

PROCEEDINGS

ISSN 2303-1417



IN COOPERATION
WITH



CHINA



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

HONGKONG



INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
الجامعة الإسلامية العالمية ماليزيا
جامعة إسلامية عالمية ماليزيا

MALAYSIA



THAILAND



20-21
May 2016
Bandar Lampung
University, Indonesia

4th ICEL 2016

THE FOURTH INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE



PROCEEDINGS

THE FOURTH INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE

4th ICEL 2016

20 -21 MAY 2016



Organized by:
Faculty of Teacher Training and Education (FKIP),
English Education Study Program of Bandar Lampung University
Zainal Abidin Pagar Alam street No.89 Labuhan Ratu, Bandar Lampung, Indonesia
Phone: +62 721 36 666 25, Fax: +62 721 701 467
www.ubl.ac.id

PREFACE

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Fourth International Conference of Education and Language (4th ICEL 2016) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: International Islamic University Malaysia (IIUM), Malaysia, Hongkong Polytechnic University, Hongkong, Shanghai Jiao Tong University (SJTU), China, Shinawatra Univesity, Thailand, University of Texas, Austin, USA, University Phitsanulok Thailand, STIBA Bumigora Mataram, Universitas Ahmad Dahlan, STKIP-PGRI Lubuklinggau, Indonesia University of Education (UPI), Universitas Sanata Dharma, State Islamic College (STAIN) of Jurai Siwo Metro Lampung, State University of Sultan Ageng Tirtayasa and Universitas Lampung.

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2016

Drs. Harpain, M.A.T., M.M

4th ICEL 2016 Chairman

PROCEEDINGS

The Fourth International Conference on
Education and Language (4th ICEL 2016)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
May 20,21 2016

STEERING COMMITTEE

Executive Advisory

Dr. Ir. M. Yusuf S. Barusman, MBA
Dr. Hery Riyanto
Dr. Lintje Anna Marpaung, S.H.,M.H
Dr. Thontowie, M.S

General Chairman

Mustafa Usman, Ph.D

Chairman

Drs. Harpain, M.A.T., M.M

Co-Chairman

Helta Anggia, S.Pd., M.A

Secretary

Yanuarius Y. Dharmawan, S.S., M.Hum

Treasurer

Samsul Bahri, S.E.
Dian Agustina, S.E.

Technical Committee

Susanto, S.S., M.Hum., M.A., Ph.D.
Deri Sis Nanda, S.S., M.Hum., M.A., Ph.D.

International Advisory Board

Garry Hoban, Prof. Dr., University of Wollongong, NSW Australia
S. Mohanraj, Prof., Dr., The English and Foreign Languages University, India
Ken Cruickshank, Prof., Dr., University of Sydney, Australia
Mohamad Sahari Nordin, Prof., Dr., IIUM, Malaysia
Baverly Derewianka, Prof. Dr., University of Wollongong, NSW Australia
M. Yusuf S. Barusman, Dr., Universitas Bandar Lampung, Indonesia
Mustofa Usman, Ph.D, Lampung University, Indonesia
Ahmad F. Ismail, Prof., Ph.D., IIUM, Malaysia
Harpain, M.A., Universitas Bandar Lampung, Indonesia
Raihan B. Othman, Prof., Dr., IIUM, Malaysia
Andala R. P. Barusman, Dr., Universitas Bandar Lampung, Indonesia
Jayashree Mohanraj, Prof., Dr., The English and Foreign Languages University, India
Ujang Suparman, Ph.D, Lampung University, Indonesia
Ahmad HP, Prof., Dr., Universitas Negeri Jakarta, Indonesia
Nuraihan Mat Daud, Prof., Dr., IIUM, Malaysia
Udin Syarifuddin W, Prof., Dr., Open University, Indonesia
Hery Yufrizal, Ph.D, Lampung University, Indonesia
Khomsahrial Romli, Prof., Dr., Universitas Bandar Lampung, Indonesia

Organizing Committee

Chair Person

Dra. Yulfriwini, M.T.

Secretary

Bery Salatar, S.Pd.

Treasure

Samsul Bahri, S.E.

Proceeding and Certificate Distribution

Yanuaris Y. Dharmawan, S.S., M.Hum

Helta Anggia, S.Pd., M.A

Bery Salatar, S.Pd.

Dina Ika Wahyuningsih, S.Kom

Documentation

Noning Verawati, S.Sos., M.A.

