

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, some literatures related to study are reviewed in order to help clarifying the present study.

A. Websites

*“A website is a structured collection of information stored on web servers, and is accessible on the Internet through a web browser. Websites can contain various media, levels of interactivity, and social networking features. Websites, of course, also contain single pages of information, such as news articles”.*¹⁰

A website is a set of pages that is used for applying text information, picture, animation, sound, and video or sets all of them to be interrelated combination and then connected with hyperlink.

According to Yudhi, Website can be viewed from its function and it depends on its own organization work¹¹, they are:

- a) a personal website
- b) a commercial website
- c) a government website
- d) a nonprofit organization website

Website can be an individual work and group of work (might be organization work or business work) that are used to present various services of media such as advertisement (electronic product or others), news (football, kompas, BBC, entertainment, and etc.), social networking (twitter, face book

¹⁰ Portland State University Library, (<http://library.pdx.edu/copyright/Website.pdf>, accessed on January 21, 2012)

¹¹ Yudhi Munadi, “Media Pembelajaran (Sebuah Pendekatan Baru), (Jakarta: Gaung Persada Press, 2010), 155.

etc.), blog, education (English learning website such as fun school, English club and etc.), commercial business, webmail, software and hardware application, and etc.

As we know that the numbers of websites with different functions and uses are enormous in internet, sometimes the users of internet are tricked with the website while they are accessing in the internet. For example: when the users are accessing to look for and download free software or eBook in the internet but suddenly the website asks users to make payment via bank. The users should understand what the purposes and intents of the website are in the internet.

According to eMINTS National Center, criteria for evaluating the purpose and intent of the website in the internet are¹²:

1. URL (Uniform Resources Locator)

All the information of the website dealing with the purpose, intention and organization work of the website are in the page's URL (Uniform Resources Locator). Before starting to access in internet, the user should know the part of URL. "URL stands for Uniform Resource Locator. The information included refers to a widening pool of information about source of the website"¹³. The URL gives us the information about address of the site that we are accessing in internet, and

¹² eMINTS National Center. "Evaluating and Using Internet Resources", (www.emints.org, accessed on August 2, 2012)

¹³ eMINTS National Center. "Evaluating and Using Internet Resources", (www.emints.org, accessed on August 02, 2012)

it will be helpful for user to determine whether the intent of the website is providing information or selling a product.

“The URL often indicates what type of organization and what country a web page comes from”¹⁴. By reading in page’s URL, the user will know types of organization work of the website (is it personal website or organization website or commercial website and Etc.). For example, this is the content in the page’s URL: <http://www.funschool.com>. By examining this information in the page’s URL, the user will be easy to check the types of organization work and the intent of the website that they are accessing.

2. Protocol Name

After knowing the content in the page’s URL as the example above, the user should understand in every part of the content in the page’s URL. Every part of the content in the page’s URL has different uses and functions. First part is to know Protocol Name. “The protocol name specifies the type of document – such as hypertext transfer protocol or http”¹⁵. According to eMINTS Nasional Center, The protocol points out to user that the file will be accessed via hypertext known as webpage or document. Here are the protocol names¹⁶:

¹⁴ Library Guides. “How to Evaluate Resources”, (<http://libguides.santarosa.edu> accessed on September 12, 2012)

¹⁵ eMINTS National Center. ”Evaluating and Using Internet Resources”, (www.emints.org, accessed on August 02, 2012)

¹⁶ eMINTS National Center. ”Evaluating and Using Internet Resources”, (www.emints.org, accessed on August 02, 2012)

- a. **http://**: means the page uses hypertext transfer protocol and indicate that the computer will access a webpage from a server using this form of file transfer
 - b. **https://**: means the webpage is using a secure method for transferring the file. This method is often used for transferring personal information.
 - c. **www**: “means the webpage is part of the World Wide Web.
3. Domain Names Label

Second part is to know Domain Name Label. “The domain name specifies the location on a server that stores the webpage”¹⁷. The location of domain name label is in the middle word in page’s URL, for example: <http://www.funschool.com>. The word “funschool” which is marked in the text bold is domain name label. By seeing domain name label in the page’s URL, the user will be easy to know the name of organization work or institution work to which the webpage belongs.

