

I LOVE INDONESIA: EFL LEARNERS' PERCEPTIONS ON WEB-FACILITATED LANGUAGE LEARNING

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ABSTRACT

The integration of computer in the service of FL (Foreign Language) learning is expected to be inevitable in the future. It is seemingly due to (a) its considerable affordances for EFL (English as a Foreign Language) learners, (b) the characteristics of today's learners as the Generation Z (González-Lloret & Ortega, 2014), and (c) the widespread use of the internet in the 21st century. This situation then leads to transforming CALL (Computer-Assisted Language Learning) into WFLL (Web-Facilitated Language Learning) as an alternative paradigm for EFL teachers and learners. Furthermore, TBLT (Task-Based Language Teaching) is likely to serve as a pedagogical framework in designing the Web for the purpose of FL learning. The present study was therefore mainly aimed at (a) developing a particularly teacher-designed learning website, namely I Love Indonesia, and (b) investigating high school learners of English in Indonesia with different attitudes towards CALL (positive/moderate/negative) in correlation with how they perceive WFLL (agree/disagree) and perform web-based activities. Descriptive Statistics, IF Function in Excel, Correlation Analysis, and Independent-samples t-test were employed in the study. Finally, the findings of the study showed that (a) the website seems to benefit EFL learners in some certain aspects, and (b) positive attitude learners are likely to perceive more positively (agree) than moderate and negative attitude learners (disagree) on the use of the website for the purpose of language learning. A greater number of learners over a longer period of time should be taken into account when conducting further studies on the effectiveness of the website for EFL learners in order to be able to shed some light on learners' language development.

Keywords: *attitude, perception, task-based language teaching, web-facilitated language learning*

I. INTRODUCTION

The use of computers for language learning has recently become one of the central issues in educational settings due to many affordances computers can provide for learners of EFL (English as a Foreign Language). Some studies prove that computers contribute positively towards the quality of language teaching and learning in terms of supporting learners' productivity (İşman, Çağlar, Dabaj, Altınay, & Altınay, 2004), offering skill-based real-world

situations (Yang & Chen, 2007), increasing motivation and urging learner-centered learning and engagement in the learning process (Dwyer, 1996; McGrath, 1998), fostering learning autonomy (Beatty, 2013), helping teachers organize the learning activities (Kitchakarn, 2015), facilitating learners' learning and development (Sackes, Trundle, & Bell, 2011; Lim, 2012), benefitting low achieving learners with its multimedia (audio, visual, and audio-visual) effects in terms of reducing FL anxiety and building self-confidence (Nowaczyk et.al., 1998), enhancing digital literacy (Eshet-Alkalai, 2004), and engendering learners' positive attitudes and perceptions on the integration of computer in FL (Foreign Language) learning (Stepp-Greany, 2002; Kitchakarn, 2015). Moreover, the integration of computer in the service of FL learning is also expected to be inevitable in the future with regard to the notion that today's learners are known as the Generation Z or iGeneration or Net Generation (González-Lloret & Ortega, 2014); these learners refer to those who: "...[w]ere born in the early 2000s or later and therefore do not know anything other than life with the full spread of the Internet and the gadgets and technologies that support its use (p. 2)".

In connection with the characteristics of Generation-Z learners, the internet seems to play a pivotal role in language teaching and learning, in which nowadays many teachers increasingly start deploying available and more authentic resources in the Web in order to support learners to improve their language knowledge and skills. This situation then leads to transforming CALL (Computer-Assisted Language Learning) into WELL (Web-Enhanced Language Learning) as a new paradigm for teachers and learners (Taylor & Gitsaki, 2003), and Blake (2011) further elucidated some current trends in online language learning (OLL).

Web-facilitated language learning (WFLL) is one of the noticeable formats supported by OLL which considerably attracts attention from the field of CALL. This language learning format refers to a series of specially designated web-based activities for the purpose of language learning. Stepp-Greany (2002), Taylor & Gitsaki (2003), and Son (2007, 2008) are some of the researchers who claimed the usefulness of the Web in FL learning. Furthermore, the present challenge is how to appropriately expose learners

with such overwhelming resources in the Web and to keep it in line with the language-learning syllabus in the existing curriculum. In respect to the use of the Web in FL learning, TBLT (Task-Based Language Teaching) is likely to be the promising pedagogical framework that can underlie the use of the Web as a support for language learning as well as bridge technology and task to be blended within the implementation of the existing curriculum. Therefore, delving into the suitability of TBLT to be used in the web-based activities will presumably support the further discussion.

TBLT is seen as a separate teaching pedagogy, subserved by the umbrella CLT (Communicative Language Teaching) which encourages learners to perform meaningful tasks in the target language focusing on the use of authentic language, so that learners will not only produce linguistic outcomes (knowledge-based experience), but also non-linguistic outcomes (real-life-based experience, e.g. making an appointment, reserving a flight ticket, sharing hopes and dreams, etc). As a further matter, the tasks should encompass a primary focus on meaning, some types of gap (information gap, reasoning gap, and opinion gap), learners' interests, and clearly defined communicative or non-linguistic outcomes (Ellis, 2003). In relation to the infusion of new technologies, TBLT has potentials for synergies together with Web-facilitated language learning as both concepts can contribute to support language learning and digital literacy simultaneously, and thus they may add such remarkable educational value for learners, so that promoting technology-mediated TBLT curricula will be of importance in the future.

