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**STUDENTS' INTERESTS TOWARDS THE IMPLEMENTATION
OF ONLINE LEARNING OF COMPUTER-ASSISTED
LANGUAGE LEARNING IN TARBIYAH FACULTY,
IAIN WALISONGO SEMARANG**

Dibiayai Dengan Anggaran DIPA
IAIN Walisongo Semarang
Tahun Anggaran 2011



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Kepala Pusat Penelitian IAIN Walisongo Semarang, dengan ini menerangkan bahwa penelitian kolektif yang berjudul :

**STUDENTS' INTERESTS TOWARDS
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Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

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Kepala .



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MOTTO AND DEDICATION

"Online learning will rapidly become one of the most cost-effective ways to educate the world's expanding workforce." Jack Messman Pricewaterhouse Coopers

"You can't teach people everything they need to know. The best you can do is position them where they can find what they need to know when they need to know it." Seymour Papert

We dedicated this research to all our students,
English teachers and lecturers.

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First, we would like to thank Allah SWT, God the Almighty that always give good health. Second, *shalawat* and *salam* I recite to the last prophet, Muhammad p.b.u.h. that we are looking forward to his *syafaat* in the doomsday.

This book is about the research on students' interests towards the implementation of online learning of Computer-Assisted Language Learning in Tarbiyah faculty, IAIN Walisongo Semarang. We tried to know the students' interest towards the implementation of online learning in Tarbiyah Faculty. As teaching English does not only occur in the traditional classroom, it can occur in the online classroom as well. The implementation of online learning needs special skills such as computer skill, reading, technology and others.

We would like to express my gratitude to all of students of TBI 6 A and TBI 6 B in the academic year of 2011/2012 for returning the questionnaires so that we could analyze the instrument. Besides, we want to thank our

colleagues for all their help, support, interest and valuable hints.

We cannot end without thanking our spouse and family, in which their support and constant encouragement we have relied throughout our time. We feel a deep sense of gratitude for our mother and father, who formed part of our vision and taught us the good things in our life.

ABSTRACT

Ruswan, et al. 2011. *Students' Interests towards the Implementation of Online Learning of Computer-Assisted Language Learning in Tarbiyah faculty, IAIN Walisongo Semarang*. Research. English Language Teaching. Tarbiyah Faculty, IAIN Walisongo Semarang.

Keywords: e-learning, online learning, computer-assisted language learning

E-learning is a generic term describing the integration of information and communications technology into learning and teaching both on and off campus. This method has been adopted to students who are unable to attend on campus. E-learning can range from static pages of web sites displayed on the Internet to complex multimedia interactive productions and can include online discussion groups. However, most sites promoted individual rather than collaborative learning, instruction rather than inquiry, clicking rather than communicating and automatic feedback rather than guidance and memorization rather than knowledge construction. Since February 2011 Tarbiyah faculty of IAIN Walisongo Semarang in association with DBE2 Semarang has tried out an online learning on six subjects namely *Computer-Assisted Language Learning, Cell Biology, Study Methodology of Islam, Environmental Chemistry, History of Islamic Civilization and Arabic Language Study*.

The problem is to what extend are students' interests towards the implementation of online learning of

Computer-Assisted Language Learning in Tarbiyah Faculty, IAIN Walisongo Semarang.

As the research is a descriptive quantitative one, we used a survey or questionnaire to investigate the students' interest towards the implementation of online learning of CALL in Tarbiyah Faculty. The results of the questionnaires were then analyzed in term of percentage and given comments and descriptions. To make the data analysis valid and reliable, we took all populations, which consist of 73 students of Class A and B. The identification of the population is significant as it states the size of the population.

The online learning of CALL began from the orientation of online learning on June 20th, 2011. The students actively took part in online discussion forum the week later. The implementation of online learning of Computer-Assisted-Language-Learning Class got positive response from sixth semester students of English Language Teaching (ELT) Department since online communication was an excellent medium for social interaction. Blended learning would be a successful learning medium for Indonesian university students, the instructor was very responsive to the students' needs in questions throughout the online course.

As the students' interest towards online learning is high, the faculty should provide the infrastructure to support it such as more hotspot areas without much trouble. The infrastructure is not limited to hotspot areas but it can be to the availability of desktop computers connected to the internet.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

E-learning is a new trend in some universities in Indonesia including IAIN Walisongo Semarang. E-learning, in fact, helps the face-to-face setting in the classroom. Since February 2011 Tarbiyah faculty of IAIN Walisongo Semarang in association with DBE2 Semarang has tried out an online learning on six subjects namely *Computer-Assisted Language Learning, Cell Biology, Study Methodology of Islam, Environmental Chemistry, History of Islamic Civilization and Arabic Language Study*.

E-learning refers to the intentional use of networked information and communication technology in teaching and learning. There are other terms to describe e-learning such as online learning, virtual learning, distributed learning, network and web-based learning. Basically they refer to the same

thing, that is, educational processes that utilize information and communication technology to mediate asynchronous and synchronous learning and teaching activities. The term e-learning has a wider scope than online, virtual, distributed, networked or web-based learning. It stands for electronic learning. It incorporate all educational activities of individuals or groups working offline or online¹.

E-learning is significant for economic advancement both for individuals and society. As today's economy is dependent on a labor force, the labor force can continue to learn the necessary training through e-learning. It happens in response with the changing economy. Workers need to learn new skills and e-learning is the solution in response to a society's need for lifelong rapid learning².

¹ Som Naidu, Ph.D., *E-Learning: A Guidebook of Principles, Procedures and Practices*, (New Delhi:CEMCA, 2006), p.1

² Eli B Cohen & Malgorzata Nycz, *Learning Objects and E-Learning: an Informing Science Perspective*, available from <http://ijkle.org/Volume2/v2p023-034Cohen32.pdf>, p.1

E-learning deals with anything delivered, enabled, or mediated by electronic technology for the purpose of learning. This definition also excludes non-electronic things such as books and paper-based correspondence. It includes web-based learning and computer-based training as they occur in learning communities³.

E-learning is a generic term describing the integration of information and communications technology into learning and teaching both on and off campus. This method has been adopted to students who are unable to attend on campus. E-learning can range from static pages of web sites displayed on the Internet to complex multimedia interactive productions and can include online discussion groups. However, most sites promoted individual rather than collaborative learning, instruction rather than inquiry, clicking rather than communicating and automatic feedback rather than

³ Fee, Kenneth, *Delivering E-Learning: a Complete Strategy for Design, Application and Assessment*, (UK:Kogan Page Ltd, 2009), p.15

guidance and memorization rather than knowledge construction⁴.

As the university lecturers are required to go beyond selecting a textbook for their students, the exploration of e-learning is essential. E-learning can enrich their teaching and learning experiences through online environments. The weakness of online learning is on the lack of fact-to-face contact. This has resulted in the mix of e-learning and traditional conventional classroom, widely known as blended learning⁵.