4. Domain Name Extension

Third part is to know types of Domain Name Extension. “Domain name extensions are related to a categorical group”¹⁸. Domain name label tells the user that website is intended to particular purpose. For example, domain name label that ends “.edu” is intended for educational

¹⁷ eMINTS National Center. ”Evaluating and Using Internet Resources”, (www.emints.org, accessed on August 02, 2012)

¹⁸ eMINTS National Center. ”Evaluating and Using Internet Resources”, (www.emints.org, accessed on August 02, 2012)

institutions. Domain name label that ends “.com” is intended for commercial business. Website that ends .com tends to have product to sell. The information usually offers a new product and persuades visitor to buy their product. Domain name also known as websites server. Here are types of websites servers taken from eMINTS National Center¹⁹.

- a. **.edu** : intended for educational institution
- b. **.gov** : intended for government agencies
- c. **.org** : non-profit organizations
- d. **.net** : personal website
- e. **.com** : commercial website
- f. **.uk, .au, .ca, .us** : country of origin designated for any type of site
- g. **.ac** : academic, England only
- h. **.k-12._us** : U.S. public school

It will be useful for user to know the types of website servers in internet, and it will help user to know the purpose of the website itself.

5. HTML (Hyper Text Markup Language)

Another part of webpage in page’s URL of the website is the use of HTML.

“Websites are written in, or dynamically converted to, HTML (Hyper Text Markup Language) and are accessed using a software interface classified as a user agent. Web pages can be viewed or otherwise accessed from a range of computer-based and Internet-enabled devices of various

¹⁹ eMINTS National Center. ”Evaluating and Using Internet Resources”, (www.emints.org, accessed on August 2, 2012)

sizes, including desktop computers, laptops, PDAs and cell phones.”²⁰

A webpage or document in the website is written in the content of webpage, and then it is inserted by using Hyper Text Markup Language. The function of HTML (Hyper Text Markup Language) is very significant in the webpage of the website. Website without using of Hyper Text Markup Language could not be worked and it will be blank website which is useless for user of internet.

It is important to the user of internet to know all part of the websites. By learning all those parts, the user will be easy to know the intent of the website itself and it will help the user to be effective, efficient and accurate to access website in the internet.

B. English Learning Website

“The use of the Internet is a significant issue in recent computer-assisted language learning (CALL) research and practice. With the growth of the Internet, particularly the Web (WWW or World Wide Web), and the number of Web sites has grown rapidly in a very short time”²¹

Since CALL (Computer-assisted language Learning) is present to provide authentic material to develop language learning and teaching, there are many websites for language learning and teaching grow with great amount in the internet, especially English learning websites as ESL/EFL.

²⁰ (<http://en.wikipedia.org/wiki/Website>, accessed on September 12, 2012)

²¹ Jeong-Bae Son, “Exploring and Evaluating Language Learning Web-Sites” (<http://www.usq.edu>, accessed on June 08, 2012)

The English learning website is intended to help students who learn English and also increase their skills in mastering English in internet. And for teachers of English will be helpful for them to make English learning website as authentic material for students to learn English.

The English learning website is created and designed as authentic materials for students, teachers and all the users who learn English easily and pleasurable in internet. The English learning website is designed more interesting in providing English materials than in the English book, because the English learning website is designed with colorful content and full designed application. English learning website is designed with colorful content (word, picture, background, and etc.) to make students desire to learn English. In other side English learning website also is designed with full designed application such as educational games, learning English via video, audio for listening test, quiz, and etc. to make students fun and fresh to use it. So students will be interested to learn English in the internet than English book.

English learning website provides authentic materials with varieties of levels and skills. The levels can be beginner, intermediate and advanced, so the students will be easy to choose which levels that match their abilities. And the skills are provided with various activities such as listening, reading, writing, TOEFL test, and etc. And it is very helpful for student to improve and enhance their English skills in internet.