In this study, the feasibility of integrating WFLL and TBLT for the purpose of FL learning will be investigated more specifically within Indonesia's context, where the trend of CALL at the moment is of interest by educators, teachers, lecturers, and material developers. Due to the issue of revision on the latest curriculum in Indonesia, namely the 2013 Curriculum, FL learning is still assumed to follow what is called as a scientific approach in which learning activities are carried out subsequently in five key stages. The curriculum also urges learners to cope with globalization, advances in information technology (IT) and the convergence of science and technology (the Ministry of Education and Culture, RI, 2014). For that reason, technology

literacy, in this case computer (and internet) literacy, needs to be upheld as part of language-learning syllabus, so that learners will not feel a sense of alienation from those around them due to lack of language skills and technology-based ability as world is now becoming borderless and the interaction with people outside the country is surely unavoidable.

Therefore, the present study attempts to look at EFL learners' attitudes towards CALL at first. On the basis of such information about EFL learners' attitudes (negative, moderate, or positive), the study then investigates the general perceptions of negative-attitude learners, moderate-attitude learners, and positive-attitude learners during the implementation of WFL. The perceptions include several aspects to examine, such as FL anxiety, learning enjoyment, self-confidence, digital literacy, learning autonomy, and perceived language skills. Furthermore, the website used in this research is one specific website (www.iloveindonesia.my.id) which is purposefully established and developed by the researcher and his colleague. The website contains interactive learning materials supported by two particular program applications (*H5P* and *GoAnimate*). Additionally, the learning activities in the website are created based on a theme, namely *Hopes and Dreams*, with regard to the current curriculum used in Indonesia.

The reason why this study specifically discusses EFL learners' attitudes and perceptions is because in Indonesia's context there are not many studies yet on WFL, so that these two pertinent aspects will be a very good point of departure. Both aforementioned aspects are crucial pertaining to the task-and-web integration because they influence the way EFL learners think, decide and perform during the learning process, and consequently they can help create more effective and successful language learning. More importantly, to look at the dynamic of the learning process performed by learners, a simple tracking system facility is built in the website to emphasize the roles of the teacher as the facilitator, instructor and administrator. This facility seemingly enables the teacher to track the participation of learners while they are performing online on-task and off-task activities within the allocated period of time.

Moreover, on the basis of learners' participation records and their responses through a perception questionnaire, the researcher can then analyze whether positive-attitude learners, moderate-attitude learners, and negative-attitude learners will undoubtedly perform and perceive web-based activities as expected; positive-attitude learners will always be more active in the website and perceive WFLL more positively than moderate-attitude learners and negative-attitude learners. By using SPSS Descriptive Statistics, IF Function in Excel, Correlation Analysis, and Independent-samples t-test to analyze data on EFL learners' attitudes, web-participation, and perceptions, this study seeks to answer the following questions: (1) What are EFL learners' attitudes towards CALL before using the website? (2) What are EFL learners' perceptions on WFLL after using the website? (3) Is there any correlation between EFL learners' attitudes towards CALL and their web-participation and perceptions on WFLL?

II. DISCUSSION

Methodology

This section explains the methodological approach used to examine three research questions stated in the previous section. The explanation is divided into four sections, namely (1) subjects, (2) procedure, (3) materials, and (4) analysis.

Subjects

This study included 232 Indonesian learners of English (141 female; 91 male) as initial participants. The researcher actually contacted the participants personally via social media, and he also got helped by some English teachers. The participants come from 6 different high schools in Central Java, Indonesia with the range of age between 14 to 18 years old. In addition, 74 participants are first-year students, 146 are second-year students, and 12 are third-year students. When categorized based on their types of schools where they study (*government school* or *private school*), 164 participants are from 5 different government high schools, and 68 are from a private high school. Moreover, 92 participants ever had native English teachers, 140 of them experienced having a conversation with foreigners,

and none of them ever stayed abroad (at least three months in length) in advance.

Procedure

This study followed 7 steps in general, namely (a) distributing the first online-questionnaire (see Appendix A) on learners' attitudes towards CALL (Computer-Assisted Language Learning), (b) analyzing the result and categorizing the participants based on their attitudes towards CALL, (c) establishing the website and developing the interactive learning materials, (d) trying out the website with the learners approximately for 1-2 weeks, (e) distributing the second online-questionnaire (see Appendix B) on learners' perceptions on WFLL (Web-Facilitated Language Learning) after using the website, (f) interviewing learners and an English teacher in relation to WFLL, and (g) analyzing and interpreting the results and making a report on it. Two questionnaires used in this study were translated into *Bahasa* (Indonesian language) by the researcher, and the translations were checked by a proficient bilingual Indonesian-English speaker before implementation. Furthermore, the participants of this study were narrowed down from 232 to 23 learners. These 23 participants became the focus group of the study who was supposed to try out a certain website and completed the second questionnaire as well as got interviewed by the researcher. At the time the study was conducted, the participants (learners and teacher) stayed in Central Java, Indonesia. They communicated with the researcher through online tools, and also they were not told that some of them might get a few incentives for participation.