Online learning and e-learning are similar to mobile learning. Mobile learning can take place anywhere and anytime to improve or master a particular skill. In the area of English language learning, mobile materials can be created by teachers in different classes to maximize resources.

⁴ King, Caroline, *Blended Is Better: Choosing Educational Delivery Methods*. (New Zealand, 2005), available from hyperdisc.unitec.ac.nz/research/KingMcsporransEdmedia2005.pdf (August 2, 2011)

⁵ Holmes, Bryn and Gardner, John, *E-Learning: Concept and Practice*, (London: SAGE Publications Ltd, 2006), p.10

Clearly mobile learning can be used to distribute the materials. Fortunately, many schools and universities are now equipped with hotspot areas, in which students can have access to the internet with wireless access points. These networks allow students to connect to the internet with their cell phone or laptop computers. Once the laptop computer or cell phone is connected, students can browse web sites, listen to streaming audio, watch streaming video, download podcasts or communicate with others through instant messaging services⁶.

Online learning of Computer-Assisted Language Learning is quite different as online learning and Computer-Assisted Language Learning can coexist together. There are some advantages of Computer-Assisted Language Learning.

The use of CALL can be beneficial for both students and lecturer. The students are encouraged

⁶ Tony Erben & Iona Sarieva, *CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom*, (New York: Eye on Education, Inc, 2008), p.20

to develop a non sequential reading habit, which will carry over to reading tasks with traditional printed material. It allows students to make their own decisions to develop a large amount of selective critical reading habits and enables them to scan a large amount of information topic of their interest.

Furthermore, CALL offers freedom for students to choose any topic of information available within package. The table of contents consists of all topics available which can be selected by simply clicking on the box labeled for particular topic. As the CALL tutorial package can also be used in pairs, it spurs the students to be able to collaborate in problem solving. It is considered to be a good skill acquired since it can be implemented in a wide range of different contexts.

In describing the advantages of CALL, CALL's flexibility of time allows the students to determine what particular topics and how long they want to learn. Hence, the students still have opportunity to learn the particular topics taught in

the classroom as far as the topic is available in the CALL program although they miss the class because of some reasons. Furthermore, CALL provides an individual interactive learning program so every student can take benefit of it.

Computers are most popular among students because they are associated with fun and games and they are fashionable. Student motivation is therefore increased whenever a variety of activities are offered, which make them feel more independent. Network-based instruction can help students strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence.

By using CALL all students can use various resources of authentic reading materials either at campus or from their home. Those materials can be accessed 24 hours a day at a relatively low cost. By sending E-mail and joining newsgroups, online learning students can communicate with people they have never met. They can also interact with their

own classmates. Furthermore, some Internet activities give students positive feedback by automatically correcting their online exercises. Moreover, in applying CALL shy students can be greatly enhanced by individualized, student-centered collaborative learning. Although students can still use their books, they are given the chance to discover thousands of information sources. Finally their education fulfils the need for interdisciplinary learning in a multicultural world.

A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, a lecturer's duty is to facilitate students' access to the web and make them feel citizens of a global classroom, practicing communication on a global level⁷.

⁷ Suharyadi, Muhammad, *The Impact of Computer Assisted Language Learning (CALL) in Language Teaching*. (Jakarta: University of Prof.Dr.Hamka, 2010), available from <http://cmsuharyadi.wordpress.com/2010/03/11/the-impact-of-computer-assisted-language-learning-call-in-language-teaching/> (14 April 2011)

1.2. Research Problems

From the phenomena, arises an important issue that students' interests play a significant role in the success of online learning. The problem is to what extend are students' interests towards the implementation of online learning of Computer-Assisted Language Learning in Tarbiyah Faculty, IAIN Walisongo Semarang.

1.3. Purposes of the Study

The research has purposes to find out to what extend to what extend are students' interests towards the implementation of online learning of Computer-Assisted Language Learning in Tarbiyah Faculty, IAIN Walisongo Semarang.

1.4. Significance of the Study

There is some significance once I conduct the research on Students' Interests towards the Implementation of Online Learning of Computer-Assisted Language Learning in Tarbiyah Faculty, IAIN Walisongo Semarang. First, the research results can be used as an input to English teachers, lecturers and researchers. Second, recently the trend

in today's teaching is online learning. The improvement of online learning is very useful. The improvement can be carried out by having a survey first. Also, the findings can hopefully give contribution to the lecturer and students for their retrospect.

1.5. Limitation

The limitation of the research is on the population and time. The population in this case is the students of TBI 6 A and TBI 6 B in the academic year of 2011/2012.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. Online Learning

It was previously described that online learning is the same as e-learning, virtual learning, distributed learning, network and web-based learning. E-learning refers to the intentional use of networked information and communication technology in teaching and learning.

There are various types of e-learning activities. First, individual self-paced e-learning online refers to a situation in which an individual learns from a database or course content via Intranet or the Internet. A typical example of this is a student studying alone or conducting a research on the Internet or a local network. Second, individualized self-paced e-learning offline is a situation where an individual student is using a database or computer-assisted learning package offline such as hard drive, a CD or DVD. Third, group-based e-learning synchronously is a type of e-learning where groups

of learners are working together in real time through an Intranet or the Internet including text-based conferencing and one or two-way audio and videoconferencing. Fourth, group-based e-learning asynchronously is a type of e-learning where groups of learners are working over an Intranet or the Internet that include online discussions not in real time⁸. Online learning in Tarbiyah Faculty of IAIN Walisongo Semarang refers to the fourth type of e-learning or group-based e-learning asynchronously.

E-learning also has constraints and limitations. The basic obstacle is the lack of access to the technology infrastructure as without it there will be no e-learning. Insufficient technology infrastructure may lead to unsavory experiences that can cause more damage. Although the costs of hardware and software decrease, the other costs such as its maintenance and appropriate training of staff probably rise⁹.

⁸ Eli B Cohen & Malgorzata Nycz , op.cit., p.2

⁹ Som Naidu, Ph.D.,op.cit., p.3

Jill M. Galusha (2008) explained that there are problems and barriers encountered by the student namely costs and motivators, feedback and teacher contact, student support and services, alienation and isolation, lack of experience, and training.

Online learners are more likely to have insecurities about learning. These insecurities are founded financial costs of study, disruption of family life, perceived irrelevance of their studies and lack of support from employers. These pressures often result in higher dropout rates.

A second area of concern for the online student is the lack of feedback or contact with the teacher. Because there is no daily or weekly face to face contact with teachers, students may have trouble in self-evaluation. The separation of student and teacher makes communication disturbances. The link must be restored through continuous institutional efforts so that the teaching-learning transaction may be integrated.