English learning websites are designed with varieties of English materials activities or lessons such as listening, writing, speaking, grammar, pronunciation, educational games, and quiz in providing English materials in internet. Here is the example of English learning website which is designed with varieties of English materials activities taken from www.englishclub.com:

The screenshot displays the homepage of English Club (EnglishClub.com). The main navigation menu includes: Home, Home, About Us, What's New, Resources, For Members, Search, Games, and Ads. A sidebar on the right features several promotional banners: 'EC TOUR' with a bus icon, 'THIS WEEK IN HISTORY' highlighting '1917: COMMUNISTS DEPOSE RUSSIAN RULERS', 'Download Our Toolbar!', 'Idiom of the Day', 'TALKING POINT discussion homework', 'ESL SITE OF THE MONTH AWARD', and 'HISTORY'. The main content area includes sections for 'Learn English' (lessons, games, videos), 'Teach English' (lesson plans, worksheets), and 'Member Pages' (blogs, videos, photos). A 'The Ghosts - video animation' section is also visible. The page footer contains social media links for Google+, YouTube, and Twitter, along with a 'Subscribe' button and a 'Guest Article' submission link.

Picture 2.1

The English club provides varieties of English learning activities. The English learning activities are divided into three activities:

First is the English learning activity for learner. The learner can learn everything dealing with the English lessons which appropriate with their desires from the English club. The English materials or lessons have many types of activities such as listening, speaking, writing, reading, grammar,

pronunciation, vocabulary. And there are other activities such as ESL games, ESL quizzes, ESL videos, ESL exams, and etc. and also the English club provides English learning activities for kids and babies. See the picture below:

The screenshot displays the English Club website interface. On the left, there's a navigation menu with categories like Listening, Speaking, Reading, Writing, ESL Games, ESL Quizzes, Business English, English For Kids, English For Babies, English for Work, and ESL Magazine. The main content area features several advertisements and promotional banners, including 'Get English Degree', 'Learn English in Sydney', 'Education Books for Kids', and 'EC TOUR'. A sidebar on the right contains a 'Download Our Toolbar!' button and a poll titled 'Why are you learning English?' with options: For romance, Other, For travel, Because I love English, and For work. A 'View Results' link is also present.

Picture 2.2²²

Those English learning activities will help the learners enhancing and improving their skills in mastering English.

Second is the English learning activity for teacher. In this activity, the Englishclub provides many resources of English materials such as ESL Worksheets, ESL Handouts, ESL Activities, This Week in History, and ESL Lessons Plans to help the teachers to teach English to their students in the classroom. And Englishclub also provides other activities for teacher such as

²² (www.englishclub.com, accessed on October 25, 2012)

Teaching Tips, Teaching Forums, ELT Management, TEFL Training and etc. to improve their skills in teaching English and also to be able solve problems to their students in the classroom. See picture below:

The screenshot displays the EnglishClub.com website interface. At the top left, it says "Teach English (EnglishClub.com)" with a "38" badge and a "+1" button. Below this is a "TEFL TEACHERS LOUNGE" section with a video player icon. A paragraph states: "In this Teach English section you'll find materials and pages designed to help in your teaching. Don't forget, there are also many resources in Learn English that will be useful for teachers." Below this are several menu items: "Teaching Tips" (Advice for new and not so new teachers), "Teacher Forums" (Online teacher-to-teacher discussion), "Inter-school Projects" (Set up class projects with other teachers), "ESL Jobs" (Job offers for ESL teachers worldwide including China and Korea), "TEFL Articles" (Essays and articles about teaching English), "TEFL Training" (Information and objective advice), "Learning Difficulties", "ELT Management" (Tools, tips and resources for school administrators and senior staff), and "Get your own page on the MyEnglishClub social network".

On the right side, there are three main sections: "Hiragana Times" (No.1 magazine for learning Japanese with hiragana, kanji, English & audio, www.hiraganetimes.com), "English video lessons" (Learn English with video lessons and interactive exercises, www.englishbee.net), and "Education Books for Kids" (Interactive Books For Your Kids Apply For Free Parenting Booklet, www.ETUlearning.com). Below these is a dashed box titled "Teaching Resources" containing: "ESL Worksheets" (Printer-friendly worksheets and printables, many sorted by skill or topic), "ESL Handouts" (Convenient handouts with practical information for your students), "ESL Activities" (Ideas for activities and games in the English classroom), "This Week In History" (An event from the past every week, with vocabulary and quiz), and "ESL Lesson Plans" (Classroom materials, games and activities).

At the bottom, there are two columns of links: "How To Teach English With EnglishClub", "More resources in our Learn English section", "ESL Forums for learners (teachers welcome)", "ESL Chat good for inter-class projects", "Short history of English", "English Grammar Terms", "Common English exams and tests", "Warm Up Games and Activities", and "English levels and corresponding exams".