Materials

A particular website, namely www.iloveindonesia.my.id, was designed by the researcher and established with the help of his colleague from Indonesia. The name of *I Love Indonesia* was intended specifically to be in line with one of 18 educational values of nation's culture and characters upheld by the Ministry of Education and Culture, Indonesia since 2010; *nationalism* or *a sense of belonging to Indonesia*. Moreover, the website was developed using a *programming language* which was actually not the expertise of the researcher, and hence a colleague of his gave a considerable

support in this study. Meanwhile, the learning contents in the website were created by the researcher using two primary program applications; *H5P* and *GoAnimate*. Both program applications are very useful platforms to be used by teachers to produce more interactive and interesting contents for learners.

With the support of *H5P* and *GoAnimate*, there were 8 main interactive contents uploaded in the website in the form of audio-visual/video (activity 1, 2, 4, 6, 8), flashcard (activity 3), memory game (activity 5), and presentation (activity 7). The videos/animation used in activity 1, 2, and 4 were taken from YouTube, and other videos/animation presented in activity 6 and 8 were made in *GoAnimate*. *H5P* with its 27 content types are assumed to play an important role in helping the researcher make the Web contents more engaging and attractive, for instances, by using *course presentation*, *interactive video*, *memory game*, and *flashcards*. The creation of the aforementioned activities was supposed to take into account a specific theme of learning, namely *Hopes and Dreams*, stated in the English course-book for high school learners in Indonesia. All activities (activity 1 to 8) were aimed at exposing learners with receptive-skill-based activities (listening and reading). After that, the learners were expected to access some features to enhance their productive skills (speaking and writing). The features were *Wall* (to post or give comments), *Message* (to chat with another Web member or native speaker), *My Secret Diary* (to write a personal writing), and *Talk with Me* (to have a video-calling with members and/or native speakers). Optional features, such as *Edu-Comic* and *Culture Corner*, were also designed to provide comics with educative values and also information in the target language about culture around the world.

Analysis

To answer the first research question, the questionnaire by Kitchakarn (2015) was employed. There were 16 questions overall with a five-rating scale on her survey focusing on students' attitudes towards using computers as a learning tool in language learning. The question items were already tested and proven to indicate rather high internal consistency in almost all of the items, with the reliability coefficient value of 0.795.

Moreover, SPSS Descriptive Statistics and IF Function in Excel were utilized in order to analyze the result obtained from this first online-questionnaire and describe them appropriately. Means was then used to categorize learners into five categories; *very positive*, *positive*, *moderate*, *negative*, and *very negative*. The questionnaire also required some information on (a) participants' background, (b) online frequency, (c) general components that can motivate learners in FL learning, (d) general FL learning experience and FL experience with computers, (e) availability of technology or supporting environment to access online materials, and (f) technology-based activities or experiences.

To answer the second research question, the questionnaire by Taylor & Gitsaki (2003) was modified and used. The questionnaire contained 23 statements with a six point Likert scale range; *strongly agree*, *agree*, *slightly agree*, *slightly disagree*, *disagree*, and *strongly disagree*. SPSS Descriptive Statistics and IF Function in Excel were employed to find out the learners' perceptions on WFL after using the website. The result obtained from the online questionnaire was analyzed and described. Means was utilized to look at whether each and overall learners agree or not using a particular website as part of learning activities. Some key questions were also used in conducting an interview with several students and an English teacher.

To answer the third research question, Correlation Analysis by SPSS/Window program was employed because both investigated variables (attitudes towards CALL before using the website and perceptions on WFL after using the website) were interval variables. Consequently, Pearson r or r_{xy} was used with a significance value (α) set at 0.01. This correlation coefficient (Pearson r) ranges from -1 to 1. If the value of r_{xy} is 0, it means that there is no relation between both variables. Moreover, the relationship is considered positive if the value of r_{xy} is above 0. If the value of r_{xy} is below 0, it shows a negative relationship. The strength of relationship depends on how far the value of r_{xy} is away from 0. Furthermore, the significance value (α) indicates whether the relationship between both investigated variables is significant or not. Additionally, Correlation Analysis was used in this case due to the assumption that there is no independent and dependent

variables. This analysis was actually aimed at examining the correlation between the learners' attitudes towards CALL before using the website and their perceptions on WFLL after using the website. Moreover, an independent-samples t-test was also used to examine the difference between two categories of learners based on their web-participation (low and high participation in the website) in connection with learners' attitudes and perceptions.

Results

This section elucidates the result of the study in three separate sections. Each section answers pertinent research questions as have already been presented in the previous section. Section one focuses on the analysis and interpretation of the first questionnaire (Kitchakarn, 2015) on EFL learners' attitudes towards CALL (Computer-Assisted Language Learning). Section two reveals the result of the second questionnaire (Taylor & Gitsaki, 2003) on learners' perceptions on WFLL (Web-Facilitated Language Learning). Finally, section three describes two types of measurement used to investigate learners' attitudes towards CALL, web-participation, and perceptions on WFLL.