These barriers can be solved through technological methods such as e-mail. The delivery

of the course to provide the missing interactivity can be help by computer conferencing and electronic integrated into. Because both belong to asynchronous type of learning, they continue to leave the student in charge of setting his or her own work times -- a critical success factor for the distance student. It is important that the student receive prompt feedback from the teacher in any institutional setting. This is especially important for those living in the remote areas. They may have limited access to reliable telecommunications, computers, and postal mail. The frustrations resulting from problems with communication between student and teacher are factors of obstacles.

A third area of concern for online students is the lack of support and services such as providing tutors, academic planners and schedulers, and technical assistance. A fourth problem area is the feelings of isolation reported by online students. Students of all kinds want to be part of a larger school community, and simply a member of a "correspondence" course. Another problem encountered by students is the lack of student

training, particularly technical issues. Many adult students are not familiar with the uses of technology such as computers and the Internet. Using electronic medium in online learning can exclude students who lack computer or writing skills. They require computer technology. Students will get volumes of electronic-based information. Using this information will be a problem for some students without technical skills. They must be taught how to manage their study time and the materials as well.

If students are undertaking online learning courses that require knowledge of computers, the students must be taught the fundamentals of operating the system of choice of the online-taught course. If online distance learning is to be successful, technical barriers must be made a non-issue¹⁰.

Online learning has two kinds of learning namely synchronous and asynchronous distance learning. Each has their strengths that allow them to

¹⁰ Jill M. Galusha, *Barriers to Learning in Distance Education*, (University of Southern Mississippi, 2008), available from <http://www.infrastructure.com/barriers.htm> (14 April 2011)

meet the needs of different markets and all two modes are likely to coexist for the foreseeable future. Many non-traditional students prefer synchronous learning, but will select an asynchronous course for flexibility. Distance learning will continue to grow due to the need for lifelong learning. Asynchronous distance learning will likely grow faster than synchronous distance learning because of its flexibility, the growing pervasiveness of the Internet, and the bandwidth of Internet connections and capabilities of Internet applications.

The growing importance of asynchronous distance learning advances both pedagogy and enabling technologies. It is to bring English teaching to the art of teaching by any medium. Different course developers might experiment with different techniques and effective methods will be determined and adopted largely through informal exchanges among faculty. However, formal assessment of effectiveness can provide insight into how students learn and which subjects are the most suitable for which forms of delivery. This information will

allow more efficient faster convergence to effective course design and appropriate technologies for distance learning.

Asynchronous distance learning classes also enable new ways to deliver classes. Since student and lecturer can be separated in both time and space. However, they mustn't be physically tied to anything except a computer and the Internet. New roles for the development and delivery of asynchronous distance learning courses can be defined. Course designers could be university staff, consultants, or a service company. Facilitators manage the course and answer questions, guide discussions, assign grades, etc. It is clear that a facilitator is not the content designer. Facilitators might be university faculty, or they could be someone located literally anywhere in the world. Lecturer assistants can play much the same role as they do in traditional or synchronous distance learning classes in that a primary responsibility is to grade assignments. Lecturer assistants may also be

involved in answering student questions if the student-to-facilitator ratio is high¹¹.

To mix the traditional classroom and online classroom, the term blended learning is coined. Blended learning is a mix of delivery methods that accommodate the various learning needs of a diverse audience in a variety of subjects. This method can include any combination of traditional and online learning. It allows flexibility in adapting learning instructional methods to meet the needs of students. It can accommodate different learning styles and different speeds of cognitive learning. Subject material can be presented in a variety of formats. A blended method can combine physical and virtual classrooms using technology. This variety in delivery methods can range from experiential to instructional, and structured to unstructured. The variety of methods increases the

¹¹ Midkiff, Scott H. and DaSilva, Luiz A., *Leveraging the Web for Synchronous Versus Asynchronous Distance Learning*, (USA: Virginia Polytechnic Institute and State University, 2000), available from citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.5.3925 (August 2, 2011)

interest to make more effective learning. The delivery methods must be matched to the subject matter and the audience. When we look at the fundamentals of learning, there is no single approach or method can achieve maximum learning across a variety of learners. Only a blend of methods and approaches can produce the maximal learning outcomes¹².

2.2. Computer-Assisted Language Learning

Since 1960s computers have been used for language teaching. According to Warschauer & Healey (1998), CALL periods can be divided into three main stages: behaviorist CALL, communicative CALL, and integrative CALL. Each stage refers to a certain level of technology and certain pedagogical theories.

In behaviorist CALL in the 1960s and 1970s the first form of computer-assisted Language Learning is repetitive language drills, the drill-and-

¹² King, Caroline. *Blended Is Better: Choosing Educational Delivery Methods*, (New Zealand, 2005), available from hyperdisc.unitoc.ac.nz/research/KingMcsporransEdmedia2005.pdf (August 2, 2011)

practice method, which was based on the behaviorist learning model. The computer was viewed as little more than a mechanical tutor that never grew tired. Behaviorist CALL was first designed and implemented in the best-known tutorial system, PLATO, which was mainly, used for extensive drills, explicit grammar instruction, and translation tests.

Communicative CALL began in the 1970s and 1980s as a reaction to the behaviorist approach to language learning. Supporters of communicative CALL rejected behaviorist approaches at both the theoretical and pedagogical level. They stressed that CALL should concentrate more on using forms rather than on the forms themselves. Grammar should be taught totally and students should be encouraged to generate original utterances instead of manipulating prefabricated forms. This form of computer-based instruction corresponded to cognitive theories that learning was a creative process of discovery, expression, and development. The mainframe was replaced by personal computers that permitted greater possibilities for individual

work. Popular CALL software in this case included text reconstruction programmers and simulations.

Integrative CALL is the last stage of computer-assisted Language Learning. Communicative CALL was criticized for using the computer without interaction. Teachers have moved to a socio-cognitive view that emphasizes real language use in a meaningful, authentic context. Integrative CALL tries to integrate the various skills of language learning (listening, speaking, writing, and reading) and technology more fully into language teaching. The multimedia-networked computer provides a range of informational, communicative, and publishing tools that are potentially available to every student¹³. The software in this era included *Tell me more* and *Rosetta Stone*.

Tony Arben and Iona Sarieva observed that by the early 1960s universities had begun creating local area networks that permitted computers on

¹³ Kuang-wu Lee, *English Teachers' Barriers to the Use of Computer-assisted Language Learning in The Internet TESL Journal*, Vol. VI, No. 12, December 2000, available from <http://iteslj.org/Articles/Lee-CALLbarriers.html> (15 April 2011)

campus to communicate with one another, making a rapid exchange of information. After that, educators became interested in using these networks for the purpose of language learning and teaching. In fact, Collett (1990) was one of the first to use his university mainframe computer to post grammar activities for his language students. Almost a decade later, Dunkel (1987) called for the use of computer-assisted instruction as a more holistic, meaningful way to teach languages, in keeping with Canale and Swain's (1980) notion of communicative competence.