Picture 2.3²³

Third is the English learning activity for English community or English club. Here are all the visitors either teachers or students could be member of English community. The English club provides English community or English club to help all visitors to improve their English skills via English chatting to their English communities. They can share their blogs, photos, videos, music, and their dailies stories and activities with English language. See the picture below:

²³ (www.englishclub.com, accessed on October 27, 2012)

MyEC My Page Blogs Photos Videos Chat Forum Members Groups

Members

Welcome to **My English Club**, where you can have your own page with photos, videos, blogs and music to help you learn or teach English. Make friends and chat in English! Join or start a group. Play games and have fun!

Click here to check out our latest **STAR Members!**

STARS have **Winning Pages**

Alternative English-language news:
[InfoClearingHouse](#) | [RussiaToday](#) | [Mathaba](#) | [PressTV](#)
[WSWS.org](#) | [TehranTimes](#) | [WikileaksMirrors](#) | [GreenCharter](#) | [LDR](#)

Latest Activity

↓ 17 new items

rema mohammed abdullah replied to rema mohammed abdullah's discussion *Blogs and discussions !!*
 "OK Deepa! we are working on it^.^ If I find something worth to share,I'll (try) to sum up all..."

Welcome to EnglishClub
 Sign Up or Sign In

Or sign in with:

ENGLISH ONLY
 Please DON'T Plagiarize !

Technical HELP

Report Member (FIRST, go to the page of the member you want to report, then click report member)

EC Moderators
 Expecter | Nadira | Vega
 Nafis | Robbie | Junco
 Ario | Heaven

EC Admin: Tara Benwell
 EC Founder: Josef Essberger

View All

Let's speak English
 3203 members
 1036 782

Find a Learning Partner
 1927 members
 933 308

SKYPERS
 1539 members
 1075 705

Picture 2.4²⁴

There is English learning website that is intended to provide English materials with full games application rather than provide English skills such as listening, speaking, reading, writing, TOEFL test, and etc. For instance: the English learning website from www.funschool.com. See the picture below:

²⁴ (www.englishclub.com, accessed on October 27, 2012)



Picture 2.3²⁵

The website “Funschool” is designed with colorful page to attract the visitors to visit and access the site. Funschool is intended for kids who learn English language with fun activity through educational games and videos. The educational games are designed with many variations such as Top 10 Games, Fun Poll, Word Play, Homerun Derby, Math Popper, Coloring Pages, and Interactive. The educational games are updated periodically and Funschool always launches a new game in order that the kids are not bored to visit the website. Other side, Funschool also invites kids to learn and do something interesting, creative, and useful through watching fun

²⁵ www.funschool.com

craft videos. One of the fun craft videos is making paper plate craft. Here, the kids are asked to make something such as frog, plate and etc. from the paper through an example which is played in the fun craft video.

Funschool will be helpful for kids who learn and improve their skills in mastering English with fun activity through educational games and videos. And it will work for kids who are reluctant and undesirable to learn English.

C. Criteria of Good Website

“There are now a large number of Web sites for language learning and teaching and the amount of information on the Web sites are enormous. As a result, it is difficult for language teachers to find quality Web sites that match their needs and interests. This situation raises a need for a Web evaluation system, including a list of useful Web sites, which can guide teachers to find and use Web resources effectively and to assess Web sites efficiently.”²⁶

The numbers of English learning websites are exploded with great amount in internet, and the student and teacher are very easy to look for English learning websites in internet as electronic media to learn and teach English instead of English textbooks. As the fact above, not all English learning websites have good quality in the content dealing with English resources and materials. So students and teachers should need to know how to evaluate the source of information in English learning websites in order to have a critical understanding of their reliability and credibility.

One of the ways for students and teachers to evaluate the sources of information in English learning websites is to know the characteristic or

²⁶ Jeong-Bae Son, “Exploring and Evaluating Language Learning Web-Sites” (<http://www.usq.edu>, accessed on June 08, 2012)

criteria of good websites. It will guide both students and teachers to find best quality of English learning websites in internet, since not all English learning websites are credible and reliable in internet.