EFL Learners' Attitudes towards CALL (Computer-Assisted Language Learning)

As many as 232 learners of English from several high schools in Indonesia initially participated in the study. Before they were observed to know their attitudes towards CALL in general, they were at first asked to provide background information on (a) online activity frequency, (b) general components that can motivate learners in FL learning, (c) general FL learning experience with computers, (d) the availability of technology or supporting environment to access online materials, and (e) technology-based activities or experience. In terms of (a) online activity frequency, 113 participants (48.7%) stated that every day they had online activities, 82 (35.3%) of them often or more than three times in a week performed online activities, and 36 (15.5%) rarely accessed things by online. 1 participant (0.43%) mentioned that he never had online activities, but in fact he was

found to be quite active in one of social media; he sometimes uploaded pictures to it.

Furthermore, according to (b) general components that can motivate learners in FL learning, the participants indicated the most three aspects that were likely to support their FL learning, namely *teacher* (stated by 165 participants or 71.1%), *computer-mediated materials* such as interactive videos, power points, games, online materials, chatting tool (116 or 50%), and *learning environment* (111 or 47.8%)—the researcher assumed that learning environment here means the conditions at school, in the classroom, and/or at home; however, it might be possible that the participants had different ideas from what the researcher meant by this term since it was not stated explicitly in the questionnaire. In relation to (c) general FL learning experience with computers, as many as 210 participants (90.5%) ever learned English using computers and/or by online, and 109 of them (46.9%) had a chance to chat with foreigners through computers and/or by online. In addition, based on (d) the availability of technology or supporting environment to access online materials, 190 participants (81.9%) claimed that they were supported by smartphones to access online materials, and 161 of them (69.4%) had their own computers/laptops. 36 participants (15.5%) indicated that they used school's computers and/or borrowed other's computers/laptops to access online materials, and 62 of them (26.7%) were with the help of internet cafés. On the other hand, looking at (e) technology-based activities or experience performed by the participants, 227 of them (97.8%) stated that they ever accessed Google, 221 (95.3%) were familiar with blog or website, 216 (93.1%) were able to use YouTube. The participants also used and had their own accounts of some popular social media, such as *Facebook* (227 participants), *Twitter* (123), *Yahoo Messenger* (64), *Instagram* (160), *WhatsApp* (79), *WeChat* (11), *Line* (164), *KakaoTalk* (11), and *Blackberry Messenger* (177). From the aforementioned data, it can be inferred that (1) the majority of learners performed online activities frequently, (2) 50% of the learners feel that computer-mediated materials, such as interactive videos, power points, games, online materials, chatting tool, are needed to motivate

them in FL learning, (3) most learners experienced learning English using computers and/or by online, and even some of them ever had a conversation with foreigners through computers and/or by online, (4) technology or supporting environment to access online materials was available for the learners, for examples, by using smartphones, computers/laptops, and with the support of internet cafés, and (5) the majority of learners had experience in using Google, blog/website, and YouTube, not to mention the social media. The above data clearly suggest that it is feasible to implement web-based FL learning in Indonesia.

Next, EFL learners' attitudes were measured through 16 statements provided in the first questionnaire on attitudes towards CALL. The questionnaire used a five rating scale, which means that the participants chose one of five options (*not at all/disagree, not so much/slightly disagree, so-so/in-between, quite a lot/slightly agree, very much/agree*) that they found suitable for their own situations. 16 statements which were used to identify learners' attitudes revealed important information as follows. 61.6% of the learners agreed that using computers was likely to help them learn and perform assignments more easily and conveniently. 60.3% of the learners felt that using computers could save their times while performing activities or assignments. As much as 89.2% indicated that they were helped by computers to search and get information about English language and others from around the world. Computers making learners more enjoy learning English was stated by 59.9% of the learners. In addition, learners' (a) creativity, (b) productivity, (c) autonomy, and (d) critical thinking getting increased due to the support of computers were believed by 59.5%, 54.3%, 52.2%, and 52.6% of the learners consecutively. With regard to English language skills, learners reported that, with the help of computers, they had more opportunities to practice writing (57.8%), and they could improve their reading skills (62.1%). According to the learners' opinions, computers also helped them learn and use new vocabularies (75.9%), practice listening and speaking skills easily (71.1%), and improve grammatical knowledge (62.9%). When asked whether using computers in learning English could help learners communicate with teacher and classmates easily, 64.2% of the

learners agreed that computers supported them in doing so. Furthermore, as much as 67.7% of the learners believed that in learning English, using computers helped them update their course information. Also, 84.9% mentioned that downloading teaching materials or uploading assignment and homework were easy to do with the support of computers as a tool to learn English. On average, with the mean of 3.88, learners' attitudes towards CALL belong to the category of positive attitude. To ease the further analysis, the number of learners showing 'very positive' and 'positive' attitudes was calculated together, and likewise the learners showing 'very negative' and 'negative' because both actually revealed the same idea, but they differed in terms of the strength of the attitude. Furthermore, according to the total average scores of each learner, the majority of learners (124 or 53.4%) showed positive attitudes towards CALL. 41 of them (17.7%) were even very positive, and as many as 58 learners (25%) indicated moderate attitude. There were only 9 learners (3.9%) who showed negative attitudes towards CALL, and none of them was very negative about CALL.

In addition, to know how Positive Attitude Learners (PALs), Moderate Attitude Learners (MALs), and Negative Attitude Learners (NALs) participated in the website (www.iloveindonesia.my.id), a simple tracking system facility was built. Data of learners' participation was able to be recorded by calculating how many times the learners clicked (accessed) particular menus or features. Also, their participation in posting comments, text-based chatting, and diary-writing was taken into account.