UBL Production

Sponsorship & Public

Ir. Indriarti Gultom, MM.

Yulia Hesti, S.H., M.H.

Transportation and Accommodation

Irawati, S.E.

Zainal Abidin, S.E.

Desi Puspitasari, S.H.

Tissa Zadya, S.E., M.M.

Special Events

Dameria Magdalena, S.Pd., M.Hum

Yanuaris Y. Dharmawan, S.S., M.Hum

Helta Anggia, S.Pd., M.A

Kartini Adam, S.E.

Consumption

Siti Rahmawati, S.E.

Aminah, S.E., M.Akt.

Table Of Content

Preface.....	ii
Steering Committee	iii
International Advisory Board	iv
Organizing Committee.....	iv
Table of Content	vi

Keynote Speakers :

1. A New Voice in ELT: Planning Intensive Workplace Curriculum - Amporn Sa-mgiamwibool	I-1
2. Fostering The Use of Drama For English Language Learners in The EFL Classroom - Deri Sis Nanda	I-7
3. The Cultural Compatibility of Saudi EFL University Students in The UT Austin ESL Program - Lobat Asadi	I-11
4. Challenges For 21 st Century Learning In Indonesia – Hendarman	I-20

Paper Presenters :

1. A Sociolinguistic Study of English And Javanese Kinship Terminology – Andrias Yulianto	II-1
2. Adapting Meg Cabot’s Princes Diaries in Teaching Writing – Pramugara Robby Yana & Zahara Ramadani	II-6
3. Analysis of Students’ Communication Strategies in ESP Class of Mathematic Study Program – Rizky Ayuningtyas & Hery Yufrizal	II-13
4. Authentic Literature and Technology Involvement in EFL Reading – Bastian Sugandi	II-18
5. Blog As Alternatif Media In Teaching Literature – Y. Satinem	II-24
6. Communication Theory: Ritual Constraints Used in English Classroom Interaction at Tenth Grade Students of SMK Yadika Lubuk Linggau – Maria Ramasari	II-29
7. Designing Instructional Materials For Blended Learning By Using Schoology For Speaking Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Margaretha Audrey S.C. & Dameria Magdalena S	II-34
8. Designing Lesson Activities Through Maluku Folklore For Character Education – Mansye Sekewael, Frida Pentury and Welma Noiija	II-46
9. EFL Teachers’ Belief On Classroom Management And Behavior As The Key Success Of English Language Teaching – Reti Wahyuni	II-52
10. English For Maritime – Lucia Tri Natalia Sudarmo, Heidy Wulandari, Marita Safitri, and Fransiscus Widya Kiswara	II-64

11. Error Analysis Of Aspirated And Unaspirated Consonant Sounds Produced By Students At English Club Senior High School Of Tri Sukses Natar South Lampung – Fitri Anggraini	II-68
12. ICT and Vocabulary Building - Bastian Sugandi & Eko Saputra	II-72
13. Improving Students’ Pronunciation By Using Audio-Visual-Assisted Text – Yanuaris Yanu Dharmawan & Mutiatas Saniyati	II-75
14. Informal Assessment for Language Skills: The Learners’ Perspective – Apsus Grumilah & Irfan Nur Aji	II-81
15. Learner Autonomy In Blended Learning Speaking Class – Ida Nahdaleni & Yanuaris Yanu Dharmawan	II-91
16. Learning Interaction In Web Based Learning In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University – Upeka Mendis & Arnes Yuli Vandika	II-98
17. Letter Tiles To Teach Spelling: How Does It Work? – Elita Elva Lintang Femila & Arliva Ristiningrum	II-105
18. Looking at English National Examination 2016 in Indonesia: A Prospect of Bloom’s Revised Taxonomy – Candra Jaya	II-108
19. Quipper School: How Do Teachers Bring it in the Classroom? – Asep Idin & M. Syahrul Z. Romadhoni	II-118
20. Scanning Of Students’ Learning Style At SMA Negri 7 Lubuklinggau In Academic Years 2015/2016 – Agus Triyogo	II-125
21. Society’S Attitudes Toward Indonesia And Perspective In Facing The Asean Economic Community – Nur Nisai Muslihah	II-131
22. Students’ Critical Thinking In Online Discussion Forum – Sela Fitriana & Helta Anggia	II-136
23. Students’ Perception In A Blended Learning Speaking Class – Desi Ike Sari	II-144
24. Teaching Reading Comprehension By Using Creative Thinking Reading Activities (CTRA) To The Eleventh Grade Students Of SMA Negeri 8 Lubuklinggau – Syaprizal & Yayuk Handira	II-152
25. The Application Of Cards In Teaching Grammar To Improve Students Writing Skill: A Teaching Strategy Development - Eroh Muniroh	II-157
26. The Application Of Problem Based Learning To Increase Critical Thinking And Metacognitive Grade XII Students At Senior High School (SMA) “XYZ” Makasar - Hildegardis Retno Harsanti, Khaterine & Niko Sudibjo	II-160
27. The Application Of Web Based Learning By Using A Blended Learning Approach In Speaking Ii Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Thea Marisca Marbun B.N & Arnes Yuli Vandika	II-170
28. The Critical Discourse Analysis On The Fame Of Oreo Wonderfilled Advertisement - Alfriani Ndandara & Frederika Mei Anggraeni	II-178
29. The Effect Of Using Pair Taping Technique Toward Speaking Ability In Descriptive Text Of The Second Year Students At A Private Secondary School In Pekanbaru - Intan Septia Latifa	II-186

