
Developing WBI based Reading Teaching Model in English Education Department of State University of Siliwangi

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ABSTRACT

This research aims at revealing how WBI based reading learning model can improve students' reading comprehension. Research and development becomes the chosen method that this research is carried out, then WBI based reading learning model is produced. Moreover, in order to see the effectiveness of the developed model action research using Riel Model was employed in the reading classroom. The study was conducted in two cycles, each has four meetings. The findings show that the process of web based instruction in the reading classroom was through orientation, discussion, material exploration, action, test, and reflection. There was improvement of students' reading comprehension in terms of finding a topic, recognizing the pattern of organization of the text, unstated or unstated and implied details as the result of use of WBI based reading learning model in teaching reading comprehension. Quantitatively, the improvement can be shown by the mean scores of the pre-test (55.4), post-test in cycle 1 (56.9) and final test in cycle 2 (80.67). Besides, there was a positive attitude of students when using the model, in terms of having learning awareness, sharing knowledge, exploring material, doing self-practice, and having open minded to use WBI in reading activity.

Keywords: WBI, Reading Comprehension, developing model, and Action Research

1. INTRODUCTION

Since Computer Assisted Language Learning (CALL) includes in language learning curriculum, many different technologies: laptop computer, modem, and cable internet access, local area networking, and more become very important tools that must be available. Using computers as communicative tools not only teaches computer language and skills but also helps students reach other language, academic, and sociocultural objectives (Richard-Amato, Patricia A., 2010, p.398) and help teachers create optimal learning environments in many contexts by putting learning goals ahead of technology (Egbert, Joy, 2005, p.9).

In educational setting, the learners visit relevant webs and then get practices or select learning materials and store them to their own computer or share to their friends. Richard-Amato, Patricia A. (2010) claimed that the internet provides learners immediate access to encyclopedia, e-books, e-journals and highly motivating and collaborating activities and further communication skills through computer-mediated communication (p.404). The use of ICT becomes very prominent and promotes as integral part of education and learning in stimulating thinking skill and strategies used in classroom activity. Technology promotes thinking skill and enhances the quality of education and learning (Henderson et.al 2000; Scott and Robinson, 1996 as cited in Hismanoglu, Murat, 2012)

Dealing with the success of using technology in language learning, then, the findings and relevant theories resulted were used as the bases that developing reading learning model becomes hot issue as further quest of instructional model in pedagogical area as this research discussing.

WBI based reading learning model is designed, through research and development method, to help students develop reading comprehension ability. They are stimulated to selectively and independently find and gather the relevant sources met with their language levels and needs and get practice with, even monitor their own learning progress. In case of this situation learning will emerge students' mental performance, like productive, active, selective, independent, critical, reflective and responsible as the high qualities of professionals' demands.

Since the purpose of this research is to testing the develop model, then implementation of the model taken into reading classroom practice become very needed and action research method is employed to see its effectiveness in improving students reading comprehension.

2. METHOD OF THE RESEARCH

Research and development becomes the chosen method that this research is carried out, then WBI based reading learning model is produced after the process of analysis towards learning circumstances and literature study conveyed. Moreover, in order to see the effectiveness of the developed model, action research using Riel Model was employed in reading classroom practice. Qualitative and quantitative data analyses are employed to be able to address local-level problem, to answer the questions and to improve teaching-learning process in reading classroom at university level.

The data of this research are some notes describing condition of reading teaching-learning process using web based instruction from observation, students' attitude towards use of Web based instruction in reading learning from students' journal and questionnaire, students' participation in reading classroom from document, and students' reading comprehension ability from test. The instruments were administered to the fourth semester students of English Education Department of Siliwangi University in the number of 30 students and a co-observer who observes the teaching-learning process in reading classroom.

Since the research deals with qualitative and quantitative analysis, then some techniques are employed to probe qualitative and quantitative data.

3. QUALITATIVE DATA

Observation involves carefully watching and systematically recording to document and to reflect systematically upon classroom interactions and events. Referring to the data collection using observation of the research, observation sheet was used to result field notes which concern to procedures of reading instruction by web based instruction undertaken in the classroom--orientation, discussion, material, action, test, and reflection. During the process, a co-observer did observation and gave comments to the events occurred. To get comprehensive data videotapes were provided as a tool for recording observation.

