

The Use of Webpage in English Teaching

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ABSTRACT

There has been a change in the realm of education these days. Started with teachers as the center of learning back then, becoming students as the main key of learning, and this has led to an independent learning environment. Technology has been taking an important role of this change happening in the society, with no exception in the language education as well. Moreover, it is the fact that in English language, students are required to master four skills, namely speaking, listening, reading, and writing. There have been many ways of teaching those four skills to students, but unfortunately often those strategies do not meet students' needs. Technology development, therefore, comes to provide new solutions to these issues that both teachers and students could grab the benefits of it. Thereupon in this paper, the authors try to provide insights as comprehensive as possible regarding with technology development, which is webpage, which can be used by teachers to assist the English teaching, especially in the sense of teaching reading and listening skills to students.

Keywords: *CALL, English teaching, listening skills, reading skills, webpage*

1. INTRODUCTION

In educational field, English competences are supposed to be achieved. Competence is understood as a standardized requirement for an individual to properly perform in a specific job. It includes a combination of knowledge, skill, and behavior utilized to improve performance. It can be said that competence is the quality of being adequately, having the ability to perform a specific role. The students' competence in school is based on the empowerment of students themselves and teacher himself or herself. Ability can be related to the competence. Reading and listening are the basic skills of English. It is categorized as input skill. It means when people read and hear something, they will get information from it. Reading and listening are fluent process of reader combining information from a text and their own background

knowledge to build meaning Nunan (2004:68).

The way of teaching reading and listening has been developed to meet students' needs. The teaching and learning orientation has moved from the traditional one which puts attention on teachers' role and the teaching method to the learners' great involvement in the teaching learning process. How learners can maximize their own way to have better language learning is put to the priority. Teacher not only teach traditionally as a teacher center, but also create activities and exercise which can make students active in learning process. The mix teaching method is used by employing technology as a supporting tool to complete the learning. By mixing between the traditional teaching with the teaching using media, students get easier to

understand the lesson because they get involved in teaching learning process.

One of the efforts to teach English especially reading and listening is by employing the technology in learning language. Most educators put efforts to exploit technology in education for developing students' competence. Educators are aware of the existence of a digital technology, which can assist in the language education. They are being presented with a new opportunity to engage students in innovative ways. Technology can be employed as a toll to support the teaching learning process.

The development of technology has already resulted friendly computer application which can help the teachers create various and innovative learning. As Beatty (2003) states "much of CALL in technology-driven with improvement in computer's power, speed, storage and software tools help to define directions for pedagogy and research." The use of multimedia will help students to enjoy the lesson inside and outside class. The teachers have tried to provide the students better learning environment by equipping them with the latest technology. This effort has encouraged teacher to use various assistive technologies such as computers and the internet in their classroom especially over the last decade; this process is called integration of information and communication technologies (Hsu, 2010).

In Indonesia, many teachers have applied their teaching techniques by using the information communication technology (ICT) to achieve English competences. The teachers are supposed to assist the students developing their English competences by using ICT, so that the students will be ready to use English in any kinds of situations. The integrating multimedia presentation tools which are available to perform better teaching have become easier in today's classroom.

2. THEORETICAL REVIEW

Technological devices have been used in teaching for decades. Computers were introduced to language learning field already in 1960s (Al-Mahroogi and Troudi 2014:1) and the developments in teaching have brought many new devices into teaching ever since. The diversity of devices used in classrooms has increased and besides computers, mobile devices, such as tablets and smartphones, have also become a part of teaching activities. In this part, the concept of computer assisted language learning (CALL) is introduced. Also, the theory of webpages is discussed and some previous studies reviewed.

2.1 CALL

Teaching English for some years is always done conventionally or traditionally but nowadays the teachers try to integrate their teaching into technology used. Computer-Assisted Language Learning (CALL) is actually about the use of application in the computer for the purpose of teaching and learning language. It can be seen from Levy (1997:1) that defines CALL as the search for and study of applications of the computer in language teaching and learning'. Therefore, it can be said that the term CALL is given as the agreement in using computer in teaching language. In conclusion, CALL is the use of computer technologies that promote educational learning.

In CALL, computer has become an important element in the process of teaching and learning language. Some experts try to develop CALL and apply it to meet their needs in teaching and learning activities. Therefore, teachers and students must use computer as technology that can create nice language learning environment.