30. The Effectiveness Of Scaffolded Reading Experience In Teaching Reading Viewed From Students' Intelligence - Aksendro Maximilian	II-191
31. The Implementation Of Flipped Classroom By Using Schoology In Speaking II Class Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - David Ginola & Dameria Magdalena S	II-199
32. The Implementation Of Using Online Application In Increasing Students' Motivation - Dhia Hasanah	II-208
33. The Possible Causes Of Indonesian EFL Students' Anxiety In Speaking Impromptu Speech - Galuh Dwi Ajeng	II-216
34. The Use Of Authentic Materials In Speaking Class At The Second Semester Students Of English Education Study Program Of Teacher Training And Education Faculty Of Bandar Lampung University - Helta Anggia & Randi Setyadi	II-222
35. The Use Of Card Trick To Build Students' Vocabulary - Eny Dwi Marcela	II-229
36. The Use Of Hot Potatoes For Teaching Vocabulary At The Eleventh Grade Of SMA Bodhisattva - Ezra Setiawan	II-232
37. The Use Of Interactive White Board In EYL Motivation – Munjiana	II-242
38. The Use Of Podcast And Interpretive Tasks For Peer Assessment In The Extensive Listening Class - Delsa Miranty	II-248
39. Translation Shift Of Verb And Sentence Style From English Into Bahasa Indonesian - Diah Supatmiwati	II-257
40. Using Mnemonic Techniques In Vocabulary Learning - Ita Purnama	II-261

LEARNING INTERACTION IN WEB BASED LEARNING IN SPEAKING II CLASS OF ENGLISH EDUCATION STUDY PROGRAM OF TEACHER TRAINING AND EDUCATION FACULTY OF BANDAR LAMPUNG UNIVERSITY

A) Upeka Mendis^{1*} and B) Arnes Yuli Vandika²

¹Faculty of Teacher Training and Education, UBL, Indonesia

*Corresponding email: upekaubl2011@gmail.com

²Faculty of Computer Science, UBL, Indonesia

**Corresponding email: arnes@ubl.ac.id

Abstract

As we know that technology is the most important need for people nowadays. Without technology even we cannot think that we can complete our all works, so technology takes very important place in globalization area. Due to development of technology most of people use it as a tool for the leaning in the classroom or outside of the classroom. Example: - e-learning, distance learning, blended learning and etc. technological tools are very easy and cheaper than traditional methods. These learning styles can use as effective method for teaching and learning. By using technological tools in the classroom students can get many information and they can explore their ideas with others. Most of teachers in nowadays really want to change their styles of teachings. Web based learning is the most common use for the teaching and learning, but we must know about learners interaction. How learners interact with we based learning environment. Indeed it has been said learning is impossible without meaningful interaction. However, this kind of interaction does not occur by itself. The primary goal of this paper is to know how students interact with online learning.

Keywords: - Online Interaction, Blended Learning, Web Based Learning, Meaningful Interaction.