The learners' participation in the website was divided into three categories, namely (1) high-participation learners (HPLs), (2) low-participation learners (LPLs), and (3) zero-participation learners (ZPLs). HPLs referred to the learners who registered and accessed (clicked) the features in the website more than 8 times; it is because of the short experiment-time (around 1 week), so that it is assumed that each day the learners at least accessed (clicked) one feature, and hence, in one week it was supposed to be approximately 8-9 times (the number of clicks) at the minimum. On the other side, LPLs referred to the learners who registered and accessed (clicked) the features in the website less than 8 times, and

ZPLs performed nothing, except only registered themselves. The file of participation record was imported directly from the website with the help of the tracking system facility. As a result 35% of the learners actively performed in the website, 46.7% had low participation, and 18.3% merely did the web registration and hence, had no participation record. Moreover, in total, there were only 60 out of 232 learners who were willing to take part in the web-based activities. The majority of learners who did not participate stated that, based on a short questionnaire given to them, they were very busy with their homework and assignments, not to mention extracurricular activities at school. The rest of them mentioned that (a) there was no supporting internet connection, (b) they forgot to participate, (c) they were being lazy at the moment, (d) they did not really understand how to operate the website, (e) the use of the website was not mandatory, and it did not affect the grade of English language subject at all, (f) the third-year learners focused on studying for college entrance exam, (g) a few students said that there was no supporting devices, such as computers or laptops, (h) there was no urge to get involved in the website, and (i) there were some personal issues (e.g. helping parents' works, having part-time jobs, and preferring online games when connected to the internet).

Additionally, by means of simple tracking system facility, some most-visited features or menus in the website could be identified. Consecutively *Activity* and *My Secret Diary* were accessed 323 and 105 times by the learners. *Messages* (a chatting tool) and *Wall* were accessed 61 and 48 times, whereas *Edu-comic*, *Talk with Me*, *Culture Corner* only got accessed as many as 36, 24, and 14 times.

EFL Learners' Perceptions on WFLL (Web-Facilitated Language Learning)

After obtaining information on learners' attitudes towards CALL and web-participation, 49 learners (high-participation learners and low-participation learners) who already took part in the website were expected to be the focused participants of this study; 11 participants (zero-participation learners) were excluded because it was irrelevant to take them into account. However, only 23 learners returned the second questionnaire on perceptions on WFLL (Web-Facilitated Language Learning). Therefore,

these 23 learners were carefully examined to know their perceptions on WFLC after using the website. Moreover, at first, they were asked about the frequency of using the website. The majority of learners (43.5%) accessed the website less than three times in a week. 4 learners used the website every day, and 8 of them performed the web-based activities more than three times in a week. However, when it was verified by the usage data imported with the help of the tracking system facility, 3 of 4 learners who stated that they used the website every day in fact did not participate actively; these three learners were even categorized as low-participation learners. The rest of learners' answers on how often they accessed the website seemed to suit with their actual participation.

Furthermore, the learners were investigated through the 23 statements provided in the second questionnaire on perceptions on WFLC. Based on the given questionnaire, 91.3% of the learners perceived that the website is a helpful learning tool, and also, being able to use the website is a useful skill (82.6%). 91.3% of them thought that the use of the website is necessary, and 56.5% liked using the website for the English language subject. The use of the website making the subject more interesting was stated by 91.3% of the learners. Due to the use of the website, it is believed that the learners gained more computer skills (73.9%) and learned more English (65.2%). With regard to English language skills and knowledge, the information on the website is perceived to be able to help the learners learn grammar (95.6%), vocabulary (91.3%), and culture (78.3%). As many as 12 learners (52.2%) agreed that the use of the website in the English language subject enabled them to talk more to their classmates (through e-mail or in person). Not only that, 17 learners (73.9%) stated that the website presented more up-to-date information for the English language subject than textbooks or magazines. Some learners (56.5%) also felt that it is easier to read information on the website than to read English textbooks. Furthermore, 47.8% of the learners mentioned that a better grade will be obtained by them in the English language subject because of using the website as part of learning. The learners (73.9%) also wanted to take another subject that includes the use of the website. Feeling comfortable to use the website to

find information and more confident to use computer technology were said by 91.3% and 86.9% of the learners. As many as 22 learners (95.6%) thought that the web browser (e.g. Internet Explorer, Mozilla Firefox, and Google Chrome) is an easy program to learn. 'Activity instructions were easy to follow' and 'Access to the website was possible at all times' were perceived by 91.3% and 73.9%. The learners (43.5%) finished the assignment in 1 hour or less, and they (60.9%) used the website even after the assignment was done. When asked whether the learners may continue using the website after the end of the course, 17 learners (73.9%) showed their agreement. On average, with the mean of 4.92, learners' perceptions on WFL belong to the category of 'agree' (positive perception). Moreover, according to the total average scores of each learner, 16 of 23 learners (69.6%) showed agreement (positive perception) to the use of the website as part of language learning. 3 learners (13%) strongly agreed (positive perception), 4 of them (17.4%) slightly agreed (positive perception) and none of them perceived the website negatively.

