<div align="center">**Chapter Four**</div>

<div align="center">**Finding and Discussion**</div>

In this chapter, the researcher collected all the data and made the report for all the findings and discussions based on the data analysis. The findings and discussion that the researcher has found answer his two research questions, and the findings were based on the students' perception toward the use of Web Based Language Learning on English Education Department.

The findings of this research linked to the research questions on the students' perception on the WBLL, from the advantages and the problems on WBLL. For the participants, the researcher only mentioned them in pseudonym, and the total of participants that the researcher able to find were five participants. The pseudonym callings are Faid, Roy, Arif, Maul, and Budi.

Advantages of WBLL

From the five different participants that have been interview, there were five findings about the advantages of WBLL. Those were the advance and wide range communication, the appleaing and creativity that WBLL provides, able to learn other cultures, the variations of websites related to WBLL, and the freedom of accessibility to the websites.

Finding 1: Teachers and students are able to access WBLL anywhere and anytime. From all the answers from different five participants, four of them have the same opinions toward this subject on how WBLL can be access anywhere else as long as there is internet with varieties of reasons. Faid gave his thought on about easy search and look for information, from what he said: "(p.1.3) first is we can easily learn on how to gain information without

have to face to face and also allow me especially that do not like to be complicated on searching information."

Then Roy and Arif added their own opinions by how useful it is for students or college students to be able working and communicating to others at a long distance because of the Internet access provided. Their statements are: Roystated "(p.2.5) we could work wherever we want as long as there is a connection and it would be very, very helpful for college students, for... like a project or final project it could also be done sort of web based learning like this and it is very helpful."

While Arif responded twice about this topic on "(p.3.7) we are able to study together, in meaning we can... study it not only alone, but can say five or ten people through online directly uh... in the website uh... say in Edmodo." And "(p.3.9) we can work or do it anywhere else. For instance I'm in city X, then the others are.... my friends are in city Y uh... so what? So we are in that time as well. Even though the places are different we can still do the assignment because of what? That is online." Basically from those two answers, in certain websites like Edmodo it able to provide online group study with feature provided by Edmodo and because it is online. Many students could access it anywhere else without the need for actual meeting just like participant 1 statement before.

Then Participant 4 talked about how the newest communication technology such as smartphone and internet and the exposure of social media trend that people able to find websites that could be educational, her statements: "(p.4. 4) Beside everything are now social media, anything is social media, anything at all. So... then can be access it with smartphone anywhere else so it is really helpful." So from all the answers provided by the 4 participants, they are related to one of Agarwal (2010) description on the advantages of WBLL which is able to access WBLL in any place and anywhere with the settings cause of

the wireless internet system today that enables most of the current electronic devices connected to the internet without the LAN cables anymore, hence students and teachers could still able to learn everywhere as long as there is a good connection server in their area.

Finding 2: Teachers are helped in making more appealing and creative instructions using WBLL. For the second finding, five participants agree that WBLL able to create more appealing and creative instructions or exercises with computer programs. There are participants that found WBLL to be more on the appearance and visualization on the websites while there are some others who are focused on the creative capability and varieties of tools that some computer programs or websites provided.

First is the appearance and visualization aspect. The three participants are Participant 1. 2, and 5 shared the same reasons as to why appealing websites are more interesting to students, from Participant 1 he said: "(p.1.4) For benefits of WBLL in language learning that I experienced are it ease us in creating exercise and for sharing materials to students cause it was presented in a appealing design that provided in every web." While Participant 2 said that: "(p.2.2) pretty flexible, pretty simple, and pretty… the appearances is truly appealing. Then second, Schoology is also has appealing look for me um… and yes for… for college students or alike… teaching based on online class, for me is… very helpful."

While Participant 5 reason is that some websites have similar design and user interface that may make students could related to their own relatable websites, more specifically social media websites that is trending and popular right now. Participant 5 said: "(p.5. 3) The appearance also for example in one of the application, Schoology that similar to Facebook well that make it familiar as well. So their assumption "oh this is sort of Facebook but for education" Kind of like that their... interested there."

The second one is the WBLL's tools or programs that enable teachers to create creative and efficient instructions or exercise. Two participants have their own similar statement on how WBLL can make teachers to be more creative with the use of WBLL. According to Participant 3 he stated that: "(p.3.6) the benefit is we can become more creative, more creative, for example like this uh... I take only one example, this uh... my experience... for instance we find word uh... *television,* the *television* uh... from... from only one word we can, can like tests it. Oh! We can make one sentence, then after that one sentence we can make it into one paragraph, we can... we can develop it in creative way uh... uh... what is it.... from those words that way what? So well that earlier we can be uh... creative."

While Participant 4 said: "(p.4. 3) So we can make exercises or tests like tetris game. What I mean these games are easy for us to make. So the kids are not bored doing the exercise from us, we also can directly give feedbacks, if the kid's answer is correct then we can say "well done" or like what, if it is wrong then "sorry your answer is wrong" like that. So we can make it well, it is truly useful.'