1. INTRODUCTION

Web- based learning also has become main delivery system for effective learning and teaching. We can see that it is necessity for most educators and trainers. However most of instructors don't know about effective strategies of designing web-based learning. In many studies demonstrated that success or failure of web-based learning depends on interaction. Interaction is the most important part of in web-based learning. In this research we are going to introduce new educational application. Schoology is a modern learning managing system that helps educators to learn. Students can follow classroom instruction in this system. Teacher will publish the learning materials in the discussion forum and students can follow that learning materials from that system. It's very different from the traditional classroom activities, students will know the materials before the face to face class and they can discuss about the lesson in the system, so after that they can practice in the classroom. The main goal of this paper is to know the meaningful interaction of web- based learning. How students interact through the web-based leaning.

Web based learning is becoming one of the main delivery system for effective learning and teaching. From junior school to university, most of educators use web based learning or distance learning. One of the key components of good teaching and learning, online or otherwise, is interaction it has been argued that success or failure of online learning depends on the level of interaction. When we look at the some experts' theory we can understand it. Trentin (2007) as cited in Woo and Reeves (2007) states that "the quality of online learning depends on interaction, and he predicted that a third generation of online technology would afford richer interaction and therefore increases the quality of learning. When we look at Trentin's theoretical saying, we can understand that interaction is very important to the online learning, where online learning success or fail depends on students' interaction. Beldarrain (2006) as cited in Woo and Reeves (2007) described how emerging technology tools, including wikis, blogs, podcasts, and social software applications, are being used to foster student interaction in online learning.

Interaction can be defined in a variety of ways. Wagner (1994, 21 p.8.) as cited in Woo and Reeves (2007), defined interaction as "the reciprocal events that require at least two objects and two actions".

The interaction occurs when these two objects events mutually influence each other (Moore's p.21) opinion as cited in (Woo and Reeves 2007), definitions of interaction is based upon a communication- based framework, defining the sender and receiver or three types of interaction: learner- content, learner- instructor, and learner- learner. When the interaction directly influences students' learning, we can say the interaction is meaningful.

1.1 Problem Identification

Most of teachers use traditional class method to teach their students. Teacher is the one who teach the lesson and students have to listen, so in this condition students feel bored with the lesson the teacher teaches to them and they did not get the point of the lesson. So how can students express their ideas about the lesson if they do not understand, so as a result of this condition most of students keep silent in the class. They even don't want to discuss with their teacher and with their friends what teacher has taught in the classroom. Students do not get opportunity to express their idea about lesson because of teacher's teaching method. May be only 3 or 4 students in the class can answer the teacher's questions but others keep silent. In this situation we can see that in traditional method of teaching we can't get any meaningful interaction. Most of students don't get any learning skills from the traditional class method, so that is why most of teachers try to use online class for students to teach the learning skills. Students can talk more and more in discussion forum and easy to use. Students can express their idea about the lesson and also teacher can motivate students to speak up. Every student will get the opportunity to speak up. Students can use their critical thinking and understand the lesson very well than traditional class method.

1.2 Research Objectives

Web based learning is new and common method but most of teachers and students don't know how to use web based learning so, after using web based learning researcher can know opinion about teacher and students. How the teachers' and students' are interacting in web based learning. Teachers' opinion about the web based learning and students 'opinion about new learning style.

2. RELATED LITERATURE

Before discuss about the types of interaction we have to know about what is interaction, what kind of element is that and so on. Interaction is the one and only key to know that whether the teaching or learning effective or not. Without meaningful interaction we cannot measure how well or the bad that learning is. It has been argued that success or failure of teaching or learning we can know from interaction.

There is considerable definition of interaction Gilbert & Moore, (1998); Sutton, (2001); Wagner (1994); Rose (1999) (p.48) pointed as cited in Su & Bonk (2005) that "especially in the domain of instructional technology the concept of interaction is a fragmented, inconsistent, and rather messy notion". Here Gilbert and Moore said that interaction is very important concept and it has idea opinion reason rather than messy notion.

Wagner (1994) (p.48) argued that as cited in Su & Bonk (2005) that" interactions are reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events mutually influence one another" interactions are action of events that will have in two objects. Interaction will be meaningful if that two actions influences each other.

Hillman, Willis, and Gunawardena (1994) insisted as cited Woo & Reeves (2007) that these and other past discussions of interaction overlooked the fact that all interaction is mediated via a medium in technology-based learning situations. In here they argued that when the learning patterns related with technology, interaction takes very important place in that learning.

Milheim (1996) as cited in Woo & Reeves (2008) describe that after reviewing the literature on interaction within online learning, concluded that the consideration of interaction is the most important element in designing online learning. Milhem means that when we looked about the literature of online learning we can know that interaction is the most important part in online learning.