Journal was administered in order to get students attitude toward use of Web based instruction in reading learning. Journal of students gives information to the teacher relating

to students' responses, thoughts, perceptions, and experiences of use of Web based instruction in reading learning.

Document analysis was undertaken to evaluate students' participation in terms of discussion, visiting relevant webs for self-practices or self-assessment, and test as process (formative test). The documents or records are used as supporting data collection method since the web based instruction is carried out in reading class.

4. QUANTITATIVE DATA

Test was used to get the data of the students' reading comprehension once they had already finished the material in every cycle. It is designed in the form of multiple choices to collect the students' reading comprehension ability in terms of finding topic or main ideas, and stated, unstated details, and implied details. It is adapted from Longman Preparation Course for the TOEFL Test by Phillips, Deborah, 2003, Pearson Education, Inc.). The data obtained from the test shows the improvement of students' reading comprehension.

Questionnaire was administered as the way of getting data of the strengths of students' attitude towards process of Web based Instruction. The instrument uses takes closed-response rating scales where individuals simply select their response from a set of options provided to them (strongly agree, agree, neutral, disagree, and strongly disagree).

5. PROCEDURES OF ACTION RESEARCH

This research took the model from Riel's action research with the following cyclical procedure:

Cycle 1

Study and Plan

The first step of doing this research is to decide what to study as the realistic classroom problem to investigate. Since the problem—lack of reading comprehension had been identified, pretest was administered to get preliminary data and the result showed finding topic and main ideas (56%), recognizing pattern of organization of text (41%), stated detail (61%), unstated detail (49%), and implied details (56%) with mean score 55. It indicates the mean score of pretest is lower than the expected passing grade ($55 \leq 71$).

Seeing the result, then three important efforts have been planned to be prepared, as follows:

First, designing Web that can facilitate students with distance learning in certain patterned process: orientation, discussion, material exploration, action, test, and reflection.

Second, designing instructional material which provides students to do reading activities met with competences stated in lesson plan and comprehension skill theories that will arm them with reading strategies.

Third, teaching reading using Web based Instruction and monitoring students' reading ability progress using instruments provided. Promoting independent or autonomous learning of which students do sustainable reading practice out of classroom becomes high priority in the all areas.

Taking action

In this stage, treatment is carried out in order to solve the problem by employing web-based instruction into the teaching-learning reading process in the class. Teaching learning process is carried out in cyclical to result the data needed and indicates that the solution alternative work effectively. During the process of instruction, the teacher was accompanied

by peer observer to result the data needed from the process. And videotape was assisted for recording observation reflecting the situation of the classroom and the interaction of the students and teacher. Besides, the other Instruments, journals, documents, test, and questionnaire were also administered to obtain supporting data. Two cycles has been the target that this research is carried out (each cycle has four meetings).

Collecting and analyzing data

In this stage, five data collecting techniques were administered to collect both qualitative and quantitative data of the research in terms of observation, student journal, document, test, and questionnaire. The initial instrument was administered by peer observer, the teacher's colleague to observe the classroom to gain data during the process of Web based instruction in reading class. Students journal was worked by students to show their attitude towards the process of Web based Instruction in reading class undertaken. Document analysis was employed to evaluate students' participation in terms of discussion, visiting webs and formative test or test as process. Meanwhile, for quantitative data collection techniques, namely test was given after the whole topic was taught in every cycle to know the students' reading comprehension ability after complete treatment. Whereas, questionnaire was the way of getting data of strength of students' attitude towards use of Web based Instruction quantitatively.

In analyzing qualitative data, inductive process was employed, that is, the researcher begins with specific observation, notes the data and then analyzes them, and finally develops general conclusion.

In doing inductive process, a three-step process was conducted: organization, description, and interpretation.

In the first steps, organizing which involves the reduction of the potentially massive amounts of narrative data in the form of structured observation sheet, journals, and documentation that have been collected. This is accomplished through system of categorization that provide similar types of information.

In the second step, describing the main features or characteristics of the categories resulting from the coding of the data by connecting between data and the research questions. As the result, the connection can answer the research questions.

In the final step, interpreting the data which has been simplified and organized. By examining events, behavior, or others' observations as represented in the coded categories for relationship, similarities, contradictions, and so on. Some theories related to the problem will be very useful in this examination stage, until conclusion can be drawn by confirming the data resulted with the existed theories.