All of their responds are related to Agarwal (2010) study about one the advantages of WBLL that stated "Computers are able to display creative and unique visualization that may interest and attract the students in learning this way and less indelible rather than traditional learning method.". It means that computers have wide range of tools that are useful to create unique or interesting computer instructions or exercises. Also according to Agarwal (2010) said that computers can change and transform from conventional passive exercise into an interactive and communicative exercise with discoveries and explorations using Internet services. Those way even students are able to search and discover more learning materials from the WWW on the internet.

Finding 3: Learn and Understand other cultures through WBLL This similar topic was only mentioned by one participant, Arif which he stated that; **"**(p.3.9) The benefit is that we can... what is it... we can know their culture as well. Because languages are also able to show our culture as well right? For example like this, for example in England uh... uh... the audio, audio or the television... website... the television say this sentence. Then oh! We can know the American culture, seen from uh... the British culture as seen from uh... the sentence structure or the news content... oh! That is how it is! The culture.". The culture aspect from Arif's perspective seems to be from how foreigners' accents and dialects are spoken in their own mother tongue. This topic is also related to study based on Dooly (2005) about the advantages in teaching method in innovative ways with WBLL thourgh the language interactive tools. Which he said that students are able to observe, identify, and recognize elements of their own and other cultures, compare and contrast, negotiate meaning, tolerate ambiguity, effectively interpret messages, limit the possibilities of misinterpretation, defend one's point of view while acknowledging the legitimacy of others' and have the ability to accept differences among individuals (Dooly, 2005).

Finding 4: Variations of online media that the teacher able to use. All of the participants have their own shares of using websites for helping their language learning more comprehensible, for handiling their own works or projects, and etc. Agarwal (2010) stated that WBLL offers more contents for students to learn and used for educational purposes such as games, simulations, recorded video or ing audio, dictionaries, etc. For specific categorization for each websites mentiend by the participants, the researcher divided the data into categories based on the functions similar to Son (2011) categorization:

First is blogs and wikis, participants 1 and 2, Faid and Roy mentioned websites such as Edmodo, Padlet, and Storybird. All of which have purposes for posting or publishing the users' works or other media and allow or enable other users to view or comment, in which

was mentioned by four participants. Participant 1, Faid stated that he use Padlet and Edmodo for assignment purposes, his quote and expalanation was; " (p.1.2) Padlet for assignment and also Edmodo for assesment, and it also simplify lecturer arranging the due date from our every assesment, because in every one of WBLL there is a feature for arranging due date.", while from participant 2, Roy he responded; "That time I was in college I once use Schoology, Edmodo, then uh… Padlet, then ah… um… ya probably, maybe I that, that I do or I used. That is it, Schoology, Edmodo, and Padlet." And his impression about the websites was stated; "Especially Edmodo is um… pretty flexible, pretty simple, and pretty… the appearences is truly appealing. Then second, Schoology is also has appealing look for me um… and yes for… for college students or alike… teaching based on online class, for me is… very helpful. And for Padlet alone… yes this also kind of ah… like other application Edmodo and also Schoology but… but, but if it is Padlet that for me is too… simple in appearance and some that apperance need to be added more, the features uh… Padlet need to have more."

Second is presentation, websites specifically for presentations which was only mentioned by Participant 1, from Faid said that: "I use Prezi for presentation", Third is dictionaries and concordances, websites that provided online dictionary, thesaurus, grammar help, and etc. Were mentioned by three participants Roy, Arif, and Maul, both aslo mentioned same websites such as Merriam Webster and Cambrige, also other example like Oxford. Roy said that (p.2.4); "If I used before like ah… Mas… Macmillan Dictionary, Merriam Webster, then later Cambridge or yeah, yeah. And I, ah… for looking for example word, then I wrote it in a… The web based learning, then I listen to how it pronounce correctly, then I check, oh when I repeat it." For the next respond from Arif was; "(p.3.10) Then the second... eh... the next is... benefit is uh... we also, also, also want, not want, like it or not we will study... what is it uh... uh... dictionary, dictionary with authentic English! Like Oxford dictionary,

Cambridge dictionary, Merriam-Webster dictionary, there is more uh... Calling Copyright dictionary ... so if... if we read it if we do not know it, automatically look dictionary that the website provided." While for Maul, her respond was; "(p.4.2) Merriam Webster. Merriam Webster I learn it... by play the game only that is to increase my vocabulary. But if I for example, want to check on my pronunciation like that, I usually use Oxford that I could click the sound directly from there."