Since the early 1990s, research on computer-mediated communication (CMC) has examined how electronic media could be used to enhance language learning. Much of this research concluded that the use of an asynchronous discussion board encourages greater student participation, more requests for clarification and negotiation of meaning, and the use of more discourse structures. Lower anxiety was also found in the use of synchronous advantages for at-risk students and also found in the use of synchronous

chat. Similar studies were also carried out to those who are less likely to participate in a face-to-face. Additionally, some researchers may participate in a face-to-face classroom. Besides, some researchers began to question how language teaching and the role of the teacher are affected by the use of technology in the classroom¹⁴.

Muhammad Suharyadi pointed out the advantages and disadvantages of CALL. The use of CALL accounts for some advantages both for the students and the teacher. CALL encourages the students to develop a reading habit as there is a duty of reading tasks without traditional printed material. It develops selective and critical reading habits, which enable them to scan a large amount of information topic of their interest.

Moreover, CALL offers freedom for students to choose any topic of information. The table of contents and all topics are available for

¹⁴ Tony Erben & Iona Sarieva (Eds), *CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom*, (New York : Eye on Education, 2008), p. 14

students to select by simply clicking on the box. Since the CALL tutorial package can also be used in pairs, it encourages the students to be able to collaborate very usefully in problem solving, which is considered to be a good skill acquire as it can be implemented in a wide range of different contexts.

In elaborating the advantages of CALL, CALL's flexibility of time allows the students to determine what particular topics and how long he wants to learn. Hence the students who miss the class because of some reasons, for instance illness, still have opportunity to learn the particular topics taught in the classroom as far as the topic is available in the CALL program. In addition, CALL provides an individual interactive learning program so both the 'fast' and 'slow' learners can take benefit from it.

Computers are most popular among students because they are associated with fun and games. Student motivation increases, especially whenever a variety of activities are offered, which make them feel more independent.

By using CALL all students can use various resources of authentic reading materials anywhere. Those materials can be accessed 24 hours a day at a relatively low cost.

Moreover, in applying CALL, shy or inhibited students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace.

However, there are disadvantages as well in CALL. CALL also has some advantages, the disadvantages of using Computer-assisted Language Learning was classified in the following common categories: financial problems, availability of computer hardware and software, technical and theoretical knowledge, and acceptance of the technology.

Compare with paper books, the paperless book-the CALL program- is considered to be much less handy. It is much different from paper books that are small enough to be carried around and studied wherever and whenever students wish, on a

train, at home, in the middle of night or in dentist's waiting room. Moreover, at the present time most students do not possess their own computers at home. Hence, they usually can only use computers available in their campus in which the opening hours are very restricted.

The crucial problems of using CALL is the availability of computer hardware either desktop computer or laptop. Having sufficient hardware in locations where learners have access to it problematic and is, of course, partly a financial problem. Computer hardware and software compatibility goes on to be a significant problem. Choosing hardware is difficult because of the many choices of systems to be used in delivering education, the delivery of equipment, and the rapid changes in technology¹⁵.

¹⁵ Muhamad Suharyadi, *the Impact of Computer Assisted Language Learning (CALL) In Language Teaching*, (Jakarta: University of Prof.Dr.Hamka, 2010), available from <http://emsuharyadi.wordpress.com/2010/03/11/the-impact-of-computer-assisted-language-learning-call-in-language-teaching/> (14 April 2011)

To make the online learning more interesting, the lecturer needs to create interesting CALL activities. One of them is using word processing such as describing story sequences and events. The nature of the activity is to use Microsoft Word AutoShapes function to create a flowchart that described a process or sequence of events in a story. The type of the activity is a small-group activity in which students discuss a story that they have read individually prior to the activity. During the discussion, they will create a flowchart to present the events described in the story. This activity is intended for students with advanced beginning to advanced fluency. The time allotment is between 10 – 20 minutes. Prior to the activity, the lecturer assigns a text that presents the target culture and is written in the target language. Students read the text individually. The teacher divides the class into small groups of two or four. In each group, students decide who will enter the discussion outcomes into the Word document. The students are instructed to create a flowchart that presents the events in the story in the sequence using the

AutoShapes function in Word. After they finish creating their flowchart, the students can e-mail the charts to the teacher or print and had them in¹⁶.

The second CALL activity is using e-mail such as student-lecturer dialog journal and reflective journal by email. First, keeping a dialogue journal by e-mail is very easy. Dialogue journal writing is useful in helping students become more comfortable in dialog journal use and can help students write better. At first students may experience some awkwardness, but this will improve as the exchange progresses. You might want to use the e-mail dialogue journal only once. Lecturer can assign students a question or topic to discuss in the e-mail journal. The best topic is one that is connected to your other class activities. For example, students who are learning about the weather in their Jakarta class could be asked to e-mail you a few sentences about the weather in Jakarta or about their favorite season. Other students might write at greater length

¹⁶ Tony Erben & Iona Sarieva, *CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom*, (New York: Eye on Education, Inc, 2008), p.37

using a particular language function or grammatical feature that has been taught. For more mature and fluent students, prompt them to examine their language learning that week, evaluating their strengths and weaknesses in term of its content. In assessing this activity, we must be sure to consider our objectives. We can create a checklist or rubric that includes all of these objectives. If you want students to write at length, with perfect spelling, using new vocabulary, include these factors in your grading plan¹⁷.

The third CALL activity is web-site building. First, the teacher divides students into small groups of three or four. Each group is assigned a different topic to create a web-site, for example, a cultural aspect of the target language. Students in each group should work together at a learning center with computers and Internet access to search for information about their topic in English. Each group should discuss in English what

¹⁷ Tony Erben & Iona Sarieva, *CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom*, (New York: Eye on Education, Inc, 2008), p.42

they found and compile a list of annotated resources¹⁸.

CALL also discusses e-communication, which consists of listservs, internet chat and voice-over internet protocol. Listservs are tools for promoting communication in the foreign language classroom. For many years, Listservs have been used all over the world by groups of people with the same interests. In these Listservs, members discuss topics of concern by e-mail in their native languages. Foreign language professionals who participated in these original discussions perceived the potential of Listservs in the English classroom. Listservs could be used by foreign language lecturer and students to interact in the English language. If we choose to participate in an established Listserv, we will first need to subscribe to the Listserv. Once we subscribe to a Listserv, we will begin receiving e-mails from the Listserv. We can submit queries or comments of your own to the Listserv¹⁹.