More importantly, through the second questionnaire, the learners were also supposed to describe the strengths and the weaknesses of the website, and to provide constructive suggestions. With regard to the strengths of the website, the learners stated that (1) the activities helped them learn English and enrich their knowledge about Indonesia, (2) the materials were easy to follow and understand (not complicated), (3) boredom could be avoided, and new experience could be gained, (3) there were many interesting features, (4) communication with other users was possible, (5) the website was user-friendly, (6) the videos were helpful, (7) the website could increase learners' English vocabulary and grammar, (8) the listening parts were useful, and (9) the diary could be used to practice writing every day. However, according to learners' points of view, the website was still lack of several things, for instances, (1) initially the loading process in the website took some time, (2) uploading pictures or files were not possible, (3) web-based language learning reduced their spare time, (4) internet connection was always needed, (5) the aim of using the website was not able to be understood, (6) the materials in the form of videos were too much, (7) native speakers were

not available (online) at all times, (8) the website was not interesting, (9) posting comments could not be edited, (10) the learning environment was unfamiliar, (11) it was still lack of animations, (12) the learning process was internet-oriented, and (13) several questions and sentences could not be understood well. Furthermore, the learners suggested that (1) the website should not be too *heavy*, (2) being able to upload pictures or files to learn by online with other users will be more interesting, (3) the web-display should be made simpler and more attractive, (4) more animations are necessary to avoid getting bored, (5) it may be good to have bank of questions (and the answers) in the website, (6) more edu-comics are needed, (7) inserting some music while reading the texts may be helpful, (8) the activities should be added more, and (9) a web-tutorial can be of help.

Correlation Analysis and Independent-Samples T-Test of EFL Learners' Attitudes towards CALL, Web-Participation, and Perceptions on WFL

EFL learners' attitudes towards CALL and their perceptions on WFL were examined using a correlation analysis in SPSS. After that, learners' web-participation was looked at using the independent-samples t-test in connection with the aforementioned variables.

From the result of correlation analysis, it can be inferred that there was a significant positive relationship between EFL learners' attitudes towards CALL and their perceptions on WFL, $r = 0.65$; $p < 0.01$ (two-tailed). The higher the attitudes are, the more positive the learners perceive. Since the value of r_{xy} is positive and above .5, the relationship is assumed to be positively strong. It means that, in this case, if the values of attitudes towards CALL go up, the values of perceptions on WFL will also go up.

In addition, learners' web-participation (high and low participation) was analyzed together with attitudes towards CALL and perceptions on WFL using the independent-samples t-test. Before performing the t-test, data was checked using SPSS to see whether normal distribution and equality of variance could be assumed or not. Because the sample size was smaller than 50, the significance value of Shapiro-Wilk in Tests of Normality was then used. It shows that data is normally distributed because the value of

significance is above .05. Furthermore, the equality of variance could also be assumed after performing Test of Homogeneity of Variance. The significance value of given data was above 0.05, so that it is safe to assume that the two groups (high-participation learners and low-participation learners) were equal in variance. After that, the independent-samples t-test was run in SPSS. Based on the result obtained, it can be reported that (1) on average, the high-participation learners in the website showed higher attitude towards CALL (M = 4.23, SE = 0.19) than the low-participation learners (M = 4.07, SE = 0.23). This difference was not significant ($t(21) = -0.51$; $p > 0.001$), (2) on average, the high-participation learners in the website perceived more positively on WFL (M = 4.93, SE = 0.13) than the low-participation learners (M = 4.92, SE = 0.12). This difference was not significant ($t(21) = -0.09$; $p > 0.001$).

Discussion

This study is mainly aimed at (a) developing a particular learning website for high school learners of English in Indonesia, and (b) investigating EFL learners' perceptions on WFL (Web-Facilitated Language Learning) in connection with their attitudes towards CALL (Computer-Assisted Language Learning) and web-participation. The results obtained in the previous section are discussed below.

EFL Learners' Attitudes towards CALL (Computer-Assisted Language Learning)

The first hypothesis of this study was that most high-school learners of English in Indonesia show positive attitudes towards CALL. The findings from the first questionnaire verified that the majority of the learners participated in the study have positive attitudes towards CALL. There are three possible reasons why the findings are likely to support the first hypothesis; (a) the characteristics of today's learners known as Generation Z (González-Lloret & Ortega, 2014), (b) the widespread use of the internet in the 21st century (Blake, 2011), and (c) the implementation of the 2013 curriculum, the latest curriculum used in educational settings in Indonesia, which urges the learners to cope with globalization, advances in information

technology (IT) and the convergence of science and technology (the Ministry of Education and Culture, the Republic of Indonesia, 2014). This is also supported by the findings that indicated that the learners need to have computer-mediated materials (e.g., interactive videos, power points, games, online materials, and chatting tool) to motivate them, so that they can engage actively in the learning process. Also, the fact that most learners mentioned that they perform online activities frequently through computers and/or smartphones makes CALL, specifically when it comes to OLL (Online Language Learning), feasible for implementation. Moreover, the study on learners' attitudes towards CALL is assumed to be crucial as attitude as well as the use of computer may contribute positively to the rate and success of Foreign Language (FL) learning. Both elements, attitude and computer, are expected to be able to encourage learners' greater autonomy in language learning. This is due to the assumption that attitude itself can influence the way the learners think and behave, not to mention if they are equipped with computers at home and/or school. In addition, learning autonomy is believed to be one of the main results of positive attitude towards CALL, and thus, it is supposed to benefit all types of learners (slow and fast learners; low-achieving and high-achieving learners). However, it is still debatable whether successful CALL engenders learners' positive attitudes (in language learning) or learners' positive attitudes produce successful CALL. The certain thing is that both aforementioned aspects (attitude and CALL) support each other in order to create learning moments for EFL learners.