Fourth is web exercise creation, which is websites or programs with tools and contents required for teachers or users enable them to create language exercises themselves. Only one participant Maul responded with this similar topic, she said; "(p.4.3) Especially before have been taught in making Hot Potatoes, so we can make exercises or tests like Tetris game. What I mean these games are easy for us to make. So the kids are not bored doing the exercise from us, we also can directly give feedbacks, if the kid's answer is correct then we can say "well done" or like what, if it is wrong then "sorry your answer is wrong" like that. So we can make it well, it is truly useful."

Finding 5: Free access in most of websites on the Internet. For this particular topic only one participant Arif responded in the case of websites on the internet are free for everyone to be able to use at their leisure. Quote; "(p.3.5) The first is... clearly is free right. Everyone must like websites that free because of what? Because free is one of the benefits that is really important right?"

Disadvantages of WBLL

While for the disadvantages, the researcher managed to found at least three findings that talked about the student perception toward the disadvantages of WBLL. Those are the difficulties in monitoring students directly, technical issues either from the websites or the devices, and students' having no basic understanding about computer at all.

Finding 1: Difficulties in monitoring students in WBLL for teachers.

First finding that the researcher found was the problem for monitoring students in interacting through computers. Cook (2007) study on one of WBLL's demerit about social isolation, he stated that WBLL could be able to build or detract the critic interpersonal relationships and communication skills. Since online discussion still differs from face-to-face discussion due to lack of actual real encounter from the person, and it would not still have the same effect as the virtual encounter. In other words, having the teacher directly interacting with students is still better than through online communication due to the actual social interaction that the teacher able to give.

Therefore, some students who seem inactive to join the course and this could be varied from the students' laziness or student's disconcerted around others cannot be fully discipline or interact through online communication only. Students also feel more relaxed and may more apathetic toward the course due to the lack of actual presence of a teacher. The only participant who responded with similar theme like this was only Arif. He said: "(p.3.11) the next is the weakness when we, when we study in group... what is it... we as a member we... what is it... we as member we... what is it... uh.. Sometimes there is, there is someone who is shy, shy to study."

Finding 2: Technical Issues. There are three different situations for the technical problems that occurred based on the participants' own experiences;

Website or Server Shutdown or Unable to Function. First is the maintainer problem in the website used. The first participant, Faid responded: "(p.1.6) And the other one is about files that still missing when websites went through or even finish in maintence." This probably

meant that if the website went through maintence, it would be hard to recover the data or submitting the files. While Roy problem was the problematic in sending or uploading data when the website or server having issues, Roy stated that: "(p.2.6) there is also lack of web based learning that I mainly ever used. Sometimes it is... What we submit, what we send sometimes is not sending or... ah... troubled files. So... so the problem is just technical like that.

Internet connection problem. The second one is the connection issues that participants encountered, three participants claimed to have issues with the internet connection which lead to hindrances for using WBLL. From participant 3, Roy stated: "(p.3.9) The first is if it online you automatically need, need, need,... strong internet. So if we... the point is it has to be reassure the first meaning con... the internet connection must be good."

Another similar respond from Maul said: "(p.4.5) If... if we do not have internet well we cannot access it or not, the connection is bad, slow signal as well make an obstacle, especially if we already done making the exercises or games... eh... suddenly lost signal or connection well... so it depends on the connection, with what... the signal as well. So want to access it anywhere else but if for instance we do not have what... the internet data or what might as well cannot access it like that."

While the fifth participant, Budi statement was: "(p.5.4) I have experienced it as well... the connection we for example in case of deadline at certain hour, later it will piled up everywhere, which one is first, or even what... if it already past the deadline what is it not... cannot... cannot submit it like that from my experience."

From all the responds from all participants, all of it can be related to Agarwal (2010) study on the disadvantages of WBLL, on how some internet resources and servers could still acquire problems in terms of the connection speed, the access to uncertain websites that could distract

students, the sudden maintenance from the websites, and possible unknown computer viruses and malwares that could corrupt and make the data unusable.

Backup Powers or Batteries. Third issue is the batteries for the electronic devices. Maul responded that: "(p.4.6) then sometimes if we searching, doing something.... studying, eh... suddenly low batteries like that if books there are no low batteries, we can take it anywhere else, it is just no low batteries like so." Therefore without any power, most of the electronic devices are rendered as useless.

Finding 3: Students' difficulty in following computer instructions

Many studies believe that WBLL's resources on enabling teachers to create computer instructions like exercises and others at their own preference and the simplify monitoring and feedbacks may seem to be good thing for students. However Cook (2007) study believes that it is also possible for this scenario turn out to be the opposite as some students who are unfamiliar with computers may find WBLL confusing or as Cook (2007) named it as de-invidualized instruction. He stated that students may often fails to respond to WBL instruction due to it still does not meet the requirement for the students' needs, since WBLL tend to respond based on what it is already program and what to respond. Only Participant 1 had similar experience about this, he said: "(p.1.5) there are still lots of disadvantages one of example is my students sometimes unable to follow the materials. There are also that require specific habituation in learning through WBLL.