Trentin (2000) as cited in Woo & Reeves (2008) also maintained that the quality of online learning depends on interaction, and he predicted that a 'third generation' of online technology would afford richer interaction and therefore increase the quality of learning. They explained that quality of online learning always depends on interaction.

From those theories we can see that interaction is the most important thing in web based or online learning. Whether online lesson success or fail depend on interaction. How students and teacher interact with the lesson. So interaction is when two or more people or things that communicate with or react each other. How students and teachers communicate and react with online learning.

2.1 Types of interaction

Interaction is very important element in online learning. When we want to discuss about interaction, there are three main part interaction types. Such as learner- instructor, learner- learner, learner- content interaction. Those types offered by Moore (1989).

1. learner- instructor interaction

Moore (1989, p.2) described that *Learner-instructor interactions* establish an environment that encourages learners to understand the content better. This type of interaction is “regarded as essential by many educators and highly desirable by many learners”. So from the Moore’s explanation we can conclude than learner- instructor interaction is how learner interacts with the surrounding. How learner’s surrounding encourage to learning by online. Interacting with instructor helps to learners clarify the meaning of the lesson.

(Gutierrez, 2000) describe that “The role of the instructor in a Web-based pedagogical format is a dramatic change from one in the traditional classroom. In the traditional classroom, the instructor often takes center stage and becomes a lecturer; in the Web-based format, the instructor becomes more of a facilitator. In the traditional classroom we know that teacher or instructor always become a lecture, it means they only give the lecture to students and they do not care about the student one who does not understand the lesson. From the online class instructor or teacher will become as a facilitator. That’s mean students can discuss anything about lesson with the teacher and they can give their opinion about the lesson. (Gutierrez, 2000) Not only is the role of the instructor markedly altered in a Web-based course, but so is the interaction that occurs between the students and the instructor. So in this condition it is very wide place for students to discuss with teacher than in traditional class.

Lenhart et al., (2001) said that “some researchers have indicated that the quality of interactions in the Web-based courses between students and instructors were equal to, or better than, interactions in the traditional courses”. In here also Lenhart explained that the same thing students will have more opportunity to discuss with the teacher, it’s not like in the traditional class.

Thurmond and colleagues (2002) reported that students who felt they knew their instructor also believed that the course offered a variety of ways to assess their learning and actively participated more in online discussions.

Fredericksen and associates (2000) reported the “most significant variable to learning in an online course was students’ interaction with the teacher”.

From those theories we can see that learner- instructor interaction in online or web based learning wider than in traditional class. In tradition class students never get the opportunity talk with the teacher and discuss something they did not understand, but from online or web based learning learner can discuss anything that related to the lesson.

2. Learner- Learner interaction

Moore (1989, p. 4), *Learner-learner interactions* take place “between one learner and other learners, alone or in group settings, with or without the real-time presence of an instructor”. In here he explained how learner interact with other learners, if they have some difficulties from the lesson how they solved that with their friends without their teacher.

(Beard & Harper, 2002) explained that “the Internet format excludes physical interaction, which may have an impact on learning”. Learner –learner interaction can be between one students or many students it depends on the how learner interact with the lesson.

Alavi, (1994) ; Palloff & Pratt, (2001) pointed out that “Team work, or collaborative learning, involves students working together in groups to complete academic assignments” we can see that when learner have group work how learner work with the other learners. If learner does not understand about the lesson, he or she can discuss with the other learners. It’s quite limited in traditional class method. That discussion may help learner to think critically about the lesson.

Abrahamson, (1998); Palloff & Pratt,(2001) explained that “collaborative projects may lessen feelings of isolation and promote a sense of a learning community in the Web-based classroom”. When learner has the discussion in the online class they may feel free no more nervous to speak and they can use their critical thinking about the lesson. What is this lesson about and what can I get from the lesson and so on. They can use their free thinking and discuss with other learners.

Thurmond, Wambach, Connors, & Frey, (2002) described that “On the other hand, students who were required to participate in teams or group projects in a Web-based course have reported less satisfaction with the course”. Thurmond and colleagues (2002) stated that the reason for the dissatisfaction may have been due to the challenge of completing course assignments without the face-to-face contacts. In t online class students will have group work same like traditional class but they have more freedom to discuss.