¹⁸ Ibid, p.47

¹⁹ Ibid, p.113

The second e-communication is real-time communication software (also known as "chat") in which you can communicate electronically. It is like a short message in the phone in that it is instantaneous communication, but it does not occur face to face. Chat interaction typically takes place in text mode as you type on a computer to communicate with another person. Chat is like a telephone short messages. You do not have a delay in communication as you do with e-mail and other forms of asynchronous communication. Chat lets you interact with an individual or a group. Moreover, you can interact with friends or students or meet new people around the world. Because chat communication takes place with no time lag, it is particularly helpful to develop students' fluency and rate of language production. Chat can be used for any activity in which you might otherwise use face-to-face communication in pairs or small groups. With chat, however, shy students can be talkative whereas they might not do so in face-to-face interaction. Chat also helps increase written-language skill development. To use chat with our

students, we will need computers with Internet connection and browser software to view Web pages. Many web sites offer free chat such as Yahoo! software for chatting and instant messaging²⁰.

The third e-communication is using voice-over internet protocol such as Yahoo! Messenger and Skype. New technologies based on the basic principles of telephone service are now available for us to communicate over the Internet. With a computer, an Internet connection, and a few simple steps, English speakers and learners can connect with and call one another across time zones. Skype (<http://www.skype.com>) is the most popular service and currently available free. Voice over Internet Protocol (VoIP) works in the same way that a phone line carries your voice, but your voice is carried over the Internet instead. With Skype, you can dial a contact and you can talk to and from any country, using a headset and microphone plugged into your computer. There is no charge to call anywhere in the

²⁰ Ibid, p.121

world except you call cell phone and home phone numbers, and you can speak any foreign language together, as long as both you and the person you are calling have Internet access and either Skype or Yahoo! Messenger installed on your computers²¹.

²¹ Ibid, p.135

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Research Design

Research is systematic investigation to answer problems. Bruce W Tuckman stated that "research is a systematic attempt to provide answers to questions"²². To answer research questions needs research design. Research design is to decide what the research purposes and questions are. Sharan B. Merriam explained that a research design is to assembling, organizing, and integrating information or data and it turns out in a specific way²³. Nevertheless, Catherine Marshall and Gretchen B. Rossman called research design as research

²² B.C Tuckman, *Conducting Educational Research (Second Edition)*, (USA: Harcourt Brace Jovanovich, Inc, 1978), p. 1

²³ Sharan B Merriam, *Case Study Research in Education (A Qualitative Research)*, (United States of America: Jossey-Bass Inc. Ltd, 1988), p. 7, 9

method²⁴. The research design is descriptive. I describe students' interests towards the implementation of online learning of Computer-Assisted Language Learning in Tarbiyah Faculty, IAIN Walisongo Semarang. As quantitative research operates more within the deductive model methodology of fixed and set research objectives, I need to go to my own interpretative deduction to investigate the situation. John W Creswell (2003:153) claimed that "a survey in a quantitative research provides numeric description of trends, attitudes or opinions of a population by studying the population"²⁵. Besides, qualitative researcher advances a theory to test and reviews the literature to identify research questions. The introduction begins from the impersonal point of view and past tense to provide objectivity²⁶.

²⁴ Catherine Marshall & Gretchen B Rossman, 1999. *Designing Qualitative Research (3rd Edition)*, (CA: Sage Publications, 1999), p. 45

²⁵ John W Creswell., *Research Design: Qualitative, Quantitative, and Mixed Approaches (Second Edition)*, (USA: Sage Publications, 2003), p. 153

²⁶ *Ibid.*, p. 76

3.2. Method of the Study

As the research is a descriptive quantitative one, we used a survey or questionnaire to investigate the students' interest towards the implementation of online learning of CALL in Tarbiyah Faculty. The results of the questionnaires were then analyzed in term of percentage and given comments and descriptions.

3.3. Setting and Procedure of Data Collection

The population of the research is students of two classes in the English department. To make the data analysis valid and reliable, we took all populations, which consist of 73 students of Class A and B. The identification of the population is significant as it states the size of the population. If size can be determined, the decision of whether taking all population or using sampling can be determined²⁷.

3.4. Data Analysis

In analyzing the data, we present them in a series of steps. First, we determined the number of

²⁷ Ibid, p. 156

population who did return the survey. Second, we discussed the method. Third, we discussed a plan to provide a descriptive analysis of data for all population. Fourth, we made a percentage of the questionnaire results and described their responses²⁸.

²⁸ Ibid, p. 160

CHAPTER 4

FINDINGS AND THEIR INTERPRETATIONS

4.1. The Implementation of Online Learning of Computer-Assisted Language Learning

The online learning of CALL began from the orientation of online learning on June 20th, 2011. The students actively took part in online discussion forum the week later. The online learning of CALL was divided into 9 sessions, in which each session lasted for one week. In each session there were at least three parts namely reading, forum and assignment part. In reading part, students were expected to read the materials, in which they were from text-books or links to some web-sites. In forum part, students were expected to share their views and opinions towards the topic of the session and their friends were then required to respond their opinions. In assignment part, students were requested to submit their paper on a limited time.

The 9 sessions contained a variety of topics namely the history of computer-assisted language learning and its challenges, CALL activities for our classroom, mobile learning: cell phones, PDAs, iPods and Blogs, e-communication, e-extension, movie maker, e-assessment and taking your own journey. In the first session, most of the students took part in the discussion forum. There were 65 students participating in the online discussion forum and there were only 8 students did not take part due to their first time participation and lack of knowledge to work on online class. On average the number of students, participating the online class was more than half the population. When we saw the discussion forum, the students' participation was quite amazing. Usually every session had the most active student. The lecturer announced the most active student every week as the reward.

4.2. Students' Interest towards the Implementation of Online Learning of Computer-Assisted Language Learning

The development of education of a nation depends mostly on the success of teaching learning process. The success of teaching learning process is determined by some factors involved in it, such as teacher/lecturer, learners, materials, methods, and media. All those factors must be organized systematically.

The choice of learning method must be made based on characteristics of materials learners' learning, and learners' preference. Learners' preference is usually influenced by the development of technology as a part of culture of the learners.

As young people today are surrounded by technology, English teachers should put this one as a part of considerations in implementing teaching strategies, so that they will really beneficial for the students. This millennial generation is attached to their gadgets whenever and wherever they are. Most of them are also familiar with internet tools like E-mails, Weblog, Wiki, which are enable them to

collaborate with peers and experts on educational projects. It is time for teacher to consider students' preferences by implementing Information and Communication Technology in English Language teaching.

On line learning as an alternative way of teaching may vary learning methodology. This is one of the ways of catching up with the development of technology as well as learners' preference.

The data below shows the English Language Teaching (ELT) students' interest toward the implementation of online learning of Computer-Assisted Language Learning based on the data from questionnaire.