In order to get optimal language learning environment in implementing CALL, it is needed to find out some conditions that are able to create the best environment. Egbert & Smith (2007:5-8) proposes eight conditions in CALL to get optimal

language learning environments. They are interaction and negotiation meaning, authentic audience, authentic task, opportunities for exposure and production, enough time and feedback, intentional cognition, atmosphere with an ideal stress or anxiety level, and also support autonomy learner.

The first principal is that learners have opportunities to interact and negotiate meaning. Interaction of meaning can be seen through the implementation of student's assignments in the classroom activities. The interaction can be written or oral. Chapelle, (2003) states interaction in CALL can be between people face to face and through CMC (Computer mediated Communication) and also between learner and computer.

Second, learners interact in the target with an authentic audience. Johnston (2007:67) gives definition of authentic audience as "an audience that is concerned exclusively with the meaning of the speaker's (or writer's) message". He states that electronic audiences are authentic audiences since audiences in computer-mediated interaction are focusing on the meaning of message instead of the form of the messages.

Third, learners are involved in authentic tasks. Learners are engaged in real situation task which is designed based on the situation outside the classroom. Chapelle (2003:56) said that the task in CALL often refer to encounter outside the classroom.

Fourth, learners are exposed to and encouraged to produce varied and creative language. The learners must be involved into variety of tasks and creative language for the input, so the learners will get better output which is meaningful to their development. In other words, the learners will get opportunity to experience the target language. They are fostered to learn since they are exposed to and encouraged to produce language.

Fifth, learners have enough time and feedback. All learners with individual differences in ability need enough time and feedback in doing the tasks. Learners need to get adequate time and personal feedback in order to encourage them to achieve better achievement. They should get sufficient time and feedback to organize the formulation of ideas about the lesson. Feedback here means "information given to learners which they can use to revise their interlanguage" (Ellis, 2008:918).

Sixth, learners are guided and attend mindfully to the learning process. The learning atmosphere in CALL lass is believed to be able to motivate the learner's motivation.

Seventh, learners work in an atmosphere with an ideal stress/ anxiety level. Of course, there is potential for students to get bored and stressful in the lesson time. They may become anxious, Setiawan (2016:234) likewise states that the process of learning must be enjoyable for students so the teacher should attract the students' attention by creating interesting atmosphere. Applying CALL give the teacher opportunity to make learning environment with appropriate anxiety level. By setting the students into an atmosphere with an ideal stress/anxiety level, it is expected to give contribution to the students' learning improvement.

Eight, learner autonomy is supported CALL. Learners are expected to be able to learn with their own willingness. In this case, the teacher plays role as the guidance or mentor who encourage the students to think critically, not to dictate them what they have to think.

2.2 Webpage

The internet world is growing rapidly in today's modern society. The internet provides a variety of information, news and science. In searching for information from the internet, users will go to a unique internet address called a domain name and find still images, moving images, sounds, information forming text and videos in

media commonly called websites or sites. This website is usually opened through an explorer program (Browser) that is on a computer. The exploratory programs used in computers are released: IE (Internet Explorer), Mozilla Firefox and Opera.

At this time technology is developing very rapidly. This is caused by many factors including the development of fairly rapid thinking patterns of society. To meet the needs of the community in terms of information and science as well as the mechanical world of work, web application developers need to be able to continue to be active and innovative, *web* a network that can simplify and speed up the delivery of information widely, and can be accessed easily and quickly by anyone who gets internet access.

According to Sibero (2013: 11) "the web is a system related to documents used as a medium to display text, images, multimedia, and others on the internet network". While according to Kustiyahningsih and Devie (2011: 4) the web is "one of the services obtained by users of computers connected with hypertext facilities to display data in the form of text, images, sounds, animations and other multimedia" Based on the theory, it can be concluded that the web is a hypertext facility to display data and contain multimedia document in the form of text, images, sounds, animations and others by using the browser as software to access it.

2.3 English Teaching

English is an international language taught in schools throughout the world. The increasing use of English makes this language increasingly rooted in every society. English as a foreign language in Indonesia presents challenges in various aspects related to it. In the field of teaching and learning, these challenge anyone to develop the most effective teaching and learning approaches, materials, methods and strategies to enable learning objectives to be achieved according to the needs of the

learning participants. Any institution can develop the above aspects according to their beliefs. All institutions stand in an equal position to develop innovation and creativity. Teaching trends used to put the teacher as the only active communicator to use information and communication technology in the teaching and learning process, but now it has undergoing major changes; teacher and students (learners) have been placed in position that is equally active in using it technology and media in the process learning.