Atack & Rankin,(2002); Billings, Connors, & Skiba, (2001); Fredericksen, Pickett, Shea, Pelz, & Swan,(2000); Jiang & Ting,(1999); Muirhead,(1999, 2001b); Soo & Bonk, (1998); Swan, (2001) pointed out that

Studies addressing learner-learner interactions in Web-based courses highlight the need for students to connect with their classmates.

Larson and Keiper (2002) examined discussions that occurred in a secondary Social Studies course and compared qualitative data gathered from face-to-face in class discussions, as well as electronic threaded discussions. In the traditional class method some of learners keep silent in the class but from the online class in discussion forum most of students try to speak and enjoy the lesson.

Regarding to the theories that we can know learner-learner interaction indicated that students who interacted more in a Web-based course may perceive greater learning. And also, learners try to collaborate with the group. It can helps in learning the course content and easing feelings of isolation. So in this part of online learning learner- learner interaction also takes very important part.

3. Learner- content interaction

Moore (1989, p.2) defined as “the process of intellectually interacting with content that results in changes in the learner’s understanding, the learner’s perspective, or the cognitive structures of the learner’s mind”. Moore define that how learner interact with their own selves.

Studies on learner-content interaction were not always easy to recognize and may have been tied to other variables such as learner-learner interactions or learner-interface interactions.

Leasure, Davis, & Thievon, (2000) Factors described that “affected students’ perception of learning the course content included continuous contact with the content”.

Su, Bonk, Magjuka, Liu, & Lee (2005) pointed out that although learner-content interaction is well recognized as a type of interaction, there is not much discussion about learner-content interaction in the current literature. This is probably because different contents may require different interaction patterns, and, thus, it is difficult to have a generalized discussion about such interaction.

Leasure et al., (2000); Swan, (2001) pointed out that “Learning in a Web-based course may be enhanced by continuous interaction with the content”.

From this we can conclude that learner- content interaction also very important interaction that can measure how effective online lesson is. We can see the learner- content interaction by looking learner’s grades or scores. How learner understand the lesson, how learners interaction with the lesson we can measure by the scores. By using web based study most of learners improved their knowledge about the lesson. It is not like in the traditional classroom. Most of students in the classroom try to listen to the teacher but in web based study learners must speak and discuss, think more critically than before in the class. If they do not understand they can discuss with the teacher and with other learners. From that we can see how students interact in web based learning.

Expect those three types of interaction there is another interaction that we called learner – interface interaction. Hillman, Willis and Gunawardena (1994) as cited in Su, Bonk, Magjuka, Liu, & Lee (2005) point out that “this type of interaction occurs between the learner and the technology used for online education. they further point out that it can be one of the most challenging types of interaction due to the fact that people have not experienced having learner-interface interaction in their traditional classroom education”. Web based learning is modern method and most of learner or teachers rare to use this method, so from the first they will get some difficulties to adapt to web based learning. Learners do not have any experience about this kind of method before but they have to interact with this new methodology.

The purpose of discussing different types of interaction is to know more about picture of literature in this filed. From this research researcher has to analysis how can web based learning or online learning become effective and success method to the learners and teachers. In general this research wants to know that how learners and teachers feel about the theses interactions.

3. METHOD

This research uses a qualitative research design, since I want to recover deep understanding about how participants interact in web based learning. It is conducted using observation to collect data. I give the questionnaire that include 10 questions to the participants and analyze the answers given by them.

The participants use the web based learning to their speaking class and what is observed here is students’ interaction for the online class. Participants are 26 students of 2nd semester in speaking class of Bandar Lampung University. After choosing the participants there will be two instruments that were used in gaining the data such as observation and questionnaire. Firstly, there will be an observation to see how they get used to web based learning. It can observe in the online class section. And secondly also observation to see how they use web based learning to build up their speaking skills. It will be observed in the offline class section. After that it will be questionnaire that consisting of 10 questions to know how they interact with the web based learning.

4. RESULT AND DISCUSSION

This chapter presents about the results and discussion. Results tell about everything that is found in this research. It tells about the how student interact in web based learning to know that participants do the questionnaire and researcher does the observation in the online class and offline class. Discussion describes on how results happen in the research.

4.1 Results

Results found from the questionnaire sessions will be the data that are going to be discussed. The data are some answers done by participants. From that answers we can see that how about their opinion about web based learning and how they interact with the online lessons. By looking at the observation result also I can see that how the students' interact in online class.