More importantly, another possible reason why the findings are in line with the first hypothesis is because most of the learners who took part in the study come from Kudus, one of regions in Central Java, Indonesia. Although it is a small area, Kudus is quite well-developed, has good infrastructure, and is supported by many small-scale, medium-scale and large-scale industries. Internet connection may not be everywhere, but the people there can always find internet cafés in many places or buy internet data to be used in their computers and/or smartphones. However, the case may be considerably different if the participants are those learners who live

in rural or remote areas in Indonesia, where there is no computer and internet connection at all; even in some areas electricity may not be well-established. In relation to this matter, the implementation of CALL, including OLL, is highly unlikely until the government put their hands to develop those areas. Furthermore, the findings of the first questionnaire on learners' attitudes towards CALL in this study should not be generalized over all contexts or situations in Indonesia. It may only be relevant for the learners who live in the urban areas. Therefore, for further research, it will be more interesting to have the participants from many different areas in Indonesia, so that the government will be able to notice more the dispersion of learners' attitudes towards CALL.

EFL Learners' Perceptions on WFL (Web-Facilitated Language Learning)

The second hypothesis touched upon EFL learners' perceptions on WFL (Web-Facilitated Language Learning) after using the website (www.iloveindonesia.my.id). The findings verified that all focused participants (23 learners) showed positive perceptions on WFL; none of them was reported to perceive the website negatively. The perception, which was investigated through the second questionnaire, includes the following aspects; (a) learning enjoyment, (b) self-confidence – reducing FL anxiety, (c) digital literacy, (d) learning autonomy, and (e) perceived language skills. Moreover, naming the website as *I Love Indonesia* is aimed at supporting character education upheld by the Ministry of Education and Culture, the Republic of Indonesia. The name of *I Love Indonesia* is expected to represent the spirit of nationalism (a sense of belonging to the nation) and the love to every culture and local wisdom that Indonesia possesses. Consequently, this name will always remind the learners to love and respect the nation while they are learning a foreign language, and hopefully the meaning behind this name will remain in learners' hearts, acts and minds.

Furthermore, three open-ended questions in the second questionnaire, in which the results have already been stated in the previous chapter, revealed more detailed information about what the learners perceived, after using the website, in terms of the strengths and weaknesses of the website.

They were also required to provide constructive suggestions to the researcher. There was also one English teacher who gave her testimonial through an email after the researcher sent her a screencast recording about how the website worked for EFL learners. Below the researcher stated the testimonials from 4 learners and a teacher as the representatives in order to support the study.

It is a fun learning, and it also enriches my knowledge about Indonesia, but please create a menu to upload any pictures or files in order to be able to share assignments or learn with friends by online. (Student 2, Male, 15 Years Old)

The listening parts are useful, not to mention the diary, edu-comic, culture corner, and knowledge about Indonesia! I think the activities should be added more, and a web-tutorial may be of help. (Student 213, Female, 15 Years Old)

Student 2 was the most active male student in the website, and Student 213 was the most active female student, especially in terms of diary-writing. Both of them showed positive attitudes towards CALL, perceived positively on WFLL, and participated actively (categorized as high-participation students) during the experiment. Moreover, constructive suggestions from them are indeed necessary as these two students, according to the usage data imported with the help of tracking system facility, actually accessed all the provided features in the website. Even Student 2 had an opportunity to have a short text-based conversation with a native speaker who was available at the moment.

The website is user-friendly, so I find it convenient to use. I hope native speakers can always be available anytime. And, please, add more comics! (Student 18, Male, 16 Years Old)

It is good to learn about Indonesia using English. I think there are too many videos there! My suggestion is: make the website simpler. (Student 16, Male, 16 Years Old)

Next, it is interesting to investigate the two students above; Student 18 and Student 16. Student 18 showed positive attitude towards CALL and perceived positively on WFLL, but he did not participate actively in the

website; he was categorized as one of low-participation students. In contrast, Student 16, who showed moderate attitude towards CALL and slightly agreed on WFLL, performed actively in the website. As the researcher knows personally these two students, it is assumed that Student 18 was quite busy with his school's works and extracurricular activities, not to mention that he is currently just in the first year at one of government senior high schools in Kudus, Central Java. Not only that, his parents also seem to push him hard to always get good grades at school, which means that any other activities which are not directly related to his study or grades may not be supported by the parents, including joining this web-based experiment. Student 16 seemingly had a different story. He is now a second-year student at a private vocational high school in Kudus. Although he was supposed to do a compulsory internship at the moment, he had quite plenty of time to perform several web-based activities. This is because the workloads at school seem to get decreased in the second year (probably due to the internship). Moreover, the internship might not be such a burden to him, so that when asked to perform the activities in the website, he decided to at least do some of them. Probably he wanted to please the researcher as his former English teacher and/or he was in fact curious about the use of website (www.iloveindonesia.my.id) for language learning.