1. Charles Kelly²⁷

According to Charles Kelly, criteria of good website for ESL are²⁸:

a. *Usable*

It means that the website could be worked and used by visitors in all features or programs (dealing with the using HTML, navigation, link, java, animated images, and etc.) provided or presented in the webpage of the website. All the features should be worked properly. Thus both students and teachers will not find problems dealing with disable or error programs or features provided and presented in webpage of the website while they are accessing and working with the website. So the student and teacher should assess and evaluate the usability of all features in the web pages of the website in order to know the extent of expedience of the website.

b. *Has something he/she want*

It means that the website should be designed to be based on student and teacher' desirability, interests and needs concerning with all the features. And the website must be designed with simple ways

²⁷ Charles Kelly. "Guidelines for Designing a Good Web Site for ESL Students" *The Internet TESL Journal*, (<http://iteslj.org/>, accessed on June 08 2012)

²⁸ Charles Kelly. "Guidelines for Designing a Good Web Site for ESL Students" *The Internet TESL Journal*, (<http://iteslj.org/>, accessed on June 08, 2012)

that are easy for student and teacher to use and work it. For example the use of navigation system, the author should make and put the navigation system easily, clearly, simply and appropriately in the webpage in order to the students and teachers are easy to use and look for what they are looking for.

The author should make the site useful for the student and teacher in providing content dealing with English resources and materials in the website rather than providing much advertisement to sell a product in the webpage. And the content of English resources and materials should be printable. So as the student, it will be useful for them as English learning resources to use it instead of studying off-line and as the teacher could use them as English authentic materials to teach their students in the classroom.

And the website should be good looking with colorful content in the webpage to make the student and teacher are pleasant to work and access it. And it will encourage their desires to learn English more in the website.

c. *Doesn't waste his/her time:*

The features dealing with the using of HTML code and Navigation system should be worked fast in loading and transferring data in the pages of the website in order that the student and teacher do not take too long time to wait in downloading data and displaying pages. The faster the website works, the better the website uses.

d. *Isn't irritating*

It means that the website dealing with the features should be designed and arranged with good way. As designer and author should avoid the student and teacher find something irritating in their website with irrelevant use of Java, animated images, frames, advertisement and etc. so the author should be able to design and arrange the features of the website well and they could be worked properly and easily.

2. eMINTS National Center²⁹

Other criteria for evaluating source of information in the internet are found from eMINTS National Center. eMINTS National Center stated that criteria for evaluating information in the internet are³⁰:

a. *Author Authority*

It means that it is very important work for student and teacher to check and identify the information about author's authority in the website, because it will determine the quality of information in the website and it will determine the expediency of the content in the website. Here are ways to identify the author authority in the website:

First is identifying author by examining the page's URL. The URL indicates what type of organization and what country a webpage

²⁹ eMINTS National Center. "Evaluating and Using Internet Resources", (www.emints.org, accessed on August 02, 2012)

³⁰ eMINTS National Center. "Evaluating and Using Internet Resources", (www.emints.org, accessed on August 02, 2012)

comes from. Student can identify the author by examining the page's URL on the top of webpage. If they can't find the information about author on the page, they can use truncate the URL by erasing the last part of the URL their web browser's location box. Teach them to delete the end of the URL backwards to the first slash mark "/" then try to refresh the page's URL again and student will know the author who is responsible for the website.

Second is to know if the page belongs to someone's personal home page that is connected to an organization official's page. Student is not enough to know domain name label to determine author authority in the website. They should identify someone's personal that had charge of the website itself. The page's URL that has a tilde (~) followed by the name of person usually indicates someone's personal who is responsible for the website. For example, in the URL <http://www.aitech.ac.jp/~ckelly>, Charles Kelly is someone's personal as writer to the website and he is from Aichi Institute of technology.

Third is identifying the author's credentials in his/her study. The author should have a university degree in her/his discipline, and an experience in a field that is relevant to the source of information presented and provided in the website.