Meanwhile, in analyzing quantitative data, deductive analysis is employed with effort to answer the research questions using descriptive statistic of measures (mean and percentage).

Reflecting stage

The administered instruments (observation sheet, journal, document, test, and questionnaire) result the data needed. And then, data analysis is carried out in order to get the information supporting to the project of the research. In this stage, reflection is done where the teacher has to realize to something that has been done from beginning till the end and what has to be done of a particular action. This is very important stage that can show whether the treatment is effective or decisions making about possible revisions for future implementations of the project can be undertaken by which instruction process will be revised to result better students reading comprehension from cycle to cycle until the students have already achieved the standard of success of learning

6. RESULT

The findings of this research lead to answer the research questions. Based on data analysis from observation, it has been discovered that procedure of Web based Instruction in terms of orientation, discussion, material exploration, action, test, and reflection has successfully developed teaching learning process more obviously to make students have mindful reading learning to achieve competences (orientation); to encourage students to share and build social traits (discussion); to provide students with unlimited reading resources in which students do browse, select, and organize material by themselves (material exploration); to encourage students take self-practice or self- assessment to their reading skill (action); to measure their reading skill (test); and to encourage students to reflectively review to what has been done or achieved relating to Web based Instruction in reading learning (reflection).

The observation data analysis is supported by final test data analysis which has proved that there is improvement of students reading ability in terms of finding topic, recognizing pattern of organization of text, stated, unstated and implied details as competences have been mastered by the students. Since the students passed the procedural activity by then they have responsibility of learning awarnes, do sharing of knowledge in discussion forum, and explore unlimited reading resources and get self - practices of competences beeing learned and test them by themselevs, and do reflection to what have been done with their own learning, this procedure has already affected to their quality of learning, which has finally resulted of achieving better achievement This improvement can be discovered by mean scores of pre test (55.4), final test in cycle 1 (56.9) and final test in cycle 2 (80.67).

Moreover, questionnaire data analysis reveals that the strengths of students' attitude towards web based instruction in reading class get improved from 79% in cycle 1 to 81% in cycle 2.

In addition, journal data analysis indicates that students' attitudes towards Web based instruction in reading learning is positive since the result reveals they have responsibility or awareness to have mindful learning; they use Web based instruction to share knowledge; they can explore unlimited reading material; they can measure their reading skill independently; and they see web based instruction as flexible method in which they learn reading anytime and anywhere using laptop or other portable gadget. This journal data analysis is supported by document data analysis proving they actively enough participation in discussion forum, web visit, and test as process (formative test).

Seeing the result of data analysis from cycle 1 and cycle 2. It can be explained that both quantitative data analysis (questionnaire and test) and qualitative data analysis (observation, journal, document) show there is significant improvement of students reading ability as the result of using Web based instruction in reading teaching-learning.

7. DISCUSSION

Dealing with the data resulted from the five instruments (observation, journals, document, test and questionnaire) and qualitative and quantitative analysis results. Some ideas emerge addressing to answer the research questions. The use of Web based instruction in reading learning has given great impacts to the quality of learning conveyed by students.

The data analysis showed students have good responsibility or awareness to have mindful learning (R1, R2, R3, R5, R 6, R8, R11, R12, R13, R15, R17, R19, R20, R21, R22, R23, R25, R26, R28, and R29). This is in line with Aiden Yeh, 2007 in Egbert, Joy and

Elizabeth Hanson-Smith, 200) who claimed that learners are guided to attend mindfully to the learning process and learners' autonomy is supported in which the students given freedom to choose, plan, monitor, execute, evaluate, and take responsibility for their learning (Little, 1991; Pintrich, 1999, Boud, 1998; Fazey and Fazey, 2001, as cited in Egbert, Joy and Elizabeth Hanson-Smith 2007).

In addition, they see Web based instruction can enable them to use unlimited material from relevant reading resources and enlarge their content and technological knowledge (R5, R6, R7, R8, R16, R12, R17, R18, R20, R21, and R26). This is what is intended by technology integrated in learning in which internet can give students immediate access to encyclopedia, e-books, e-journals, data bases for research, and many other useful resources and provide highly motivating activities to aid class work and collaboration and further communication skills through computer-mediated communication (Richard-Amato, Patricia A., 2010) and the learners gain access to an unlimited source of authentic language as they engage in interaction with native and nonnative speakers of the contact language (Bolter, 1990; Herring 1996; Lemke, 1998, as cited in Egbert, Joy and Elizabeth Hanson-Smith 2007) and using computers as communicative tools not only teaches computer language and skills but also helps students reach other language, academic, and sociocultural objectives. Richard-Amato, Patricia A (2010).