1. Students' Preference on Online to Face-to-Face Learning

No.	Question	F D	D	A	A A
1	I prefer learning in an online medium more than I do in a face-to-face setting	2.7%	37%	55%	55%
2	Online communication is an excellent medium for social interaction.	2.7%	26%	56%	15%
3	I feel comfortable conversing through this text-based medium	7%	26%	66%	5.5%
4	I feel comfortable participating in the online discussions	0%	33%	49%	17.8%
6	The instructor has created a feeling of an online community	5.5%	24.7%	45%	6%
7	The online discussions and activities have helped me feel part of a community	7%	16%	63%	13.7%
10	I prefer video discussions to online (text-based) discussions	4.1%	4.1%	47.9%	7%

27	Having real-time, online meetings has helped me feel part of a community	2.7%	27.4%	55%	15%
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Based on the data above, it can be identified that the implementation of online learning of Computer-Assisted-Language-Learning Class got positive response from sixth semester students of English Language Teaching (ELT) Department.

In their opinion, online communication was an excellent medium for social interaction. That was confirmed by 56% of students. That automatically represented the influence of the technology development in communication to students' life and life style.

Almost half number of students (47.9%) preferred video discussion to text-based one. This data show the importance of live communication to facilitate students' learning. For some students, oral instruction and explanation facilitated with demonstration is easier to understand than the written one. Some students said that they needed more instruction to ease learning, "*The Instruction*

should give clearer instruction because it facilitates students' work", "Online class must be supported by clear instruction to avoid misunderstanding."

Other causes of that positive response were:

1. The instructor had created a feeling of an online community so that students felt comfortable participating in the online discussions (see data for question 4.6).
2. The instructor also succeeded in involving students in the online discussion, creating positive feeling of discussing activities so that they felt part of a community (see data for question 7).

Some students gave negative response to the implementation of online learning for CALL because in the second half meetings both the students and the instructor did not show his activeness in the discussion significantly. The teacher seemed not to give a kind of warning or punishment to inactive students, *"Teacher should give punishment to those who are not active"*, *"Students and teacher must be more active"*, *"tutor must be active in discussion."*

2. Students' Preference on Face-to-Face to Online Learning

No	Question	F D	D	A	A A
5	I feel comfortable participating in the face-to-face discussions	27%	26%	66%	19.2%
9	I prefer face-to-face discussions to online (text-based) discussions	5.5%	31.5%	49.3%	13.7%
11	I prefer audio discussions to online (text-based) discussions	5.5%	47.9%	43.8%	2.7%
14	I have been able to learn from the face-to-face discussions	7%	8.2%	69.9%	15%
26	Meeting with my lecturer and classmates face-to-face has helped me be a better student	4.1%	15%	55%	26%
28	Having face-to-face meetings has helped me feel part of a community	2.7%	13.7%	58.5%	15%
29	I often feel lost in the online course	19.2 %	15.4%	55%	9.6%

If data 1 and data 2 are compared they will be confusing since data 2 also shows that students were interested in attending face-to-face class. But if they are observed more, it can be identified that the degree of the interest is different. Students' interest in face-to-face learning is actually higher than the online one. They are different around 1-2%.

The main cause of the difference seems inability of students to follow 100% of the lecturer's instructions. That was proven by 55% students who often felt lost in the online course. Some students write that the lecturer should explain more about things must students do in each online discussion, *"There must be more explanation about things students must do in every session"*, *"Sometimes I feel that my lecturer do not give enough explanation about the class activities"*, *"There must be detail examples about how and the use of online learning."*

Another cause is identified based on some students' acknowledgement that some materials were not interesting. *"Teacher should provide more interesting materials"*, *"The reading materials given should be varied"*, *"Teacher should think of varying*

reading materials in line with the goal of CALL itself."

3. Students' Preference on the Combination between Online and Face-to-Face Learning

No.	Question	F D	D	A	A A
23	I learn better in a mixed medium (online and face-to-face) than I would have in a face-to-face medium alone	2.7%	13.7%	58%	24.7%
37	Mixed medium learning (online and face-to-face) would be a successful learning medium for Indonesian university students	2.7%	8.2%	71.2%	17.8%

In terms of combination of learning between online and off line, 58% students wanted medium combination and 71.2% suggested that the class combination would be a successful learning medium for Indonesian university students. This may due to the feature of Computer-Assisted-Language Learning which does not only limited to theoretical or conceptual aspects. As CALL is actually aimed at providing students with knowledge and skill on how to implement English teaching through computer or Computer- Assisted Instruction, more practice of that implementation is more ideal.

English language teacher today's time must have enough knowledge of Computer-Assisted Instruction. Students of ELT Department must be equipped with knowledge and skill on how to teach all four language skills (*listening, speaking, reading, writing*), vocabulary, grammar through computer-based teaching media.

To make CALL teaching more effective, it may be better if it is taught through the combination of online and offline class, by keeping the balance

between theory and practice. Through such kind of combination contextual teaching which requires such items as (1) *Relating*, learning is related to real life experiences, (2) *Experiencing*, learning activities bring students to exploration and discovery which become the core of contextual teaching and learning, (3) *Applying*, new concepts and information are applied in context which is important for students, (4) *Cooperating*, learning activities are figured by sharing, communicating, responding among students may be realized.

4. The Requirements of Online Learning

No.	Question	F D	D	A	A A
30	Online learning demands strong reading skills	2.7%	28.8%	56%	12.3%
31	Online learning demands strong writing skills	2.7%	20.5%	63%	13.7%
32	Online learning demands strong technology skills	4.1%	4.1%	60.3%	31.5%

33	Online learning demands strong interpersonal skills	5.5%	8.2%	72.6%	13.7%
34	Online learning demands strong self-discipline	1.4%	26%	32%	15%
35	Online learning demands strong independent learning skills	5.5%	11%	58%	24.7%

More than 50% students agreed that online learning demand such requirements as reading, writing, technology, interpersonal, and independent learning skills. That awareness may result in positive attitude to learning and the improvement of students' learning activities. If students have been independent, that awareness will also enhance their achievement.

But ironically there were only 32% students who agreed that online learning needs strong self-discipline. Discipline is needed in every activity. The success of any program or activity is basically

determined by how well the doer of the activity does the sequence of process in the activity. Good process results good product.

Moreover, online learning is an independent learning. An independent learning requires strong discipline. In online learning, students must be actively involved in virtual discussion through which they will learn the materials, improve their understanding by asking question, discussing the problems of learning they are facing.

5. The Lecturer's Role in Online Learning

No.	Question	F D	D	A	A A
8	The instructor was very responsive to my needs in questions throughout the online course	2.7%	37%	50.7%	9.6%

If seen from the percentage above in which only 50.7% students said that the instructor was very responsive to the students' needs in questions throughout the online course it can be concluded that the instructor was not active enough in every discussion. 50.7% means only half of the discussions supported by the instructor actively. This is very dangerous as the key success of online learning is the students' and teacher's activeness. If problems thrown to the discussion are not responded sufficiently by the teacher/instructor there will be misunderstanding. Online learning runs ineffectively and inefficiently. That is why some other data show that students want modification between online and offline class. In offline class instructor is forced to meet students, to respond to whatever questions and problems directly.