Fourth is to verify the author's background. The author background should be appropriated with the source of information in the website, so students should look into the author's background to

determine whether the author qualifies in providing the materials in the website or does not.

b. Author Credibility

In determining the author's credibility in the website, the author should enclose references lists and cited sources in providing the source of information on the webpage. And the authors of references lists and cited sources should be legitimate and reputable in providing the information in the internet. It will help student to know the author's credibility in the website.

c. Purpose and Intent

A website is designed and published with various purposes and intents in providing source of information in the internet. Students should be careful to browse source of the information found in the internet. They should evaluate it to know the purpose and intent of the website. Determining the purpose and intent of the website, it will guide student to know the website belongs to. Here are some ways to know the purpose and intent of the website:

1) Examining the URL (Uniform Resource Locator)

The page's URL tells and gives student the information about address of the site, and it will be helpful for user to determine whether the intent of a webpage of the website is providing information or selling a product.

2) Protocol Name

Protocol Name such as *http://* and *https://* tells students that the document will be accessed and transferred via hypertext in a new webpage.

3) Domain Name Label

Domain Name Label is server name. It will tell students to know the name of an organization of the website. For example: www.englishclub.com. Englishclub is domain name label that indicate to which the website belongs.

4) Domain Name Extensions

Domain name extensions tell students about types of website servers such as .edu, .org, .com and etc. in the page's URL. It will give the information to students for which the website is intended.

5) File Path

File path is a little part of the information in part of the URL. It gives the detailed information about the website. File path is located after domain name followed by a sign "/". For example: http://www.moonsite.edu/~maninthe/cheeses/cottage.html. The underlined words are file path. It will guide students to know the detail information of the website.

6) Stated Purpose

The website homepage contains about the author personal concerning with the purpose and intent of the website. Student

should examine the information of homepage in the webpage to find the purpose and intent of the publisher. It will help student to know whether the website provides English learning or sells his/her product.

7) Accuracy

To determine how accuracy the information of the website, student should take more than one source of the website. And try to compare the two of information of the website by using criteria for evaluating ESL website. It will help student to know which website is good and not quite good.

8) Objectivity and Bias

The author should present more than one issue in the webpage. And it will make the student easy to determine the objectivity and bias of the author in providing the website.

9) Currency and Timeliness

The information of website should be up to date regularly. If the student does not find the date of revision on the webpage of the website, student should not access and use the information. And they should put in doubt the credibility and reliability of the information of the website.

10) Usability

Usability means that the website should be complete in providing the information on the webpage based on visitor needs and meets.

And it could be worked totally so the student does not find any problem in the website.

3. Jeffrey T. Nelson³¹

Jeffrey T. Nelson also stated that the criteria for examining ESL website are³²:

a. Purpose

Website is designed with many purposes and intents in providing the information on the webpage. According to Jeffrey T. Nelson the purpose of the website includes *skills, scope of audience and target level*.

The skill means that the ESL (English Source Language) websites should provide the types of skills such as reading, speaking, writing, listening, grammar, vocabulary and cultural vocabulary in the content. It will help the student to be focus to learn English effectively in the website.

The scope of audience means that the website should give the information about the organization work to know the intent of the website itself. It will help student to know whether the website is intended for World Wide Web or government or institution and etc.

³¹ Jeffrey T. Nelson. "the system for evaluating ESL Websites". (<http://itp.innoved.org> accessed on August 14, 2012)

³² Jeffrey T. Nelson. "the system for evaluating ESL Websites". (<http://itp.innoved.org> accessed on August 14, 2012)

This study through examining the information in the page's URL (Uniform Resources Locator).

b. Pedagogy

There are some categories in pedagogical theory and practice.

There are:

- 1) Sensory input: the website that is designed for language learning should be interesting and fun in providing the information on the webpage. It includes multimedia such as sound, video, graphic and etc. And the multimedia could be worked effectively.
- 2) Feedback: the author should provide a machine for the feedback in the information of the website. It will help and give the guidance for students to work correctly and effectively in the website.
- 3) Interactivity: means that how many varieties of language learning activities which are provided in the website. The website for English language learning should be designed dynamically in providing activities in the webpage. And student will not feel bored to work in that website.
- 4) Communicativeness: the website should have contact information to the visitor such as email address, phone number. It will help the students to communicate and share to the author either when they are on-line or off-line.
- 5) Context: the context for language learning website should be delivered with full motivated in presenting a language on the

webpage in order that the students do not worry to access and work in that website.

c. Design/Construction

Design and Construction concerns with six categories, there are:

1) Content

The content of the website should have good quality and quantity. Good quality means that the content of the website should be original and reliable. Good quantity means that the content should be provided and presented with many variations on the webpage so the students do not feel bored while they are working in the website.