Besides, Webs can build them independent learning since relevant reading materials and standardized test can help them to find their own reading level and measure or evaluate their reading skill and be flexible method by which enlarging reading experiences can be acquired anywhere or anytime using technological tools, laptop or gadget (R1, R2, R3, R6, R9, R24, R15, R16, R18, R19, R20, R23, R24, R25, R27, R30). This is true seeing the view of some experts who stated students can work at their own speed, engage in a variety of learning activities, and have access to class participants and materials at all times. (Kramsch et al., 2000; as cited in Egbert, Joy and Elizabeth Hanson-Smith 2007) and they, also, can practice their reading by checking exercises after they are done, move students gradually from easier to more difficult exercises according to their levels and abilities. (AlKahtani, 1999, as cited in Egbert, Joy 2005) using computer to provide individualized learning experiences, to help learners progress at their own pace, and to provide empirical evidence of knowledge acquisition (Kearsley (2000) as cited in Dabbagh, Nada, and Brenda Bannan-Ritland, 2005).

Furthermore, learning using Web based instruction build social traits as reflective learners to share knowledge to others (R5, R9, R30, R3, R18, R21, R15) This is in line with views of some experts who stated that the online environment promotes collaborative learning and community building (Jeon-Ellis et.al, 2005; L.Lee, 2004; Shneiderman, 2002b as cited in Egbert, Joy and Elizabeth Hanson-Smith 2007) in the process of acquiring language skills, networked students can collaborate to discuss real- life topics. In these discussion, they help each other learn how to explain and defend their thoughts and ideas which can foster a sense of community and sharing. Jeon-Ellis et al., 2005; Jepson, 2005; Jiang & Ramsay, 2005; L. Lee, 2004 as cited in Egbert, Joy and Elizabeth Hanson-Smith 2007).

The last, Web based instruction encourages students to do self assessment or evaluate their reading progress and build self-confidence in which they can get some practices from selected webs and do improvement. This is in line with Anggarwal, Anil (2003) who stated that assessment gives students the opportunity to discover their own weaknesses and encourage them to strive for improvement to achieve their learning goals.

However, it doesn't mean language teaching using technology is easy or it doesn't face obstacles. Some points should be necessary concerned as the experience of this research carried out, such as: technology tools, internet connection, students' technology knowledge, mindset, and management of Web based Instruction employment in language learning.

Availability of technology tools becomes very crucial in undertaking Web based instruction, then technology based language learning can be carried out. Computer becomes primary tool that students can maximize their learning (reading) experience. Portable gadget, laptop or android becomes very necessary they can learn anytime and anywhere since internet connection available. So, make sure that those stuffs available for them. The other problem is internet connection. It is significant to Technological- aided learning or Web based instruction. Mostly, students complain when they got lost of internet connection, particularly in online test or searching some information from Webs. Technology knowledge or skills is also important to cope technological-aided learning. Technology skills intended are operational, informational and strategic skills. The last is students' mindset toward technology in language learning. Since technological-aided learning needs more students' responsibility or awareness of their learning activity, a language teacher should be able to keep them struggling to study in challenging learning circumstances and inform the power of technology to succeed their learning. In the middle of the program, they, possibly, face problem with their learning. They feel bored, tired, and, sometimes, indiscipline. So, the teacher should be reflective and control them to keep them on the right track and finish the program well.

Employing Web based instruction in language learning needs procedure that will guide students what and how to do with technological-aided learning. This procedure should be comprehended and fulfilled by the students. Feeling bored, tired and indiscipline will ruin the effective procedure in gaining the goal or objective of a program. In case of this problem, the teacher should monitor students' works and motivate them to keep on the track as the procedure proposes.

8. CONCLUSION

Since the findings can answer the research questions of this research--there is improvement of the students' reading ability and a better quality of teaching-learning in reading classroom, it can be concluded that the developed WBI based reading learning model is an appropriate model to be used in teaching and learning reading.

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