EFL LEARNERS' READING LEARNING IN WEB BASED INSTRUCTION SETTING

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ABSTRACT

This research is aimed at exploring reading learning performed by English foreign language learners when Web based instruction is integrated into reading classroom. Teaching learning activity follows the steps: orientation, discussion, material exploration, action, test, and reflection. Two data collecting methods—journal and interview are administered to three students of the fourth semester of English Department in University of Siliwangi Tasikmalaya Indonesia after the selected individuals finished the reading course for one semester. The findings show that the teaching-learning process using Web based instruction enlarges the students' reading activity, enhances micro and macro reading competences, and builds affection.

Keywords: *Web based instruction, self-directed learning, reading learning, EFL, higher education*

I. INTRODUCTION

Several studies reveal that technology gives positive impact on enhancing teaching and learning and learning environment (Jhurree, 2005; Urun, 2016; Bagdasarov et al., 2017; McKnight et al., 2016; Ghazizadeh, 2017) and builds positive attitude of teacher and students in the classroom (Christensen, 2002; Hismanoglu, 2012).

Integrating technology to education becomes critical since technology demands teacher to have technological knowledge or skill besides helping not only how teachers teach but also how learners learn (Hismanoglu, 2012). For instance, webs provide a wide range of e-learning experiences (Ochoa and Ramirez, 2016) by which the learners gain access to an unlimited source of authentic language for learning four skills of a language (Urun, 2016) and engage in interaction with native and nonnative speakers of the contact

language (Bolter, 1990; Herring 1996; Lemke, 1998, as cited in Khalsa, et al., 2007). Learning through technology motivate them to work at their own speed, engage in a variety of learning activities, and have access to class participants and materials at all times (Kramsch et al., 2000, as cited in Egbert and Hanson-Smith, 2007). Thus, technology enables students to access learning opportunities at their workplace or in community settings not bounded from the traditional barriers of time and place (Office of educational technology, 2017).

In case of integrating technology into reading class, the concept of reading and technology integration into language learning become very necessary to understand by a reading teacher in order to design effective teaching.

Reading is a purposeful activity and a part of daily life (Nejabati, 2015) of which one reads for some reasons or purposes (Berardo, 2006 ; Logan and Logan, 1972; Nation, 2009) to enhance their knowledge (Rivers, 1981). Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and word knowledge, and fluency (Anderson, Hiebert, Scot and Wilkinson, 1985; Jenkins, Larson and Fleischer, 1983; O'Shea, Sindelar and O'Shea, 1987, as cited in Klingner, et al. 2007). Therefore, a reader should be able to recognize and comprehend the message of the text by which he uses his skills, experiences or language background in order to anticipate meaning contained in the text (Haris and Sipay, 1975) because reading is a transaction or interaction between the main of the reader and the language of the text in a particular situational and social context (Weaver, 1988 as cited in Hoskisson, 1991).

In reading class involving technology usage, a reading teacher is suggested to build learners' reading awareness in which the learners are actively involved to their reading activity by doing lots of reading practices. Self-directed learning strategy is very necessary to enhance their learning and monitor their learning process (Zimmerman, 2002) by providing them opportunities for self-reflective practices that improves their skill (Schunk and Rice, 1998). So, the learners can control their own learning, in particular how

they set their own learning goals, locate appropriate resources, decide on which learning methods to use and evaluate their progress (Brookfield, 1995).

The current researches reveal that there is relationship between self-directed learning and technology such as web based and online learning (Hiemstra, 2001, Paige, 2007, Cheng, 2007 as cited in Ahmad and Majid (2010). Self-directed learning is an approach of which learners are motivated to have personal responsibility, self monitoring and self-management processes in building or constructing meaningful learning outcomes (Garrison, 1997). The strategy is enacted to make them able to monitor their reading skill, build reading awareness from micro to macro of reading using multimedia reading-material provided in the Webs, and enlarge their reading experiences.

However, teaching or learning of reading through web based is very challenging for second language learners or teachers in higher education level. Both teachers and learners shoud have skill and positive attitudes towards technology and build communication which will lead them to costructive and enjoyable reading learning experiences. Effective utilization of technology integrated to classroom depends on the attitudes of teachers (Huang and Liaw, 2005; Van Braak and Valcke, 2004) that will affect to learning efforts by students (Jung and Kyungsuk, 2006).

In this present research, qualitative data are presented to depict reading learning performed by English foreign learners in Web based instruction environment. Expectedly, the findings contribute to the theories development addressing to technology deployment in English language learning and give language teachers information of how technology integration occurs in reading classroom.

II. DISCUSSION

A case study design is used to see the learners' reading learning as the result of technology integration into reading classroom. The design explores the process, performances and quality of the participants during attending the

course. The process of instruction follows the steps: orientation, discussion, material exploration, action, test, and reflection.
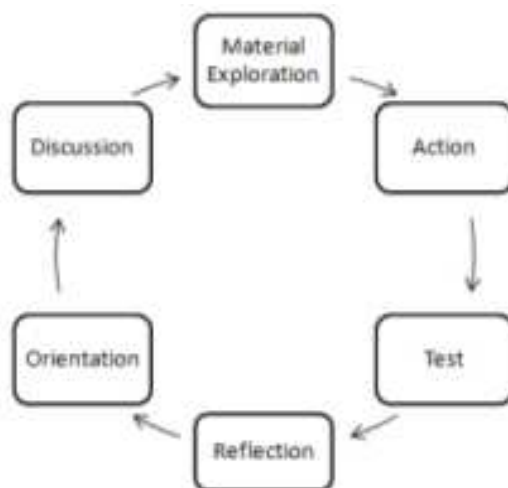

Figure 1

Web Based Reading Learning Model

From figure 1, it can be explained that the teacher in the beginning of the process gives the learners orientation in terms of syllabus and assessment policy to give clear instruction as they take a part of the learning completely and achieve the objectives successfully. The orientation also encourages and enables them to perform independent learning during learning process using web based instruction.