The method of teaching English as a second language and foreign language is slightly different. In a second language class, an English teacher does not have to use many illustrations, pictures, or videos while in a foreign language class, students are not familiar with English at all. The teacher must use many illustrations, pictures, videos and sound recordings to help students hear, speak, read, write in English well. Nunan (1989) reports that the methods of teaching foreign languages and second languages based on Communicative Language Teaching show there are benefits in changing the focus from the teacher-centered classroom setting to the student-centered setting. Furthermore, Nunan said that in communicative language teaching, learning describes the needs of students, activities carried out encourage active students in communication (which involves exchanging information and negotiating meaning).

The introduction of internet technology has helped the experience of teaching and learning English become easier. Teachers can communicate and share their experiences with other teachers, and download games, grammar exercises and lesson plans. Likewise, the availability of English learning software has helped many English language students around the world master the language better and faster.

2.4 Previous Studies

There are some studies about the use of CALL in developing language competence.

The first study was conducted by Solanki & Phil (2012) entitled "Use of Technology in English Language Teaching and Learning: An Analysis". They analyzed the use of technology in teaching English but the study had some weaknesses. According to them, in developing their language during the process of optimizing the multimedia English teaching, students were not too dependent on their mother tongue, but will be motivated and guided to communicate with each other. Concerning the development of technology, they believed that in future, the use of multimedia English teaching will be further developed. The process of English learning will be more student-centered but less time-consuming. Therefore, it promises that the teaching quality will improve and students' applied English skill can be effectively cultivated, meaning that students' communicative competence will be further developed. The problem was the teacher need a proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and not allowing the teachers to become technophobes. It can be concluded that, the use of technology in teaching language should be supported by the teacher understanding about using technology.

Secondly, a study conducted by Boukadi (2014) entitled "Using technology in foreign language teaching". He examined teachers' experiences and perceptions of the uses of technology in foreign language teaching. The study took place in a tertiary institution in the United Arab Emirates in a well-resourced college when it comes to technology. In the study three teachers were interviewed. The first finding of the study was that these three teachers felt that students still needed training when it comes to technology. Still, they all agreed that use of technology can make their teaching more effective and better meet the varying needs of the students. They also agree that teachers nowadays are, and should be, competent in using technological devices. Nevertheless, there were still difficulties in using more advanced applications due to

the lack of experience. The teachers' attitude toward learning to use new applications, however, was overall positive. Negative aspects that arose from the study included, for example, the need for more ICT training and the fact that teachers' need to spend more time in learning how to use various new devices and applications

3. APPLICATION OF WEBPAGE

A web page (also written as webpage) is a document that is suitable to act as a web resource on the World Wide Web. In order to graphically display a web page, a web browser is needed. This is a type of software that can retrieve web pages from the Internet. When accessed by a web browser, it may be displayed as a web page on a monitor or mobile device. Typical web pages are hypertext documents which contain hyperlinks, often referred to as links, for browsing to other web pages. A Web page can be accessed and displayed on a monitor or mobile device through a Web browser. The data found in a Web page is usually in HTML or XHTML format. The Web pages usually also contain other resources such as style sheets, scripts and images for presentation. Users may be able to navigate to other pages through hypertext links.

3.1 How to operate Webpage

EditPlus is a non-WYSIWYG editor that allows you more flexibility in coding your web pages while at the same time allowing you more efficient ways to enter frequently-used tags. EditPlus not only allows you to create and edit Cascading Style Sheets and documents in HTML, but also in Perl, Java, and C++. The program is simple to use once you know how to use the basic tools and functions. Here are some tutorials how to operate webpage using EditPlus.

3.1.1 Creating a New Document

To create a new document, click on the File menu, then select New, and then select the type of document you would like to create (e.g. HTML). You can also create a new

document by clicking on the New Document button new document button on the main toolbar and selecting the document type from the list. The default template for your chosen document type will also appear on the screen. You can change the default template for any type of document so that it contains tags or commands that you frequently use in your documents. For example, you may want to change the default HTML template so that it has your name and other information in it.

3.1.2 Previewing the Document

To preview your HTML document, click the Preview button on the HTML toolbar. There are a few different ways that your preview will work, depending on how you have set up EditPlus. Your preview window might be a seamless window that appears as part of the EditPlus program, or clicking the preview button might load your web page in your system's default browser.

To change these settings, select Preferences from the Tools menu and click once on the Tools category. The first option listed in the dialog is the Select Browser list. Here you can select a specific browser program, the seamless preview window, or the system default.