6. The Benefits of Online Learning

No.	Question	F D	D	A	A A
12	I feel that my point of view has been acknowledged by other participants in this online course	1.4%	20.5%	67.1%	11%
13	I have been able to learn from the online discussions	7%	16%	68.5%	8.2%
15	I have been stimulated to do additional reading or research on topics discussed in this online course	4.1%	19.2%	71.2%	5.5%
16	I have learned to value other points of view through participation in this	2.7%	17.8%	71.2%	9.6%

	online course				
17	I have been able to easily access my reading assignments online	7%	28.8%	57%	7%
18	I have completed all of the readings I have been assigned in this online course	4.1%	38.4%	52%	5.5%
20	This online course has been a useful learning experience	1.4%	9.6%	68.5%	20.5%
21	The diversity of topics in the online course prompted me to participate in the discussions	5.5%	24.7%	63%	7%
22	I have made a great deal of effort to participate in the online course	4.1%	13.7%	72.6%	9.6%

24	The online course has helped me reach my personal learning objectives	7%	21.9%	66%	9.6%
25	Being part of an online learning team has helped me be a better student	5.5%	21.9%	58%	13.7%

A part from the problems of the implementation of active learning, such as the less activeness of teacher and students, less varied reading materials, students note many benefits that they can take from its implementation. Its benefits are:

1. Learning to value other students' opinion (data 12, 13, 16)
2. Being enriched with more reading and research paper on the topics (data 15, 17)
3. Learning is more individualized as students may choose any material to be discussed (data 24). The choice is, of course, made based on students' need. If, in their opinion, they are not

clear about a certain material they need to read it more. If a certain material is considered easy to them they can move to focus on the rest of the materials.

4. Guiding students to be independent learners (data 25). In online learning there is no direct supervision and control to students' learning activities except through whatever they write and upload. Tricky students may only copy paste their writing from some sources or log in other students' name. But those who are aware of the importance of independent learning will be motivated more to be more responsible and self reliant. More than half students (58%) are aware of this.

7. Facilities for Online Learning

No.	Question	F D	D	A	A A
39	Tarbiyah faculty provides good facilities for online learning	13.7%	49%	34%	2.7%

Facility plays an important role in any activity including teaching learning process. The facility for online learning, so far, becomes a problem. Limited internet access influenced students' engagement in every discussion and other activities. Only 34% agree that Tarbiyah faculty provides good facilities for online learning. Many of them suggested to be provided with enough facility in accessing internet so that they could be maximally engaged.

For some students internet is expensive if it cannot be accessed through free access area. The result is some students are not active in the discussion and can not catch up with those who are more engaged.

8. The Future of Online Learning

No.	Question	F D	D	A	A A
19	As a result of my experience with this online course, I would like to participate in another online course in the future	7%	19.2%	66%	8.2%
36	Online learning would be a successful learning medium for Indonesian university students	4.1%	21.9%	58%	16%
38	Online learning should be given to other subjects as well	5.5%	19.2%	63%	12.3%

40	Online learning should continue next semester	5.5%	23.3%	60.3%	1.3%
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Online learning in ELT Department is considered to be positively responded. More than half students see the prospect of its continuation in the future. Those kinds of students are usually those who have been accustomed to using technology and financially supported so that they do not have problems in internet access although they do not get it through free area net.

Another thing may that view is students' maturity and the boredom of having indoor class with no enough variation of leaning activities. Some, who are aware of the importance of self reliance, will see that online learning is a choice to guide them to be self reliant, independent. They are aware that in the future they must be responsible for things they do. It is time, through online learning, they train themselves to be so. Besides they may also be bored of some monotonous indoor classes.

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

The implementation of online learning of Computer-Assisted-Language-Learning Class got positive response from sixth semester students of English Language Teaching (ELT) Department since online communication was an excellent medium for social interaction. Students' interest in face-to-face learning is actually higher than the online one. Hence, blended learning would be a successful learning medium for Indonesian university students. This may due to the feature of Computer-Assisted-Language Learning, which are not only limited to theoretical or conceptual aspects. However, online learning demanded requirements such as reading, writing, technology, interpersonal, and independent learning skills since online learning is an independent learning and an independent learning requires strong discipline. However, the instructor

was very responsive to the students' needs in questions throughout the online course. There are some benefits of online learning such as learning to value other students' opinion, being enriched with more reading and research paper on the topics, learning is more individualized as students may choose any material to be discussed, the choice is, of course, made based on students' need, guiding students to be independent learners.

In online learning there is no direct supervision and control to students' learning activities except through whatever they write and upload. Tricky students may only copy paste their writing from some sources or log in other students' name. But those who are aware of the importance of independent learning will be motivated more to be more responsible and self reliant. More than half students are aware of this. The facility for online learning, so far, becomes a problem. Limited internet access influenced students' engagement in every discussion and other activities. However, online learning in ELT Department is considered to be

positively responded. More than half students see the prospect of its continuation in the future.

5.2. Suggestions

Based on the research findings, we would like to give the following suggestions.

1. As the students' interest towards online learning is high, the faculty should provide the infrastructure to support it such as more hotspot areas without much trouble. The infrastructure is not limited to hotspot areas but it can be to the availability of desktop computers connected to the internet.
2. The policy makers in the institute and faculty should create an environment of blended learning for all subjects so that students can advance their competence more than expected.
3. Students and lecturer should be active from the very beginning to the end of online learning. There should rewards and punishment for online learners.

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APPENDICES

Name : _____

Class : _____

Questionnaires on the online course of Computer-Assisted Language Learning

Direction

Please tick (✓) one only and answer the last question briefly.

We will use your opinion to make online course of Computer-Assisted Language Learning better in the future. Your opinion will not affect your score in this course.

Thank you very much for your kind support.