Discussion is provided for learners in which they are encouraged to share ideas both synchronously and asynchronously using discussion forum portal designed in the web. The teacher attracts the learners' interest by proposing stimulating questions to such topic and let them respond and discuss. This portal enlarges the learners' knowledge of reading as the result of taking part of discussion by doing of asking or questioning. This open communication needs social trait of the participants and builds characters as cooperative, critical, and responsible learners.

In material exploration, learners independently search materials from online sources in terms of e-books, journals, articles, news, etc. or several

selected web addresses provided by the teacher in the web that may students visit. They are encouraged to learn material which meet with their reading level or interest. The materials have been downloaded then be stored to their own computers or be shared to their friends. They build social and cooperative work of which one support one another to compile learning materials needed.

Action is carried out in the form of reading practices by visiting selected webs provided by the teacher or letting the students find themselves. Using standardized reading test, the learners are encouraged to get practice with and reinforce their reading skill. Action is intended to make students perform their efforts and understanding towards the material being learned and enlarge their reading experience since self-regulated learning is promoted to the learners in the classroom.

Test is purposefully to assess the learners' reading ability after they take all parts of each session, called as formative test. The continuous test may build self-confidence since online test is provided to them.

Reflection means learners are asked to report their reading progress in the form of reflective journal. This functions for teacher and learners to evaluate the course in order to fix or make revision of teaching learning process.

Three students of the fourth semester of English Department in University of Siliwangi Tasikmalaya Indonesia were administered to participate in this project of which they followed the instruction of reading using Web based reading learning model.

Two collecting data methods—Journal and are administered to acquire data reflecting the learners reading learning as the impact of using technology in their reading learning process. Having had the data, then, Thematic Analysis by Braun, V. and Clarke, V. (2006) is used to identify, analyze, and report the data. Consequently, the research stars from familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

The Implementation of Web based reading learning model in reading classroom provides many data related to using of technology in language

learning and show its impact to the students' reading learning in higher education.

A. Technology enlarges reading activity

The learners claimed that Web based reading learning model provides portal to share their reading knowledge by online discussion among them. They feel open to share opinion about reading and realize that Web based instruction attract them to do self-reading practice by visiting certain web and select the materials addressing to their own reading level or interest, whether intermediate or advance. To monitor their reading progress, webs based reading learning becomes the chosen method since they easily evaluate their skill of reading. This is in line as what found by Urun, Fatih Mehmer, (2016) that the use of technology in language classroom has a vital role and makes teaching learning process becomes more effective. Meanwhile, Ochoa and Ramirez (2016) emphasized that meta-cognition of the learners can be enhanced through technology deployment which is involved in reading analysis promoting critical thinking exercises. This can happen because Web site can provide learners learning resources and opportunities to know one another and have collaboration, and build communication skill (Richard-Amato, Patricia A., 2010).

B. Technology Enhances Micro and Macro Reading Competences

As the learners get connected with internet, they easily confirm or check unknown words using online dictionary for both vocabulary spelling and meaning during reading process. From many exercises provided in the webs and be done by the learners contribute to their reading awareness of micro and macro reading competences development. Their ability of distinguishing literal and implied details, activating background, recognizing of text structure, and their enthusiasm of reading got increased. In addition, they apply reading strategies to preview text, grasp the main ideas, find certain information, even comprehend the text. The various strategies in terms of previewing, skimming, scanning, text marking, and summarizing make them easily to comprehend the text. It's

obviously clear that the use of technology integrated in language learning can enhance learners' interest and achievement and keep them learn longer on task (Davis et al. 1999; Pacher 1999, Tunstall and Gipps 1996 as cited in Hismanoglu, 2012). The learners can practice their reading by checking exercises after they are done, move gradually from easier to more difficult exercises according to their levels and abilities (AlKahtani, 1999 as cited in Egbert, 2005). Web sites and software can provide a variety of easily accessible text types and article written in numerous genres at a wide range of readability levels (Egbert, 2005). Thus, the ease of reading learning activities facilitated by webs or technology generates well-habitual reading process for effective reading performed by the learners.

C. Technology Builds Affections

Teaching reading using technology is challenging. Sometimes, the problem is not on the process of establishing meaning of such reading text but on technological knowledge and attitude of the participants during technology based instruction situation undertaken. Obviously, positive attitude towards technology of the learners is really influenced by attitude of teachers when effectively integrate technology in teaching-learning process (Becker and Riel 2000; Beggss, 2000; Ertmer, et al 1999; Mumtaz, 2000 as cited in Hismanoglu, 2012). The positive attitudes are demonstrated by the learners in terms of critical, independent, open minded as the result of reading experiences aided by technology.

III. CONCLUSION

Dealing with the research result, some points should be necessary concerned as the conclusion of this research, as follows: first, establishing web based instruction becomes very important in enlarging the learner's learning (reading) experience through online discussion, self reading, and self-assessment activities. So, portable gadget, laptop or android becomes very necessary that they can use for reading exposure anytime and anywhere. Second, micro and macro reading can be increased since technology facilitates

them to get practices with and build their reading learning awareness. The online dictionary may help them to recognize the words spelling or meaning, or related webs may encourage them to put reading strategies into practices and develop their reading competences. Third, technology or webs provide joyful reading learning and build learners positives attitudes in terms of being critical, independent, and open minded. These attributes emerge as the result of reading experiences.

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