered by Web-based English instructional and has not yet included the evaluation of the achievement test result of the students of Tadulako University. Therefore, for the future researches, the researcher highly expects for researches that may prove the effectiveness of the Web-based English instructional materials in enhancing students’ capabilities by conducting performance achievement test.
4. Although web-based learning material has powerfully to promote independent learning, but it does not mean able to replace teachers’ role, therefore the role of the teachers as organizer, motivator to direct and motivate students to be independent learners.