2) Revisitability

The content of the website should look fresh. It means that the website should be updated regularly in order that the student finds it fresh when they come back to access the website. It will determine that the website is not static but dynamic.

3) Appearance

The ESL website should have good looking in presenting the elements dealing with the use of graphics on the webpage such as color, text, animated, picture and etc. they should be designed with attractive and interesting appearance based on the educational background in order that the student desires to access and work in the website.

4) Navigation

The navigation aid should be designed with the easy and simple way to reach any content of webpage in the website. And it should not take too long time to load the page. The website which has large number of content pages should minimize the navigation button or keystroke to jump to any content of pages. And hyperlink of pages should be designed with one jump without jumping to other pages again to reach detail information in the webpage. So the student is not got saturated and bored to use the navigation aid in the website.

5) Load speed

The website should be fast to load the content of the page. The websites that have large numbers of the contents usually are long to load the page. Bring large numbers of contents into separate page in the webpage and it will reduce long time to load the page.

6) Technical (HTML) quality

The use of HTML (hyper text markup language) is very important in the website. The HTML should be compatible in any web browser because sometimes the HTML could not be compatible in other web browser. And the HTML code should have good quality in order that the student does not find error of HTML code because of poor use of HTML. So this is the author job to maintain the quality of HTML code in the website.

D. Review of Previous Study

This study is regarded in the same field as the following studies: First, it is conducted by Liu, M., Traphagan, T., Huh, J., Koh, Y. I., Choi, G. & McGregor, A. Entitled “Designing Web Sites for ESL Learners: A Usability Testing Study” in The University of Texas at Austin. The research focused on reporting an ESL Web sites usability study conducted to gain insights from ESL learners as they interacted with specific sites. The technique to gather the data was intervieweing 10 different users to assess the usability of 5 selected websites. Results of the study provide implications of the usefulness of ESL Web sites, the effectiveness of the site design features, and the degree to which the sites meet ESL learners’ needs.

The differences of this present study and the previous study are elaborated as follows: 1) the focus: the previous study focused on reporting the usability of the ESL websites concerning on design features for the specific ESL websites, what design features contribute to learning from the ESL Web sites, Participant reactions to site specific learning tasks and evaluative questionnaires provided evidence of design features relevant to the ESL context. While, the present study focused on evaluating the reliability of ESL websites concerning on usability, students’ need, author, pupose, pedadogy, and design/constuction. 2) the technique: the present study used content analysis/ document study to collect the data and analyse the data, while previous study used interviews to collect the data.

Second, it is conducted by Jeong-Bae Son, entitled “Exploring and Evaluating Language Learning Web Sites. The research focused on assessing ESL/EFL websites to guide the teacher to find and use web resources effectively and efficiently in the internet. The technique to gain the data was giving the questioners to the four pointed reviewers. The contents of questioners concerning with the elements of standardization of designing web resources were taken from other designers and were made into the questioners. The four reviewers were pointed to analyze and evaluate the selected web resources to report the results of the selected web resources evaluation using the questioners as the instrument to gain the final data. The result of the study gives the guidance for teacher to find and use web resources effectively and efficiently in the internet.

The differences of this present study and the previous study are elaborated as follows: 1) the focus: the previous study, The research focused on assessing ESL/EFL websites to guide the teacher to find and use web resources effectively and efficiently in the internet. The technique to gain the data was giving the questioners to the four pointed reviewers. The contents of questioners concerning with the elements of standardization of designing web resources were taken from other designers and were made into the questioners. The four reviewers were pointed to analyze and evaluate the selected web resources to report the results of the selected web resources evaluation using the questioners as the instrument to gain the final data. While, the present study focused on evaluating the reliability of ESL websites

concerning on usability, students' need, author, pupose, pedadogy, and design/constuction. 2) the technique: the present study used content analysis/ document study to collect the data and analyse the data.