Table 1. Online class observation result

Meeting	Date	Results
1	2016.04.13	Students felt confused to use online class.
2	2016.04.15	Students try to get use with online class. It was little bit better than 1 st meeting.
3	2016.04.20	Students discussed lot about lesson with teacher. Students get used with online class.
4	2016.04.22	Students tried to communicate more about the lesson with teacher.
5	2016.04.27	Students tried to express their opinion about the lesson.
6	2016.04.29	Students tried to work in group and discussed about the lesson.

From the observation about the online class we can see that students try to interact in the online class. In here we can see most of students used the learner- instructor interaction and learner- learner interaction. They get used with the online classes.

4.2 Offline class observation results

Students already knew the lesson that they have to discuss before the class, so for students it's easy to prepare and for the teacher can discuss more about the lesson more effectively. It's better than their traditional class method. Because students already discussed in the online lesson only thing they had to do were practice. Students get motivate and did their performance well. Most of students who was silent tried to speak and give their good performance in front of class. Students in that speaking class were not really good at speaking. They had some pronunciation problems and lack of vocabulary and most of students were not brave to speak in front. After done their learning by web based they were motivated to speak and elaborate their ideas in front of the class. By looking at their progress of score also can know how they interact with the web based learning. Before in traditional class method students only had to listen to the teacher and it was very difficult to come forward when teacher asks to perform something that related to the lesson. But after web based discussion students try to speak more and also they express their ideas more and more about the lesson with the teacher. From this observation also I can concluded that web based learning was effective to the most of students in the speaking class.

4.3 Results of questionnaire

I gave questionnaire that includes ten questions to participants about how they think about the online classes. From participants answers I can conclude that most of students interacted during the web based learning. I asked question about what are they prefer to have learning in online class or traditional class. Most of students like to have their learning in the online class but some of them like to have lesson traditional class. Students were comfortable to use web based learning because they can discuss anything about the lesson with their teacher or with the students. When they have got difficulties from the lesson they tried to discuss with the teacher and friends. Most o students tried to discuss with the friends from that I can see most of participants got the leaner-leaner interaction in web based learning.

4.4 Discussion

From the results I can notice that most of students got meaningful interaction in the online classes. Because students used web based learning to improve their speaking skills and it was very comfortable method to use. Students interacted one to another in web based environment. That system was very easy to use. Because especially most of students have their smart phones or laptop and they already got used to those technological tools. Students' improvement in speaking was increase than before, because most of students discussed more about the lesson. Most of silent students were motivated to speak by web based learning and also they understand the lesson very well if they didn't understand the lesson they can discuss with their friends or with teacher.

Performance they got easy to perform and elaborate the idea about the lesson. So from this concept we can say that students interacted with the web based learning.

I can conclude that online learning for the speaking class was effective. Because students already had the meaningful interaction in web based learning by looking at the concepts. From the first time they had some difficulties to deal with the online class because it was new thing to them. After first meeting students tried to use web based learning as usual thing. Most of students had the problem of internet connection except that students were motivated to speak in discussion form and they had to use their critical thinking about the lesson. If they did not understand they can discussed with their friends and with the teacher. It's not like in traditional class. Teacher was with students and explored the idea about the lesson in online class.

5. CONCLUSION

We can see from the results that there is meaningful interaction in web based learning. As we know nowadays technology has become very important factor to everyone. Everyone uses smart phone or laptop to deal with their day to day life. Result of that most of teachers want to use modern teaching method that related with technology. That's why most of teacher use online lessons to teach their students. Web based learning is very modern learning style but we have to know how web based learning can help students to learn. That is why we need to see the students' interaction during the web based learning. Most of studies demonstrate that the success or failure of online learning depends largely on the quality of interaction within those learning environments. One of the key components of good teaching and learning, online or otherwise, is interaction. So from this research used online or web based learning classes to teach speaking to the participants. By looking at the result I can see that classes were effective. Most of students interacted in the online learning and improved their speaking skills. It's not like in traditional class and they used their critical thinking to elaborate their ideas about the lesson. They discussed more and speak more than in the traditional class. From the online class students got motivated and were brave to speak with their teacher and with their friends. We can see most of web based interactions go with learner-learner interaction. In this research also most of students interacted with other learners after that with the instructor or the teacher. We can measure the effectiveness in online class by seeing the interaction. Interaction is the most important element in online learning. So from those concepts, the interaction in online or web based was very meaningful and effective.