1. I prefer learning in an online medium more than I do in a face-to-face setting.

() Fully disagree () Disagree () Agree () Absolutely agree

2. Online communication is an excellent medium for social interaction.

() Fully disagree () Disagree () Agree () Absolutely agree

3. I feel comfortable conversing through this text-based medium.
 Fully disagree Disagree Agree Absolutely agree
4. I feel comfortable participating in the online discussions.
 Fully disagree Disagree Agree Absolutely agree
5. I feel comfortable participating in the face-to-face discussions.
 Fully disagree Disagree Agree Absolutely agree
6. The instructor has created a feeling of an online community.
 Fully disagree Disagree Agree Absolutely agree
7. The online discussions and activities have helped me feel part of a community.
 Fully disagree Disagree Agree Absolutely agree
8. The instructor was very responsive to my needs in questions throughout the online course.
 Fully disagree Disagree Agree Absolutely agree
9. I prefer face-to-face discussions to online (text-based) discussions.
 Fully disagree Disagree Agree Absolutely agree
10. I prefer video discussions to online (text-based) discussions.
 Fully disagree Disagree Agree Absolutely agree

11. I prefer audio discussions to online (text-based) discussions.
 Fully disagree Disagree Agree Absolutely agree
12. I feel that my point of view has been acknowledged by other participants in this online course.
 Fully disagree Disagree Agree Absolutely agree
13. I have been able to learn from the online discussions.
 Fully disagree Disagree Agree Absolutely agree
14. I have been able to learn from the face-to-face discussions.
 Fully disagree Disagree Agree Absolutely agree
15. I have been stimulated to do additional reading or research on topics discussed in this online course.
 Fully disagree Disagree Agree Absolutely agree
16. I have learned to value other points of view through participation in this online course.
 Fully disagree Disagree Agree Absolutely agree
17. I have been able to easily access my reading assignments online.
 Fully disagree Disagree Agree Absolutely agree

18. I have completed all of the readings I have been assigned in this online course.

Fully disagree Disagree Agree Absolutely agree

19. As a result of my experience with this online course, I would like to participate in another online course in the future.

Fully disagree Disagree Agree Absolutely agree

20. This online course has been a useful learning experience.

Fully disagree Disagree Agree Absolutely agree

21. The diversity of topics in the online course prompted me to participate in the discussions.

Fully disagree Disagree Agree Absolutely agree

22. I have made a great deal of effort to participate in the online course.

Fully disagree Disagree Agree Absolutely agree

23. I learn better in a mixed medium (online and face-to-face) than I would have in a face-to-face medium alone.

Fully disagree Disagree Agree Absolutely agree

24. The online course has helped me reach my personal learning objectives.

Fully disagree Disagree Agree Absolutely agree

25. Being part of an online learning team has helped me be a better student.

Fully disagree Disagree Agree Absolutely agree

26. Meeting with my lecturer and classmates face-to-face has helped me be a better student.

Fully disagree Disagree Agree Absolutely agree

27. Having real-time, online meetings has helped me feel part of a community.

Fully disagree Disagree Agree Absolutely agree

28. Having face-to-face meetings has helped me feel part of a community.

Fully disagree Disagree Agree Absolutely agree

29. I often feel lost in the online course.

Fully disagree Disagree Agree Absolutely agree

30. Online learning demands strong reading skills.

Fully disagree Disagree Agree Absolutely agree

31. Online learning demands strong writing skills.
 Fully disagree Disagree Agree Absolutely agree
32. Online learning demands strong technology skills.
 Fully disagree Disagree Agree Absolutely agree
33. Online learning demands strong interpersonal skills,
 Fully disagree Disagree Agree Absolutely agree
34. Online learning demands strong self-discipline.
 Fully disagree Disagree Agree Absolutely agree
35. Online learning demands strong independent learning skills.
 Fully disagree Disagree Agree Absolutely agree
36. Online learning would be a successful learning medium for Indonesian university students.
 Fully disagree Disagree Agree Absolutely agree
37. Mixed medium learning (online and face-to-face) would be a successful learning medium for Indonesian university students.
 Fully disagree Disagree Agree Absolutely agree
38. Online learning should be given to other subjects as well.
 Fully disagree Disagree Agree Absolutely agree

39. Tarbiyah faculty provides good facilities for online learning

Fully disagree Disagree Agree Absolutely agree

40. Online learning should continue next semester

Fully disagree Disagree Agree Absolutely agree

41. What can you suggest to improve online learning in the future?

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LIST OF PARTICIPANTS

TBI 6 A

No	NIM	Nama Mahasiswa
1	073411003	Kalpika Tungga Dewi
2	073411054	M Idris
3	083411002	Ahmad Miftakhus Surur
4	083411003	Akufah
5	083411004	Amin Nashiruddin
6	083411005	Ditya Nur Viga
7	083411007	Faizul Muna
8	083411008	Kurnia Qutrota A'yun
9	083411009	Lailatul Faizah
10	083411010	Naelatul Thoyyibah
11	083411011	Nihayatun Nikmah
12	083411012	Nur Sarifah Amin
13	083411015	Siti Mubarakatul Ula
14	083411016	Siti Nuria Jamilah
15	083411017	Sri Nurwati
16	083411018	Ulva Nur Fiya
17	083411019	Umi Kalsuma Fauziab
18	083411020	Zahro'ul Khomariyah

19	083411022	Adib Irfani
20	083411023	Ahmad Zaenudin
21	083411025	Arif Arga Kusuma
22	083411026	Arinawati
23	083411027	Aya Hidayati
24	083411028	Evi Sa'atul Khomsiyah
25	083411029	Farkatin
26	083411030	Fiky Ulya Millati
27	083411031	Hilmy Alghifari
28	083411032	Hamatul Aliyah
29	083411033	Ida Susanti
30	083411034	Ilma Nur Rosida
31	083411035	Imam Mahfudin
32	083411036	Intihaul Hawa
33	083411037	Istiqomah
34	083411040	Muhammad Munif
35	083411060	Ali Ahmadi
36	083411066	Bisyri Samsuri
37	083411067	Citra Isna Norlaili
38	083411073	Muhamad Nor Faizin
39	083411079	Rifatun Hasanah
40	083411080	Wahyu Hidayat

TBI 6 B

No	NIM	Nama Mahasiswa
1	073411102	Chusnul Hidayati
2	083411013	Roudhotul Jannah
3	083411041	Nasikhatul Ilmiyah
4	083411042	Nila Chusniya
5	083411044	Nur Aziroh
6	083411046	Ragil Setiawan
7	083411047	Rina Wahyuningrum
8	083411048	Siti Fatimah
9	083411049	Siti Khafsoh Nashohiyah
10	083411051	Siti Nadifah
11	083411052	Siti Nur Anisah
12	083411053	Sri Haryati
13	083411054	Ulin Ni'mah
14	083411055	Umar Imamuddin
15	083411056	Zaenab
16	083411057	Adam Muaffif Nur Iman
17	083411058	Ahmad Syaefel Bahri
18	083411061	Anik Isma'atin
19	083411062	Anik Wulandari
20	083411063	Anis Mahbubah

21	083411064	Arif Rahmanto
22	083411065	Atik Hidayati
23	083411068	Dian Roihatul Jannah
24	083411069	Fahrurozi
25	083411070	Galih Wibisono
26	083411071	Ina Ainul Fadlilah
27	083411072	Laili Hidayati Mustaqimah
28	083411074	Naily Khusna
29	083411075	Neny Namiroh Hasna
30	083411076	Nita Sulstiani
31	083411077	Noor Yasin Ali
32	083411078	Nunung Musliawati
33	093411072	Ali Arifin