Third, it is conducted by Joshua Miekley, entitled "ESL Textbook Evaluation Checklist". The research focused on evaluating reading textbooks for use in ESL/EFL classrooms by using textbook evaluation checklist. The technique to gain the data is using textbook evaluation checklist. The textbook evaluation checklist is designed based on either recent research or previously developed checklists. The questions of textbook evaluation checklist that are used to evaluate reading textbooks concerning with 3 matters:

1. Textbook: in the term of textbook, the questions of textbook evaluation checklist regarding to the content, vocabulary and grammar, exercise and activities, and Attractiveness of the Text and Physical Make-up.
2. Teacher's Manual: in the term of Teacher's Manual, the questions of textbook evaluation checklist regarding to General Features, Background Information, Methodological Guidance, Supplementary Exercises and Materials
3. Context: while in the term of context, the questions of textbook evaluation checklist concerning with curriculum, students' target, and teachers' need.

All the questionnaires of textbook evaluation checklist will be as instrument to analyze and evaluate reading textbooks. The result of the study is to make the textbook selection process more efficient and more reliable.

The differences of this present study and the previous study are elaborated as follows: 1) the focus: evaluating reading textbooks for use in ESL/EFL classrooms by using textbook evaluation checklist. The questions of textbook evaluation checklist concerning with 3 matters: 1), Textbook, Teacher's Manual, and Context. While, the present study focused on evaluating the reliability of ESL websites concerning on usability, students' need, author, pupose, pedadogy, and design/constuction. In the previous study, ESL textbooks as the object to analyze and evaluate, but in the present study, the researcher used ESL websites as the object of the research. 2) the technique: the present study used content analysis/ document study to collect the data and analyse the data, while previous study used questioners to collect the data.

Fourth, it conducted by Sunday Adejimola Amuseghan and Akinrelere Lucy Olayinka entitled "An Evaluation of *Intensive English* (Book I) as a Course book for English as Second Language in Nigeria". The researcher focused on evaluating the authors' approaches and methods of presenting contents in *Intensive English I* concerning with four sections: speech, comprehension, language structure and composition. The technique to gain the data was analyzing and evaluating the authors' approaches and methods of presenting contents in *Intensive English I* by using checklist

concerning with English language curriculum elements as vocabulary development, comprehension (listening and reading) grammatical structure, spoken English, writing and literature. The idea of the curriculum integration is to promote a systematic development of both the language skills and the literary knowledge that are considered essential for effective use of English in oral and written communication as well as in learning other subjects in the school curriculum.

The differences of this present study and the previous study are elaborated as follows: 1) the focus: the previous study, The researcher focused on evaluating the authors' approaches and methods of presenting contents in *Intensive English I* concerning with four sections: speech, comprehension, language structure and composition. The technique to gain the data was analyzing and evaluating the authors' approaches and methods of presenting contents in *Intensive English I* by using English language curriculum elements as vocabulary development, comprehension (listening and reading) grammatical structure, spoken English, writing and literature. The idea of the curriculum integration is to promote a systematic development of both the language skills and the literary knowledge that are considered essential for effective use of English in oral and written communication as well as in learning other subjects in the school curriculum. While, the present study focused on evaluating the reliability of ESL websites concerning on usability, students' need, author, pupose, pedadogy, and design/constuction. 2) the technique: the present study used content analysis/

document study to collect the data and analyse the data, while previous study used evaluation checklist and course book as the object to collect the data.

Fifth, it is conducted Teresa Petch, entitled “content analysis of selected health information websites”. The researchers focused on shedding some light in this area and gain a better understanding of what information the various producers provide, and the inclusiveness of this information. In addition, the research explores how health information websites are established, developed and maintained. Research tool was developed systematically analyze and compare the content of seven health information websites. To complement the web-based data, semi structured interviews were conducted with professionals associated with four out of seven websites. Ideally, the finding of the research will contribute to the understanding of the issues and challenges related to the computerization of the health care system, particularly regarding the inclusiveness of internet based health information.

The differences of this present study and the previous study are elaborated as follows: 1) the focus: the previous study, The researcher focused on shedding some light in this area and gain a better understanding of what information the various producers provide, and the inclusiveness of this information. In addition, the research explores how health information websites are established, developed and maintained. Research tool was developed systematically analyze and compare the content of seven health information websites. To complement the web-based data, semi structured

interviews were conducted with professionals associated with four out of seven websites. Ideally, the finding of the research will contribute to the understanding of the issues and challenges related to the computerization of the health care system, particularly regarding the inclusiveness of internet based health information. 2) the technique: the present study used content analysis/ document study to collect the data and analyse the data, while previous study used interviews and health information websites as the object to collect the data.