Online class is the modern one and the easy one to use for the learning and the teaching. It is not like traditional face to face class. In traditional classes teacher does only lecturing and students have to listen to the teacher. Because of that most of students get bored and confused about the lesson. Online learning is very different form than traditional method. Online learning is so easy to use and flexible. From online class every student has to work with the teacher. Teacher does not lecturing about the lesson but teacher discuss about the lesson together with the students. When teaching and learning in online class the context changes to a totally new environment. Meaningful interaction is important to know that web based learning effective for learning to students. Interaction does not occur by itself but it requires careful planning on the part of the teacher and the implementation.

REFERENCES

- [1] Abrahamson, C. E. (1998). Issues in interactive communication in distance education. *College Student Journal*, 32, 33- 42.
- [2] Attack, L., & Rankin, J.(2002). A descriptive study of registered nurses' experiences with web-based learning. *Journal of Advanced Nursing*, 40, 457-465.
- [3] Beldarrain, Y. (2006) Distance education trends: Integrating new technologies to foster student interaction and collaboration. *Distance Education* 27(2): 139–153.
- [4] Billings, D. M., Connors, H.R.,& Skiba, D. J. (2001). Bench marking best practices in Web-based nursing courses. *Advances in Nursing Science*, 23, 41-52.
- [5] Bude, Su, et al. (2005) Indiana University, Volume 4, Number 1 ISSN:1541-4914, The Importance of Interaction in Web-Based Education: A Program-level Case Study of Online MBA Courses.
- [6] Fredericksen, E., et al. (2000). Student satisfaction and perceived learning with on-line courses: Principles and examples from the suny learning network. *Journal of Asynchronous Learning Networks*, 4(2). Retrieved January 4, 2004, from the World Wide Web: http://www.aln.org/publications/jaln/v4n2/v4n2_fredericksen.asp.
- [7] Gutierrez, J. J. (2000). Instructor-student interaction. *USDLA Journal*, 14(3). Retrieved January 3, 2004, from the World Wide Web: http://www.usdla.org/html/journal/MAR00_Issue/Instructorstudent.htm.
- [8] Hillman, D. C., Willis, D. J., & Gunawardena, C. N. (1994). Learner Interface interaction in distance education. An extension of contemporary models and strategies for practitioners. *The American Journal of Distance Education*, 8(2), 30–42.

- [9] Jiang, M., & Ting, E. (1999, December 24-30). A study of students' perceived learning in a Web-based online environment. Paper presented at the Web Net 99 World Conference on the WWW and Internet, Honolulu, Hawaii. (ERIC Document Reproduction Service No. ED 448721).
- [10] Leasure, A. R., Davis, L., & Thievon, S. L. (2000). Comparison of student outcomes and preferences in a traditional vs World Wide Web-based baccalaureate nursing research course. *Journal of Nursing Education*, 39, 149-154.
- [11] Muirhead, B. (2001). Enhancing social interaction in computer-mediated distance education. *USDLA Journal*, 15(4). Retrieved January 4, 2004, from the World Wide Web: http://www.usdla.org/html/journal/APR01_Issue/article02.html
- [12] Moore, M. G. (1989), Three types of interaction. *The American Journal of Distance Education* 3(2): 1-6
- [13] Soo, K., & Bonk, C. J. (1998, June 20-25). Interaction: What does it mean in online distance education? Paper presented at the ED-MEDIA/ED-TELECOM 98 World Conference on Educational Multimedia and Hypermedia & World Conference on Educational Telecommunications (10th), Freiburg, Germany. (ERIC Document Reproduction Service No. ED 428724)
- [14] Woo, Younghee (2008), Korea National Open University, Seoul, Korea. Thomas C. Reeves College of Education, The University of Georgia. Interaction in asynchronous web based learning environments: strategies supported by educational research.
- [15] Woo, Younghee & Reeves, Thomas C. (2007). Meaningful interaction in web-based learning: A social constructivist interpretation. Department of Educational Psychology and Instructional Technology (EPIT), College of Education, The University of Georgia, 604 Aderhold Hall, Athens, GA 30602-7144, USA.



universitas bandar lampung

SOLUTION FOR PRESENT AND FUTURE



9 772303 141001

Bandar Lampung University
Zainal Abidin Pagar Alam Street No. 26 Labuhan Ratu
Bandar Lampung, Indonesia | www.ubl.ac.id | Phone +62 721 773 847