According to my opinion, it is a good tool for us in facilitating our pupils in mastering English, but for common school or students in any parts of our country it is really a big challenge. (Teacher F, Female)

There were initially two English teachers in Indonesia whom the researcher asked for the testimonials or suggestions in relation to the use of the website (www.iloveindonesia.my.id) in the context of FL learning. Unfortunately, due to personal circumstances, one of the teachers was not able to make it, so that the researcher only obtained the comment from one English teacher; Teacher F. She said that the website is a good tool to support the students in learning English, but she was also concerned about the fact that not all schools in Indonesia have supporting infrastructures like in the school where she teaches now, for instances, internet connection,

language laboratory, and computers. Also, not all students are equipped with sufficient technology at home or outside the school, not to mention that digital or computer literacy is another big concern for the government.

In addition, the study on learners' perceptions on WFL in Indonesia's context is considered important by the researcher. The main reasons are (a) in the context of FL learning in Indonesia there are not many studies yet which focus on the use of a particular website and the perceptions of the learners as the web-users, (b) perception, as well as attitude, is assumed to be able to contribute to the learners' willingness to keep learning, and (c) developing a certain website, as this study initially aims to produce a specific learning website for Indonesian learners, may help the learners achieve better language knowledge and skills, and benefit them in the aspects as mentioned above (points (a) – learning enjoyment to (e) – perceived language skills). Furthermore, the website which was developed for the purpose of this study is equipped with some interesting features considering the learners' preference for several social media (e.g., *Facebook*, *Blackberry Messenger*, *Instagram*, *Line*, etc.). Hence, it is assumed that if the website is built by taking into account the features in social media, the learners will be more interested to learn the target language. As a further consequence, by means of the website, time on-task outside the classroom time can be encouraged, so that the amount of learning time will be likely to get increased. Carroll (1963) argued in his paper, 'A Model of School Learning', that learning is directly linked to time; the learners will succeed in learning a task given to them in consideration of the amount of time they spend actively in the learning process compared to the amount of time they need to learn the task. It implies that asking the learners to access the website and perform web-based activities outside the classroom time will probably enhance the quality of their FL learning.

Relationships among EFL Learners' Attitudes towards CALL, Perceptions on WFL and Web-Participation

It has been confirmed that after using the website, in general, Positive Attitude Learners (PALs) showed perceptions on WFL more positively, whereas as expected, Moderate Attitude Learners (MALs) and Negative

Attitude Learners (NALs) perceived less positively. However, it is actually difficult to make a fair conclusion and generalize the findings because of the small number of focused participants; there were only 4 non-positive-attitude learners (3 MALs and 1 NAL), while the rest of them were categorized as PALs (19 learners). Therefore, this result can not be directly used as the basis to argue that PALs will always show positive perceptions on WFLL compared to MALs and NALs even though the result of correlation analysis revealed that there was a significant positive relationship between the variables.

Further discussion on whether PALs may participate more actively in the website (high participation) than MALs and NALs (low participation) also seems to encounter the same problem as happened when comparing learners' attitudes and perceptions. Data on learners' web-participation was at first obtained with the help of a simple tracking system facility in the website; this system was merely able to record learners' participation in terms of calculating automatically how many times the learners clicked (accessed) particular menus or features. The researcher did not really know whether the learners performed the web-based activities or not; however, it seems that the learners were also not aware that their participation or activeness was counted based on the number of clicks on the web-features. Then, after analyzed together with the other two variables (attitude and perception), on average PALs, besides having positive perceptions on WFLL, were likely to show high participation compared to MALs and NALs. However, this finding does not necessarily mean that when the learners show positive attitudes and perceptions, they will take part actively in the website. Again, this is due to the limited participants in the second and third phases of the study (those who were willing to participate in the website, and those who returned the second questionnaire), which implies that there is possibility that MALs and NALs may show higher participation than PALs.

III. CONCLUSION

This study offers some insights into the use of a particularly teacher-designed website in the service of EFL learning. Remembering its affordances for EFL learners, the website is likely to be a true asset for FL subjects, in this case is English. Looking at the findings of this study, seemingly the use of the website can encourage learners' positive attitudes and perceptions on WFL, not to mention supporting greater learning autonomy. Moreover, time on-task outside the classroom time can also be increased by means of the website. It is also important to note that being able to use technology in this 21st century, for instances knowing how to use a computer, connect to the internet and navigate a certain website, will support learners' digital literacy. Further studies on the positive impacts of the website on the improvement of language skills (listening, speaking, reading, and writing) are necessary, so that in the future the use of the website can be more encouraged by the teacher. Also, it may be more comprehensive if other (individual) factors (e.g., starting age in learning the (target) language, intelligence, aptitude, gender, learning styles, personality, motivation) are considered and discussed as each learner is assumed to perform different learning trajectories, and thus, the process of language acquisition is seen as a dynamic process. Finally, a greater number of learners over a longer period of time should also be taken into account when conducting further research on the use of the website for EFL learners in order to be able to shed some light on learners' language development.

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