Coding in HTML can be made easier and more efficient when you take advantage of the shortcut buttons on the HTML toolbar. In most cases, to insert a tag into your document, place your cursor where you want the tag to appear, or select the text that you want to be affected or enclosed between the 'opening' and 'closing' tags. Then click once on the the appropriate button for the tag you want to apply. Note that certain buttons will include some of a tag's attributes, but others you will have to type in by hand. Here is a list of the various buttons and a brief description:

- ✓ **Bold**
Adds the bold tag (B) to the document or places the bold tags around the selected text.

- ✓ **Italics**
Add the italics tag (I) to the document or places the italics tags around the selected text.
- ✓ **Underline**
Add the underline tag (U) to the document or places the underline tags around the selected text.
- ✓ **Font**
Add the font tag (FONT) to the document or places the font tags around the selected text. Includes the SIZE and COLOR attributes.
- ✓ **No-Break Space**
Adds the special no-break space character () to the document.
- ✓ **Line Break line break**
Add the line break (BR) tag to the document.
- ✓ **Paragraph**
Add the single paragraph tag (P) to the document.
- ✓ **Headings**
Show a drop-down list from which you can select the desired level of heading you want to apply to the document or selected text.
- ✓ **Table**
To insert a table into the document, click this button and drag the mouse over the grid to select the number or rows and columns you would like in your table. EditPlus will insert all the necessary TABLE, TR, and TD tags for your table.
- ✓ **Center**
Add the center tag to the document, or applies it to the selected text.
- ✓ **Block Quotation**
Add the BLOCKQUOTE tag to the document, or applies it to the selected text.
- ✓ **List**
Display a sub menu from which you can select the type of list you want to add to the document. When a list type is selected, the appropriate tags are added to the document.

3.1.3 Adding Images

You can add images to your document without having to type out the IMG tag and its basic attributes. Place the cursor where you want the image tag to go and click on the image button image in the HTML toolbar to add an image.

A dialog box appears that allows you to browse your drives and select a folder and an image. When you've selected your image and cleared the dialog box, the image tag appears in your document.

NOTE: Be careful when using this method of adding images - check your SRC attribute and make sure it's using a relative location and not an absolute location for your image. For example, the image tag:

```
<IMG SRC="pics/bullet.gif" WIDTH=10  
HEIGHT=10 BORDER=0 ALT="a  
bullet">
```

Use a relative address. As long as the image BULLET.GIF is located in the PICS folder under the web page's current directory, the image will appear correctly. However, if you select an image located on another drive on your computer, you may end up with an absolute location in the SRC attribute, such as:

```
<IMG SRC="D:\graphics\bullet.gif"  
WIDTH=10 HEIGHT=10 BORDER=0  
ALT="a bullet">
```

If you were to leave this code in your page and upload it to your account/server on the web, anyone who goes to your page will get an error because the reader's browser will try to locate the image BULLET.GIF on their D: drive in the graphics folder.

3.1.4 Selecting Colors

EditPlus makes it very easy to add colours to any of the colour attributes that come with various tags. Some people prefer to use the standard colour names (such as "red", "peachpuff", or "dodgerblue") and others prefer to use the hex values that represent the levels of red, green, and blue in the colour (such as "#FF0000" or

"#CC0022"). To use the Palette tool, place your cursor where you want the colour code to appear, such as between empty quotes in an attribute (e.g. BGCOLOR="").

3.2 Advantages and Disadvantages of Webpage

The Internet provides individuals, governments, non-profit organizations and businesses with the opportunity to reach billions of people. Web pages and websites, linked groups of web pages, are the most widely employed method of reaching an audience on the Internet. Within certain legal limits, website owners may post virtually any type of information to a website. Learning in a classroom is more personal and interactive, but there are a lot of benefits to enrolling in an online course, and most of it is in terms of convenience and affordability.

All of us have access to the internet and we use it for many different things like researching for some information for school and college projects, downloading music, pictures, wallpapers, and screen-savers, to get updates on the latest happenings all over the world, emails, instant messaging, chats, and many other things. With the latest technology, even the impossible seems possible now, especially in this case is webpage. Here are some advantages and disadvantages of using Webpage especially in teaching and learning.

Advantages:

- Students are able to link the various resources in several varying formats.
- It is a very efficient way of delivering courses online.
- Webpage learning promotes active and independent learning.
- It does not need an internet connection so it is easier for students to practice themselves at home.

Disadvantages:

- Using EditPlus to operate webpage is quite difficult so it cannot be taught only by one meeting

4. THE USE OF WEBPAGE FOR ENGLISH TEACHING

There is a lot of things in educational field that we can use in order to assist us to teach English inside or outside classroom. As we know that we have four skills of English language, namely speaking, writing, reading, and listening. Each one of them has different options in a way of teaching them to the students, for example implementing project-based task like through an English vlog would be a great way to teach and exercise the speaking skill of students. However, in this section we are going only to focus on the reading and listening skills, explaining how webpage can be a great tool as well to facilitate English teaching, particularly on those two skills mentioned previously.

4.1 Webpage for Reading

A lot of teachers or students nowadays, sometimes, consider reading comprehension or skills as the least important element compared to the other skills of language. Some teachers used to see that the skills of speaking, listening, or grammar knowledge are the main key that students have to master (Hui-Fang, 2005; Jacobs, & Gallo, 2002). Any other way, Jarvis, & Szymczyk (2010) also argued that students often regard the reading activity is time consuming for them. Jarvis et al., (2008) also added that students often see reading as an exhausting and boring activity.

With the fact above, we would say that it is because some teachers possibly used to teach reading in a conventional way like reading through books, in which some students might find it boring. Instead, we are now in the age of Web. 2.0, of which a lot of interesting and interactive stuff can be used or adopted to make reading activity

more fun for students. Such example is using webpage. This tool allows the teachers to prepare or create materials and exercises for reading activity with a lot of options of adding different kinds of sources. For instance, webpage can facilitate a space for teachers to put down passages, dialogues, or story with pictures or even audios in it with various layouts. In addition, if the reading material is from another site like from Facebook, teachers can also link it directly to the webpage without entering Facebook page at the first hand. With that, this will allow students to experience different atmosphere of learning English that they do not find in the regular textbooks.

4.2 Webpage for Listening

Listening skills is also very crucial in English language learning. Listening can be regarded as the foundation of two other difficult skills in language namely writing and speaking (Listyaningsih, 2017, p.36). If a student does not receive effective listening input, he or she may not perform well in writing and speaking since the two output abilities are more difficult. Moreover, listening activity actually allows students to acquire better pronunciation accurately as well as comprehend the words or sentences, in which it is useful when performing the speaking part. Unfortunately, not many teachers have the ability to teach listening skills to students properly. For instance, not many Chinese teachers employ group discussion with their students since they often depend on the textbooks a lot and do a teacher-lecturing type of way in the class (Jack, 2013).

Instead, teaching listening skills does not always rely on the textbooks, but through students' interaction like group discussion also helps so much in the learning process of listening. Another good example of teaching listening skills in which has been popular now is through song lyrics of English. A study from Hadian (2015) revealed that teaching English through English song lyrics is an effective technique

for listening practice. Webpage can also facilitate that listening activity for students. In creating materials, webpage allows teachers to attach any kinds of listening exercises in the page, such as missing lyrics activity, English dialogues, and video links (e.g. YouTube). Students can access them all easily since it is widely used and many browsers are able to support webpage. Therefore, focusing more on listening would be a great investment to the success of other skills of language too, and webpage would be interestingly one of the tools to assist the process of learning of listening.

CONCLUSION

In conclusion, teaching English skills nowadays, reading and listening specifically, does not always depend on the regular textbooks that we usually have in the classroom. Many of innovative technology provided allows us to be more creative on how to teach those skills mentioned. In addition, such a finding from Boukadi's study (2014) proves that getting technology involved more in language learning can make an effective and better meet to different needs of students.

CALL is one of the forms of innovative technology which can be utilized for the purpose of teaching and learning a language. A part of the CALL benefits that we can have and use is the Webpage. Making the most of webpage as part of the language teaching and learning is a great and interesting way in order to move out from the conventional one. Through webpage, teachers will have the opportunity to decide any kinds of material they want to have or even possibly create new one themselves to be put in the webpage. In the sense of teaching reading and listening, teachers can create or attach the materials they have had to the webpage, such as short stories, songs, video links, or hot potatoes quizzes. As a result, eventually webpage will allow students to experience an active and independent learning.

However, for some teachers, they might find it that creating webpage is difficult and

tiring activity to do due to lots of codes or formulas they have to meet and possibly the vary experiences of teachers underlying it, but it does not mean it cannot be done. It just needs a little bit of persistent and willingness to do and learn it, and it will be fine and fun after all. Despite some of lack of experiences issues happened in the society, the process of learning language should not be stopped just because of that. In general, the persistency of self-learning of any individual towards technology must always be encouraged.

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